
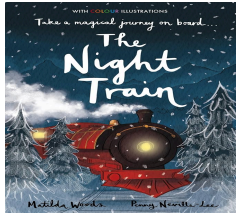



Topic Name: Light it up!		Year 3	Term Autumn 2
<p>Focus texts:</p> <p>Orian And the Dark by Emma Yarlett</p> <p>The Night Train by Matilda Woods</p>		 	
<p>English Units:</p> <p><b>Core Writing Outcomes:</b></p> <p>Narrative: Retell part of the story with added detail and dialogue.</p> <p>Instructions:</p> <p>Write a set of instructions in chronological order</p>			
<p><u>Core reading outcomes</u></p> <p>Understand that the sequence of events in a narrative is called the plot.</p> <p>Identify the plot in a narrative.</p> <p>Know that writers use words and language to create an effect on the reader.</p> <p>Identify words and language that create an effect on the reader.</p> <p>Know that characters' actions can tell the reader about their thoughts, feelings and motives.</p> <p>Infer characters' feelings, thoughts and motives from their actions.</p> <p>Explain how characters' actions can tell the reader about their thoughts, feelings and motives.</p> <p>Discuss the meaning of words and language in poems.</p>	<p><u>Core writing outcomes</u></p> <p>Identify the key events for their narrative.</p> <p>Make careful choices about vocabulary to be used.</p> <p>Use an appropriate planning format for the text type.</p> <p>Organise related material into sections.</p> <p>Self-assess the effectiveness of writing.</p> <p>Read their writing out loud to check it makes sense.</p> <p>Proof read own writing for accuracy.</p>	<p><u>Core writing outcomes - Grammar and Vocabulary</u></p> <p>Use time adverbs and conjunctions in writing.</p> <p>Use conjunctions to show reasons or causes in writing.</p> <p>Use sentences with more than one clause.</p> <p>Understand and use different forms of the past tense.</p> <p>Use inverted commas for direct speech.</p>	<p><u>Core maths outcomes</u></p> <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> <li>○ <b>Step 13</b> Add two numbers (across a 10)</li> <li>○ <b>Step 14</b> Add two numbers (across a 100)</li> <li>○ <b>Step 15</b> Subtract two numbers (across a 10)</li> <li>○ <b>Step 16</b> Subtract two numbers (across a 100)</li> <li>○ <b>Step 17</b> Add 2-digit and 3-digit numbers</li> <li>○ <b>Step 18</b> Subtract a 2-digit number from a 3-digit number</li> <li>○ <b>Step 19</b> Complements to 100</li> <li>○ <b>Step 20</b> Estimate answers</li> <li>○ <b>Step 21</b> Inverse operations</li> </ul> <p>Multiplication and Division:</p> <ul style="list-style-type: none"> <li>○ <b>Step 1</b> Multiplication - equal groups</li> <li>○ <b>Step 2</b> Use arrays</li> <li>○ <b>Step 3</b> Multiples of 2</li> <li>○ <b>Step 4</b> Multiples of 5 and 10</li> <li>○ <b>Step 5</b> Sharing and grouping</li> <li>○ <b>Step 6</b> Multiply by 3</li> <li>○ <b>Step 7</b> Divide by 3</li> <li>○ <b>Step 8</b> The 3 times-table</li> <li>○ <b>Step 9</b> Multiply by 4</li> <li>○ <b>Step 10</b> Divide by 4</li> <li>○ <b>Step 11</b> The 4 times-table</li> <li>○ <b>Step 12</b> Multiply by 8</li> </ul>

<p>Know how to use a non-fiction book to find information.</p>			<ul style="list-style-type: none"> <li>○ <a href="#">Step 13</a> Divide by 8</li> <li>○ <a href="#">Step 14</a> The 8 times-table</li> <li>○ <a href="#">Step 15</a> The 2, 4 and 8 times -table</li> </ul>
<p><b>RE-</b> Unit 3.1 Called by God Key Questions</p> <ul style="list-style-type: none"> <li>● What does it mean to be called by God?</li> <li>● In what ways does God call people? How does God speak to people?</li> <li>● What sort of tasks does God call people to do?</li> <li>● Who has been/or could be called by God?</li> <li>● What is the role of a faith leader who has been called by God?</li> <li>● What are the similarities and differences between the role and daily lives of faith leaders?</li> </ul> <p>Unit 3.2 Christmas</p> <ul style="list-style-type: none"> <li>● In what ways do Christians believe that God is with us?</li> <li>● How does it feel to be in the presence of God?</li> <li>● How did/does the presence of Jesus have an impact on people's lives?</li> <li>● In what ways do Christians believe that they are the presence of Jesus in the world today?</li> </ul>	<p><b>Geography</b> In Geography we will be starting part 1 of our Volcanoes, Earthquakes and Mountains unit. We will be focussing on mountains and the different climates on a mountain and how mountains can affect tourism.</p> <p><b>Computing</b> <b>Creating Media - Animation NCCE</b> Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p> <p><b>MFL (FRENCH):</b> This term French will be taught by Mrs Power. Children will be learning about the calendar and celebrations including: days; months ( and respond to simple questions); asking the day/month and asking someone's birthday month.</p>	<p><b>Design Technology</b> Order the main stages of making.</p> <ul style="list-style-type: none"> <li>● Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.</li> <li>● Explain their choice of materials according to functional properties and aesthetic qualities.</li> <li>● Use finishing techniques suitable for the product they are creating.</li> </ul> <p>Develop and use knowledge of how to construct strong, stiff shell structures.</p> <ul style="list-style-type: none"> <li>● Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.</li> <li>● Know and use technical vocabulary relevant to the project.</li> </ul>	<p><b>Science</b> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.</p> <p><b>P.E</b> Dance &amp; Yoga</p> <p><b>PSHE:</b> Our World- This term the children will be using the 1decision scheme to learn about looking after our world. Children will also take part in the Christmas Enterprise.</p>
<p>Healthy Lifestyles</p>	<p>Diversity</p>	<p>Speech and Language</p>	<p>Mental Health and Wellbeing</p>

**Anchor Vocabulary**

<p><b><u>Geography</u></b></p> <p>continent  Europe  human features  physical features  equator  Tropic of Cancer  Tropic of Capricorn  Northern/Southern Hemispheres. climate  human development.</p>	<p><b><u>Science</u></b></p> <p>Light source  Reflection  Shadow  Opaque  Transparent  Translucent  Mirror</p>	<p><b><u>PSHE</u></b></p> <p>reduce  reuse  recycle  environment  carbon footprint  carbon dioxide  global warming</p>
<p><b><u>P.E</u></b></p> <p>performance  solo  unison  co-operation  demonstrate  sequence  structure  rhythmic</p>	<p><b><u>Design Technology</u></b></p> <p>cuboid  edge  face  font  set  prism  scoring  shell structure  vertex</p>	<p><b><u>Computing</u></b></p> <p>animation  flipbook  stop-frame  frame  sequence  image  photograph  onion skinning  consistency  media  import  transition</p>