

Term: Autumn

Year Group: 3

Life in all its fullness - through learning and love.



Termly Foundation Plan

Subject	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7
Art Topic Focus – Collage inspired by Autumn	NC Objective - I can gather ideas about the shapes and colours of autumn leaves.	NC Objective - To create textured papers using paints.	NC Objective - To free cut to create a leaf collage.	NC Objective - To create a leaf using paper folding.	NC Objective - To create autumnal fabric using fabric crayons.	NC Objective - To create a collage inspired by autumn.	NC Objective - To review my artwork.
	Key Knowledge - Children to know about the season of autumn and the changes that take place to nature and how to represent that using colour and shape.	Key Knowledge - How use primary colours to make autumnal colours. To use implements to create texture.	Key Knowledge - To be able to cut shapes without pre-drawing lines to form meaningful shapes.	Key Knowledge - To be able to fold paper to create 3D shapes and textures.	Key Knowledge - To know how to use the rubbing technique to make detailed designs.	Key Knowledge - How to assemble the work they have produced in previous weeks to produce a finished piece.	Key Knowledge - To critique and assess their own and others work positively.
	Revisited Vocabulary Autumn, primary, secondary and tertiary colours, texture, cut New Vocabulary Mood board, autumnal, inspired, technique, origami, 3D, fabric, rubbing, collage, critique, review, assess, feedback.						
Computing	NC Objective - To identify	NC Objective - To enter a sequence of	NC Objective - To use an iPad	NC Objective - To know the meaning of	NC Objective - To write an algorithm using Pureflow.	NC Objective -	NC Objective -

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<p>Topic Focus –Big Robots</p>	<p>directional language.</p>	<p>instructions to move a floor robot to a designated point incorporating turns.</p>	<p>application to draw shapes.</p>	<p>algorithms and the need for them to be precise and accurate.</p>			
	<p>Key Knowledge - Children are able to recognise, use and understand directional language, abbreviations and sequence instructions. Children able to identify degree of angle and alter distance.</p>	<p>Key Knowledge - Children able to recognise that a string of instructions or commands placed together can create a simple program. Without this programme then the robot would not move.</p>	<p>Key Knowledge - Children are able to recognise that a string of instructions or commands placed together can create a simple program. Without this programme then the robot would not move.</p>	<p>Key Knowledge – Children are able to understand and explain the meaning of algorithm and the importance of order and accuracy. Children are able to identify algorithms in everyday life.</p>	<p>Key Knowledge - Children are able to break down tasks into a sequence of steps and understand the order of sequence. Children are able to think through steps of an algorithm and predict the outcome.</p>	<p>Key Knowledge -</p>	<p>Key Knowledge -</p>
<p>Revisited Vocabulary Forwards, backwards, left, right, go, clear, program, instructions, programming, command. New Vocabulary Application, IPad, algorithm, flowchart, sequence, predict and outcome.</p>							
<p>Design Technology Topic Focus – Seasonal Vegetable Gratin.</p>	<p>NC Objective - Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of</p>	<p>NC Objective - To taste test a variety of seasonal vegetables.</p>	<p>NC Objective - To design a vegetable gratin using seasonal ingredients.</p>	<p>NC Objective - To make and evaluate a vegetable gratin.</p>	<p>NC Objective - To understand what makes a balanced meal.</p>	<p>NC Objective - To design a label to advertise their seasonal gratin. To create a label for a seasonal gratin using their design ideas.</p>	<p>Assessment – Kapow quiz and knowledge catcher – Children who are secure can: Explain that fruits and vegetables grow in different countries based on their climates.</p>

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	<p>cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>						<p>Understand that 'seasonal' fruits and vegetables are those that grow in a given season and taste best then. Know that eating seasonal fruit and vegetables has a positive effect on the environment. Design their own tart recipe using seasonal ingredients. Understand the basic rules of food hygiene and safety. Follow the instructions within a recipe.</p>
	<p>Key Knowledge - That vegetables are grown in seasons. That some foods are imported from other countries therefore are in the shops all year round.</p>	<p>Key Knowledge - That vegetables all have different tastes and textures. That we need to try things a few times before we like them.</p>	<p>Key Knowledge - How to build a recipe using seasonal ingredients.</p>	<p>Key Knowledge - How to follow a simple recipe. How to evaluate their cooking, thinking about how they would improve it.</p>	<p>Key Knowledge - To understand the healthy eating plate and terms such as protein, dairy and carbohydrates.</p>	<p>Key Knowledge - To understand how brands promote and advertise their products.</p>	

	<p>Revisited Vocabulary</p> <ul style="list-style-type: none"> Farming, taste, texture, evaluate, recipe, design, chop, cut, slice, mix, sprinkle, grind. Climate <p>New Vocabulary</p> <ul style="list-style-type: none"> Seasonal, seasonality, season, imported, home grown, variety, combine, nutrition, nutritional, healthy, protein, carbohydrate, fats, dairy, promote, advertise, label, gratin reared, diet, natural, processed, 						
<p>Geography</p> <p>Topic Focus – Volcanoes</p>	<p>NC Objective - To know the layers of the earth.</p>	<p>NC Objective - To label and make a volcano.</p>	<p>NC Objective - To explore what happens when a volcano erupts.</p>	<p>NC Objective - To explore different types of volcano.</p>	<p>NC Objective - To know what tectonic plates and the ‘ring of fire’ are.</p>	<p>NC Objective - To explore life in volcanic areas.</p>	<p>NC Objective - To compare life in volcanic and non-volcanic areas.</p>
	<p>Key Knowledge - To know the earth is constructed of layers and their names.</p>	<p>Key Knowledge - They will learn the terminology for the parts of a volcano.</p>	<p>Key Knowledge - They will learn what causes a volcano to erupt and what happens during an eruption.</p>	<p>Key Knowledge - They will learn about the three types of volcanoes (composite, shield and dome). They will also find out the difference between an extinct, active and dormant volcano.</p>	<p>Key Knowledge - Children will learn what the tectonic plates are and identify which plates different countries lie on. They will understand how these plates move and how this can cause volcanoes and other natural disasters.</p>	<p>Key Knowledge - Children will explore why people live in volcanic areas and what the various benefits of this can be for people, such as fertile soil and mining opportunities.</p>	<p>Key Knowledge - Children will consider ways in which life in a volcanic area is similar to or different from life in a non-volcanic area.</p>
	<p>Revisited Vocabulary Similarities and differences, positives and negatives, geographical features.</p> <p>New Vocabulary Core, inner core, outer core, mantel, crust, magma, volcano, eruption, earth, tectonic plates, volcanic, vent, ashes, crater, lava, magma chamber, flow, composite, shield, dome, extinct, active, dormant, ring of fire.</p>						
<p>History</p>	<p>NC Objective - To make deductions using</p>	<p>NC Objective - To put events in chronological order.</p>	<p>NC Objective - To find out how hunters and</p>	<p>NC Objective - To research the history of Skara Brae.</p>	<p>NC Objective - To explore the different theories</p>	<p>NC Objective - To compare the Bronze age to the Stone Age.</p>	<p>NC Objective - To learn about how society</p>

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Topic Focus – Stone Age to Iron Age	primary sources and artefacts.		gatherers survived in the Stone Age.		behind the building of Stonehenge.		changed in the Iron Age.
	Key Knowledge - What an archaeologist is and how they use historical artefacts to interpret what life was like in prehistory.	Key Knowledge – To know the time periods that the Stone Age to the Iron Age covered. They will set this period into the wider context of human history.	Key Knowledge - Pupils will learn the difference between threats and assets provided by the natural habitat.	Key Knowledge - Pupils will find out how things changed in Britain in the Stone Age when people began to settle in farming communities like Skara Brae.	Key Knowledge - Pupils will explore different theories about why Stonehenge was built.	Key Knowledge - To know changes between the Stone Age and the Bronze Age, including the implications of the discovery of bronze and the process of how bronze was made.	Key Knowledge - Pupils will discover what life was like in an Iron Age hill fort in Britain.
	Core Vocab Historical, Historian, Chronological order, evidence, sources, primary sources, secondary sources, artefacts, archeologist, historian, analyse, interpret, evaluate, research, theories. New Vocab Farming, tools, Stone Age, Bronze Age, Iron Age, prehistory, time periods, deduce, deductions, early man, flowchart, process, hill fort, community, survival, hunter, gatherer, carved.						
Modern Foreign Language - Spanish Topic Focus - Numbers 1 -10 Topic Focus - Greetings	NC Objectives - Autumn 1 I can count to 10 in Spanish using correct pronunciation. I can read numbers to 10 in Spanish. I can write numbers to 10 in Spanish.		NC Objectives - Autumn 2 I can say hello and goodbye in Spanish using correct pronunciation I can ask someone their name and tell them mine in Spanish I can write the beginning to a simple conversation.			NC Objective - Assessment	
	Key Knowledge 1 = uno (ooh-no), 2 = dos (dohs), 3 = tres (trays), 4 = cuatro (kwah-troh), 5 = cinco (seen-koh), 6 = seis (says), 7 = siete		Key Knowledge Hola – Hello. Buenas – Hi (informal) Buenos días – Good morning.			Key Knowledge -	

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	(syay-tay), 8 = ocho (oh-choh), 9 = nueve (nway-vay), 10 = diez (dyays).		Buenas tardes – Good afternoon. Buenas noches – Good evening. Bienvenido – Welcome. ¿Cómo te llamas? - What is your name? Me llamo - My name is				
Topic Vocabulary – See knowledge							
Music Topic Focus – Glockenspiel 1.	NC Objective - I can recognise and play the note E on a Glockenspiel.	NC Objective - I can play a tune using D and E on a Glockenspiel.	NC Objective - I can play a piece of blues using D and C. I can understand what a rhythm is.	NC Objective - I can play a piece of music using D, E and F.	NC Objective - I can improvise a piece of music using notes C, D and E.	NC Objective - I can compose a piece of music using E and D.	NC Objective -
	Key Knowledge - Children will start to recognise musical notation including clefs, staves and the note E.	Key Knowledge - Children will know the notation for D and E and play a basic piece of music.	Key Knowledge - Children will recognise slow and fast rhythms. They will play C and D.	Key Knowledge - Children will recognise and play notes D, E and F.	Key Knowledge - To know what it means to improvise i.e. play without music.	Key Knowledge - Children will apply their knowledge of musical notation and create their own composition.	Key Knowledge -
Revisited Vocabulary Note, notes, rhythm. New Vocabulary Glockenspiel, clef, treble clef, staves, bars, minims, minim rests, time signature, crochet, crochet rest, semibreve, semibreve rest, improvise.							