

## English

### Key text - Eye of the Wolf, by Daniel Pennac

#### Reading:

A range of appropriate nonfiction texts and online research.

#### Developing pleasure and motivation to read.

Word reading and comprehension skills through class texts and reading sessions and written activities. (Weekly skills building)

Choosing own texts and sustained reading for pleasure.

Dictionary use to check meaning

Understanding the features of non-fiction information texts.

#### Speaking and Listening:

Discussion and presentation during topic work

**Writing Composition** - Writing for different purposes, developing stamina, editing and checking work throughout.

**Narrative:** Planning and write a story using expanded noun phrases.

**Nonfiction:** Reports and explanation texts linked to topic. Creating leaflets on predators.

**Poetry:** write haiku poems, learning poems to recite in small and large groups.

**Spelling:** Weekly spellings linked to No-Nonsense spellings

**Grammar:** Linked to the National Curriculum requirements for Year 3

**Handwriting:** Children join and enhance the fluency and neatness of their writing.

Emphasis on neat presentation and pride in all written work.

## Art

Artist focus: Henri Rousseau

Developing creativity using a variety of materials within the following contexts:

- Create real and imagined representations of predators.
- Use a variety of wet and dry media including collage and layer to create different interesting effects showing Amazon predator habitats.

## Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

**Key Question:** Who inspires us? Why is Jesus inspirational?

- Looking at Christianity explore the ways in which religions name and describe the attributes of God and how stories and texts portray this.
- Examine similarities and differences between these views, beginning to reflect on their own ideas about God and expressing these through art.

## Maths

**Number: Place value** - count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number; recognise the place value of each digit in a three-digit number; compare and order numbers up to 1000; identify, represent and estimate numbers using different representations; read and write numbers up to 1000 in numerals and in words; solve number problems and practical problems involving these ideas.

**Number: Addition and subtraction** - add and subtract numbers mentally; add and subtract numbers with up to 3 digits; estimate the answer to a calculation and use the inverse operation; solve problems.

**Measurement: money** - Add and subtract amounts of money to give change, using both £ and p in practical contexts.

**Measurement: Length and perimeter** - measure, compare, add and subtract lengths; measure the perimeter of simple 2-D shapes

## Computing -

### Coding

Coding - To know what debugging means. • To understand the need to test and debug a program repeatedly. • To debug simple programs.

## Science

### Animal, including humans

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

- Life cycles
- Humans and their skeletons
- Animal dynamics - how do they move, bones, joints and muscles
- Food chains



## Predators Curriculum Plan - Autumn 1 2021

Year 3  
Mrs Riman  
Mrs Worth  
Miss Barlow

## Music

Provided by Warwickshire Music Services

## Physical Education

Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity

**Games** - Football -

- Developing ball control: dribbling and passing skills
- Practise shooting/scoring skills
- Develop teamwork
- Changing direction and speed and improving aware of other players and space.

**Dance/Gymnastics** -

- Developing dance actions with greater control and fluency and will explore and choose movements appropriate to the predator theme
- Creating and performing a whole dance with rhythm and phrasing, developing their skills to evaluate their own and others performances.

## Spanish

- Greetings
- Numbers

## British Values and SMSC

Developing an understanding of fundamental British values

**Spiritual:** Invoke a sense of awe and wonder in relation to the vast and explored rainforests of the world and the life that lives there.

**Moral dilemmas:** Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues around animals.

**Social dilemma:** Use a range of social skills to participate in the local community and beyond with a focus on animal life.

**Cultural:** explore how different countries and beliefs look at different animals

**Individual liberty:** understand how people in different countries would fight to express their views, ideas and freedom.

**Tolerance and respect:** understand that people can have different beliefs, views and ideas and that people can look different, dress different etc and that we should show respect to everyone.

**Super Start:** Bird of prey experience

**Fantastic Finish:** Predators parade

## Design and Technology

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Select from and use a range of tools and equipment to perform practical tasks.

-Exploring, designing and make a puppet of their own imaginative predator.

## PSHE

### Protective Behaviours

Looking at feelings, rights and responsibilities. Discussing safe and unsafe feelings. Body awareness. Networks and using them to help us feel safe.

**Mental health and recovery** - Worry - Ruby's worry - mindfulness colouring

## Geography

Locate where different predators live on a map. Draw comparisons between their habitats.

Look at what changes humans can make to help protect animals and their habitats.