

Year group: 3 Term: Autumn 1

Topic: Why are humans animals too?

Kernow Cluster Topic Overview Sheet
Objectives



Opportunities for outdoor learning:

Key vocabulary:
minerals, carnivore, herbivore, omnivore, movement, habitat, animal, skeleton, diet, protect, vitamins, support, nutrition, carbohydrate, protein, Matisse, research, survival



Opportunities for trips / visitors:
visit from a vet, visit from people with pets, Feadon Farm, Healthy Schools/ Chartwells, Paradise Park, Newquay Zoo, health visitor/ school nurse, CSIA (bones/ skeletons)

PSHE objectives: WE'RE ALL STARS!
Community
Rights & responsibilities
Getting to know each other
Working together

Digital literacy:
Privacy and security

Whole class texts:
Charlotte's Web

History objectives: N/A

PE objectives: Focus - football
use running in isolation and in combination; play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending; take part in outdoor challenges within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best

Maths objectives:
Number: recognise place value of each digit in a 3-digit number, read and write numbers up to 1000 in numerals, compare and order numbers to 1000, Find 10 more/ less than a given number, count from 0 in multiples of 4,8,50, 10, add and subtract numbers mentally and using formal written methods including HTU+U, HTU+TU, HTU+HTU, Bonds tp 10/20/100, estimate answers and check using inverses
Non-number: properties of 2D/3D shapes

English objectives:
Non-fiction: recount, information leaflet
Spelling: Y2 suffixes, Y3/4 word list, /i/ spelt y, /u/ spelt ou, topic words
Sentence level: verbs/ powerful verbs/ adverbs, nouns, headings and side headings, determiners
Text level: headings and side headings to aid presentation, plan/draft/ write/ evaluate and edit, read aloud

Geography objectives: N/A

Music objectives:
use and understand staff and other musical notation; play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, listen with attention to detail and recall sounds with increasing aural memory

Science objectives:
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. 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 a solid object, find patterns in the way that the size of shadows change

Languages objectives: Greetings and introductions, simple picnic food, animals, body parts
listen attentively to spoken language and show understanding by joining in and responding; develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*; present ideas and information orally to a range of audiences; appreciate stories, songs, poems and rhymes in the language

Art objectives: Sketch books to record observations – use these to review and revisit ideas.
Artist: Matisse
Improve mastery of art and design techniques including drawing, painting and sculpture with a range of materials (eg pencil, charcoal, paint, clay)

Computing objectives:
Use timers and apparatus to measure distance
Data collection/ analysis and presentation
Research and graphics

RE objectives:
Creation: To explore how Jesus called some of the disciples and how they responded. To know how we should respond to God's call to be part of His creation in the sacrament of Baptism. To understand sin, and that Baptism as new life. To explore the kind of people God wants us to be and the symbolism of water as life giving. To explore the kind of people God wants us to be and the symbolism of water as life giving.
Prayer, saints & Feasts develop their knowledge of the Sacrament of Reconciliation and forgiveness.

Design Technology objectives: N/A

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Links to previous topics:
Potting shed (Y1) growth,
Brilliant bodies (Y1) body parts, skeleton,
Small to tall (Y2) how humans grow,
Marvellous medicine (Y2) healthy living

Links to future topics:
Make some noise (Y4) senses (sound)
Digestive system (Y4) teeth and digestive system in humans
Colour chaos (Y6) light
You choose (Y6) making healthy eating/ lifestyle choices

PSHE:
 Children can demonstrate that they recognise their own worth and that of others. They can express their views confidently and listen to and show respect for the views of others

Maths skills:
 Read, write, count and order numbers (to 1000), add and subtract mentally, add and subtract 2-digit numbers that bridge 10s and 100s, using formal methods of column addition/ subtraction, describe properties of 2D and 3D shapes

History skills: N/A

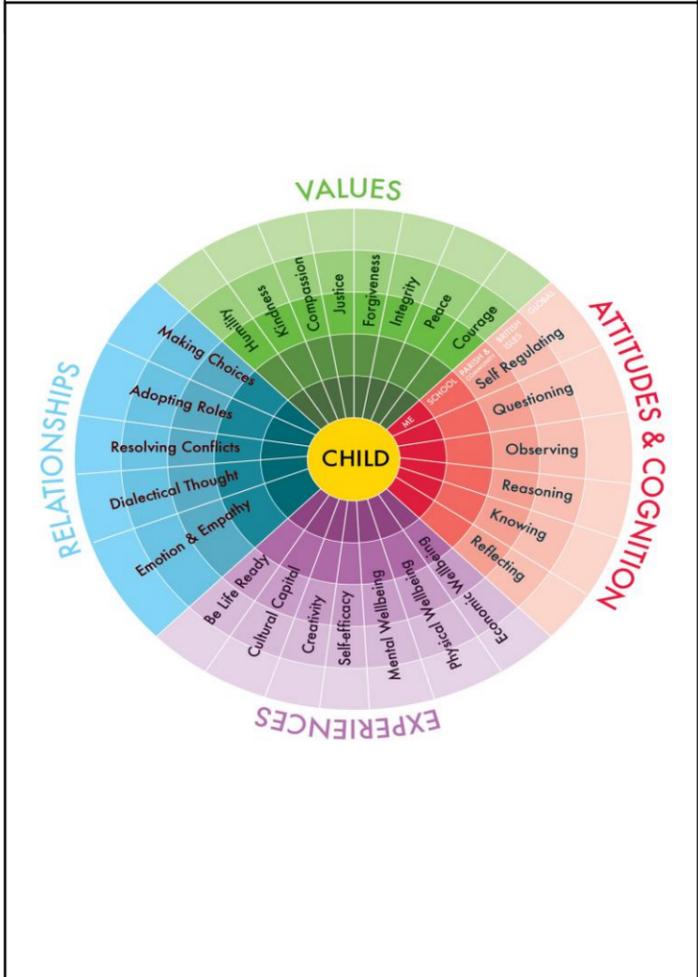
PE skills: Keep up a continuous game; Choose and use a range of simple tactics for sending the ball different ways; Choose and use an increasing range of simple tactics for defending their own court; Gain and understanding of, and use, rules; Make up own ball games; Use a range of sending skills with control to keep possession and to score goals / points; Be aware of space and members of the opposition; Use a variety of simple tactics for attacking and keeping possession of the ball; Understand the need to defend and attack; Become increasingly familiar with the rules of the game.

Geography skills: N/A

Music skills:
 Sing and play with increasing expression. Explore ways in which sounds can be combined and used expressively. Perform with control of pulse and awareness of what others are playing. Compare and contrast sounds according to **pitch**, **duration**, **dynamics** and **tempo**. Explore the effect of silence. Use a **cyclical pattern** (fixed number of beats repeated continuously) Use simple musical vocabulary to describe both sounds and the way they are produced.

Art skills:
 Talk about the drawing tools and techniques used to share ideas
 Make drawings in a sketch book of artefacts and images adding notes where appropriate
 Compare the differences/ similarities between the work of artists make links with their own work

Computing skills:
 Choose information to put into a data table. Recognise which information is suitable for their topic. Think of search terms to use linked with questions they wish to answer. Talk about the reliability of information on the Internet, e.g. the difference between fact and opinion.



Opportunities for home learning / cultural capital:

Set homework:
 Role play contributions, bones learning, animal leaflets, healthy eating plate

English skills:
 Retrieve and record information from fiction/non-fiction texts, Use an increasing range of prefixes, Use a/an, Begin to use horizontal/ diagonal strokes to join letters, attempt to use paragraphs to group related material, use headings and sub headings

Languages skills:
 Listen to and repeat an increasing range of words and phrases
 Recall and use simple words and phrases

Science skills: Identify and describe simple features of human and other animal skeletons, and how muscles are used for support, protection and movement; Describe in simple terms the changes that take place as animals grow; Identify that animals including humans need the right types and amount of nutrition and that they cannot make their own food, that they need nutrition from what they eat; Describe the link between an animal's diet and their type of teeth; Recognise that light is needed to see things and that dark is the absence of light.

Design Technology skills: N/A

RE skills:
 I can use a developing religious vocabulary to describe some key features of religions
 I can identify the impact religion has on some peoples' lives
 I can identify what influences me