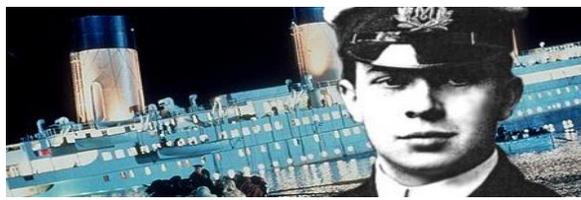


Local Heroes

Year 3 Autumn 2



History: Changes to Godalming through the lives of Jack Phillips & Gertrude Jekyll

- To investigate the life of Jack Phillips and how that has impacted Godalming
- To discover the impact that Gertrude Jekyll had on Godalming and the wider UK through examining a range of sources
- To investigate different architectural styles in buildings in Godalming
- To investigate changes to transport since the Edwardian era and the impact on the town

Geography: Godalming

- To identify the physical and human features of Godalming using maps & aerial photographs
- To compare maps of Victorian Godalming, 1950's Godalming and the present day to find similarities and differences
- To plot a walking route to Godalming using symbols on a map
- To create & carry out a survey about Godalming

Science: The Human Body

- To understand that all living things are made up of cells, too small to be seen without a microscope.
 - Cells make up tissues.
 - Tissues make up organs.
 - Organs work in systems
- To understand what happens to the food we eat by studying body parts and functions involved in taking in food and getting rid of waste.
- To understand the functions of different types of teeth: incisors, canines, premolars and molars
- To know about the importance of a nutritious, balanced diet.

English:

Reading: Non fiction about Titanic.

Dolphin Boy. Diary of a Killer Cat

- Find and record information. Identify key details from the text.
- Make inferences from the text.
- Summarise the main ideas.
- Explain & comment on the writers' use of language, structure and presentation & impact on the reader.
- Model use of the word in a common form, use an image, act it out, explain other forms of the word including with prefixes & suffixes.

Writing: write fact file about Jack

Phillips, Write letters and diary entry in role as Mousehole Cat

- Begin to understand the five-part structure of a story
- Understand the key features of non-fiction texts (non-chronological reports, instruction, diary entry, persuasive writing, information texts) include organisation/ layout/structure.
- Begin to use detailed vocabulary to enhance their writing.
- Begin to use speech punctuation.
- Maintain the relevant tense of their writing / adhere to convention of form.

Mathematics

- Mental: 3,4,8 times tables
- To add numbers with up to three digits, using formal written methods of columnar addition (concrete, visual, abstract)
- Simple algebra
- Subtraction of numbers up to 3 digits working towards using formal written methods
- Multiplication using arrays (2 digit x 1 digit) using the multiplication tables that they know
- To know the numbers of seconds in a minute and the number of days in each month, year and leap year
- Tell and write the time from an analogue clock using Roman numerals from I to XII.
- Coin recognition
- Addition and subtraction of money
- Tell and write the time from an analogue clock and compare to a digital
- To estimate and read time with increasing accuracy
- Recognise symmetry in a variety of shapes

Art: Using the work of Keith Haring and Roy Lichtenstein.

- to study a contemporary Western artist and create three dimensional artwork in their style.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- to use sketch books to record their observations and use them to review and revisit ideas
- Make colour wheels and discuss relationships between colours.
- Experiment with different techniques to apply colour, dotting scratching and splashing.
- Shape, form, model and construct using malleable and rigid materials.

Music: Glockenspiels. Christmas Songs

- Listen to music on glockenspiels
- Learn the position of the notes.
- Practise tempo, stopping and starting, changing note, octaves
- Learn, practise, perform & review a simple piece.
- Use percussion instruments to accompany singing.

Computing: Stop-frame Animation

- explain that animation is a sequence of drawings or photographs
- plan an animation
- review and improve an animation
- identify the need to work consistently and carefully
- evaluate the impact of adding other media to an animation

PSHE:

- How to make informed choices
- How we remember.
- Begin to understand the concept of a 'balanced lifestyle'
- Reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.
- Examine school rules about health and safety, where and how to get help.

Spanish:

- Revise greetings and responses
- Use un/una with reference to animals/pets
- Begin to learn some letters of the alphabet
- Listen to and follow simple classroom commands
- Songs and traditions at Christmas

RE: Why do Christians call God 'Father'?

Pupils should learn that Christians believe:

- God is a Trinity – Father, Son and Holy Spirit
- God has many titles and that these reflect aspects of his character
- that one of the titles for God is 'Father'
- that God's nature is Holy, loving, just / fair & forgiving
- Christians can experience God in a number of ways e.g. through the Bible/personal experience/natural world/other people/silence/prayer

Why are presents given at Christmas? What might Jesus think about it all?

- Learn about the significance of the gifts and what they say about Christian belief about Jesus. (Gold, Frankincense and Myrrh)
- Christians believe that God values human beings above anything else
- Christmas has become over-commercialised, which detracts from its true meaning

PE:

realGym: Travel; mapping pathways (hand apparatus). Rotation sequences (partner work)

realPE: Dynamic Balance to Agility; jumping and Landing. Static Balance; seated

