

**Big Question: Has our wonderful world always looked like this?**

<b>Year: 3</b>	<b>Term: Autumn 1</b>	
<p><b>Introduction to the topic:</b>                  During the pre-learning challenge, introduce the children to the big question for this half term: <b>‘Has our wonderful world always looked like this?’</b> and explain how it fits in with the whole school theme of <b>‘Wonders of the World’</b>.                  Show the children a video of a volcano erupting and allow them to discuss what they already know about volcanoes (see the video saved in the resources folder). Talk about what is happening and explain that there are different types of volcano and that they can be classified as active, dormant or extinct.                  Look at the task: ‘Label each part of this cross-section of a volcano and describe the different types of volcano.’ Model an example on the board before the children complete their pre-learning challenge.</p>		
<b>English</b>	<b>Maths</b>	<b>History and Geography</b>
Narrative x 6 weeks Poetry x 1 week Texts linked to Black History Month and multiculturalism: <i>-Fly Eagle Fly – An African Tale</i> <i>-Planet Omar</i> <i>-Gregory Cool</i> <i>-Wangari’s Trees of Peace</i> Poems by Joseph Coelho – Children’s Laureate 2022	<u>Number and Place Value</u> Children will build on their foundation of ones and tens and use concrete resources and pictorial representations to identify the value in a three digit number. They will be able to write these digits in numerical order and in words and use key vocabulary to explain their reasoning.	Investigate how dinosaurs were discovered to have existed and find out who Mary Anning was. Locate, describe and understand key aspects of physical geography including volcanoes.
<b>Art and Design</b>	<b>Design and Technology</b>	<b>PSHE and Citizenship</b>
<i>Autumn 1 and 2</i> <b>Kapow Scheme of Work</b> <u>Painting and mixed media</u> Prehistoric Painting	<i>Autumn 1 and 2</i> <b>Kapow Scheme of Work</b> <u>Electrical Systems</u> Electric Poster	<b>Jigsaw Scheme of Work</b> Puzzle 1 – Being Me in my World
<b>Science</b>	<b>RE</b>	<b>Computing</b>
<b>Rocks, Fossils and Soils</b>	<b>2022 Newham Agreed Syllabus</b> <u>How are symbols important in religion?</u> <i>How do Jews celebrate their beliefs at home and in the synagogue?</i>	<b>NCCE Scheme of Work</b> <u>Computing Systems and Networks</u> Connecting computers
<b>PE</b>	<b>Music</b>	<b>Spanish</b>
<b>Complete PE Scheme of Work</b> <u>PE Coach</u> <b>Games</b> Game Sense - Invasion <u>Class Teacher Inside</u> <b>Athletics</b> Consolidation from KS1 <u>Class Teacher Outside</u> <b>OAA</b>	Brampton Bespoke Curriculum Ukelele	<b>Me and My World</b> My family

Communication and Tactics			
<b>SMSC</b>			
<b>Spiritual</b>	<b>Moral</b>	<b>Social</b>	<b>Cultural</b>
<ul style="list-style-type: none"> <li>-Awe and wonder at the world we live in.</li> <li>-Amazement at volcano experiment</li> <li>-Awe and wonder at how the world was formed.</li> <li>-Awe and wonder at the power of a volcano.</li> </ul>	<ul style="list-style-type: none"> <li>-Looking at how people first reacted to Mary Anning and talking about whether this was fair and moral.</li> </ul>	<ul style="list-style-type: none"> <li>-An understanding of how other people in the world live.</li> </ul>	<ul style="list-style-type: none"> <li>-Discussions about the cultural events the children and their families take part in.</li> <li>-Developing an understanding of how volcanoes become a part of the culture for people who live next to them.</li> </ul>
<b>BRITISH VALUES</b>			
<b>Democracy</b>	<b>Individual Liberty</b>	<b>Tolerance and Mutual Respect</b>	<b>Rule of Law</b>
<ul style="list-style-type: none"> <li>-Use any opportunities for voting for something as a chance to discuss what a democracy is.</li> <li>-Participation in class councils.</li> <li>-Talk about how governments in different countries try and keep their citizens safe from volcanoes.</li> </ul>	<ul style="list-style-type: none"> <li>-Our friends and family can choose what they believe in.</li> <li>-We are allowed to like or dislike a piece of artwork and we can justify our reasons.</li> <li>-Talk about why a person would choose to live next to a volcano.</li> </ul>	<ul style="list-style-type: none"> <li>-Learning about others and how to show respect in order to live together peacefully.</li> <li>-How to negotiate with friends in a respectful way.</li> <li>-Treating visitors to the class politely.</li> <li>-Talk about each other's work in a respectful and kind way.</li> </ul>	<ul style="list-style-type: none"> <li>-Discuss the rules of the school and of your class with your children. Ensure that they understand the reasons behind each rule.</li> </ul>
<b>Links to Rights Respecting Schools</b>			
<p><b>Article 2</b> (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.</p> <p><b>Article 6</b> (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.</p> <p><b>Article 14</b> (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.</p> <p><b>Article 24</b> (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.</p>			
<b>Links to Safeguarding</b>			
<p>Computing – keeping safe whilst using technology.</p> <p>Geography – how to stay safe when visiting new places.</p>			