

**YEAR 3 NATIONAL CURRICULUM**  
**AUTUMN 1 MEDIUM TERM OBJECTIVES (7 weeks)**  
**THEME - RAINFORESTS**

ENGLISH Text types and class texts	MATHS White Rose	SCIENCE	HISTORY GEOGRAPHY	R.E (Agreed Syllabus, 2017)	ART AND DESIGN	COMPUTING (SWITCHED ON)	P.E.	PSHE (JIGSAW)	MUSIC
<p><b>RAINFORESTS</b></p> <p><b>Non-fiction: Information Leaflet:</b> Bloomin' Rainforests (Horrible Geography) 2 weeks</p> <p><b>Fiction: Poetry-Syllables:</b> Rainforest animals and habitats 1 week</p> <p><b>Fiction: Short Story:</b> We're Roaming in the Rainforest The Vanishing Rainforest 3 weeks</p>	<p><b>Place Value</b> 1.Compare and order numbers up to 1000 2.Read and write numbers up to 1000 in numerals and in words. 3.Solve number problems and practical problems involving these ideas. 4.Count from 0 in multiples of 4, 8, 50 and 100</p> <p><b>Addition and Subtraction</b> 1.Add and subtract numbers mentally 2.Add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction. 3.Estimate 4.Solve problems</p>	<p><b>PLANTS</b></p> <p>1. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>2. Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>3. Investigate the way in which water is transported within plants</p> <p>4. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><b>RAINFORESTS (Amazon)</b></p> <p>1. Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>2. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><b>L2.1 - What do different people believe about God?</b></p> <p>1. Describe some of the ways in which Christians Hindus and/or Muslims describe God</p> <p>2. Ask questions and suggest some of their own responses to ideas about God</p> <p>3. Suggest why having a faith or belief in something can be hard</p> <p>4. Identify how and say why it makes a difference in people's lives to believe in God</p>	<p><b>ART / DT DAY - Rainforest creatures in pastels</b></p> <p>1. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p><b>We are software programmers - programming an animation</b></p> <p>1. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>2. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>	<p><b>Games / Gym / Athletics</b></p> <p>1. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p>2. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>3. Take part in outdoor and adventurous activity challenges</p>	<p><b>Being in my world</b></p> <p>1. Getting to know each other</p> <p>2. Our Nightmare School</p> <p>3. Our Dream School</p> <p>4. Rewards and Consequences</p> <p>5. Our Learning Charter</p> <p>6. Owning our Learning Charter</p>	<p>1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>2. Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>3. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>