
















## Year 3: Autumn 2 2023

### Topic Overview: SMSC/PSHE/British Values: Respect, Team

In our unit of study children will explore the concept of **respect** and **team**. They will consider the places in which they live: Purbrook and Portsmouth, and how they have changed over time. They will also compare the places that they live to other locations in the UK. In geography they will carry out fieldwork in the local area, taking photographs and comparing maps. They will then decide whether Purbrook is a good place to live for a local family and based on their findings, how it may change in the future. As future citizens of the locality, they will explore the impact they may have on the area ensuring they are respectful of it. They will find out about other places in the UK and respect the diversity of these places. At the end of the unit, they children will invite their 'people' into school to share a celebration with our school community. The children will all visit Kidzania in London so that they experience the many opportunities available in the working world, in an attempt to encourage them to Dream Big in their own futures.

### Lead subjects: English, Geography and PSHE

English	Geography	PSHE	Non-lead subjects:																												
<div>Year 3</div> <div>English Learning Journey - Autumn 2</div> <table><tr><th>Week 1</th><th>Week 2</th><th>Week 3</th><th>Week 4</th><th>Week 5</th><th>Week 6</th><th>Week 7</th></tr><tr><td> Non Fiction</td><td> Non fiction</td><td> Fiction - Portal Story</td><td></td><td> Fiction - Short Stories</td><td></td><td> Poetry</td></tr><tr><td colspan="2"><b>Purpose:</b> To persuade <b>Audience:</b> Families who are considering moving to Purbrook <b>Form:</b> Letter <b>Paragraphs:</b> links are made within and across paragraphs</td><td colspan="5"><b>Purpose:</b> To entertain <b>Audience:</b> Anyone who likes to use their imagination <b>Form:</b> Portal Story <b>Paragraphs:</b> 3 part story</td></tr><tr><td colspan="2"><b>Features:</b> Emotive language Letter conventions (layout) Modal/non-modal adverbs Causal conjunctions Paragraphs - topic sentences</td><td colspan="5"><b>Features:</b> Descriptive language Varied nouns/pronouns Noun phrases Prepositions Using adverbs to embellish simple sentences:</td></tr></table>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	 Non Fiction	 Non fiction	 Fiction - Portal Story		 Fiction - Short Stories		 Poetry	<b>Purpose:</b> To persuade <b>Audience:</b> Families who are considering moving to Purbrook <b>Form:</b> Letter <b>Paragraphs:</b> links are made within and across paragraphs		<b>Purpose:</b> To entertain <b>Audience:</b> Anyone who likes to use their imagination <b>Form:</b> Portal Story <b>Paragraphs:</b> 3 part story					<b>Features:</b> Emotive language Letter conventions (layout) Modal/non-modal adverbs Causal conjunctions Paragraphs - topic sentences		<b>Features:</b> Descriptive language Varied nouns/pronouns Noun phrases Prepositions Using adverbs to embellish simple sentences:					<p>The children will study the human and physical geography of the local area. This will be done through the enquiry of whether the local OS map is telling the truth.</p> <p>Children will carry out a fieldwork study of the local area to see how suitable it is for a family with young children.</p> <p>They will present their answer in the form of a persuasive letter back to the family.</p> <p>They will use a range of skills which include observations, data gathering with cameras and</p>	<p><u>Valuing Difference</u></p> <ul style="list-style-type: none"><li>• Reflect on listening skills;</li><li>• Give examples of respectful language;</li><li>• Give examples of how to challenge another's viewpoint, respectfully.</li><li>• Recognise that there are many different types of family;</li><li>• Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</li><li>• </li><li>• Define the term 'community';</li><li>• Identify the different communities that they belong to;</li><li>• Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.</li></ul>	<p><b>DT:</b> Having researched and explored nets in maths, the children will design a gift box using CAD and then create it with a special person in mind.</p> <p><b>Computing:</b> Children will learn how to effectively search using keywords. These lessons focus on internet research and will demonstrate the importance of word order when searching. They will also start to examine the results returned and how to distinguish between a reliable and unreliable website/webpage. Children will then independently research their favourite UK destinations from England, Scotland and Wales. Software: Search Engine—Google and Google Doc/Google Slides.</p> <p><b>RE:</b> In this unit, children learn about Mary as a holy person in the Christian religion. They are introduced to the story of Mary's Annunciation and think about the symbols that show what is holy. They consider what holy means and decide what, in their own lives,</p>
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	sketching their own maps	<ul style="list-style-type: none"> <li>• Explain that people living in the UK have different origins;</li> <li>• Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds;</li> <li>• Identity some of the qualities that people from a diverse range of backgrounds need in order to get on together.</li> <li>• Recognise the factors that make people similar to and different from each other;</li> <li>• Recognise that repeated name calling is a form of bullying;</li> <li>• Suggest strategies for dealing with name calling (including talking to a trusted adult).</li> </ul>	<p>is holy/precious/special to them and how we respond to these things.</p> <hr/> <p><b><u>Science:</u></b></p> <p><b>Children will understand:</b>          That there must be light for us to see          Light comes from a light source.          What happens to light as it hits: opaque, transparent, translucent and reflective surfaces.          How shadows are formed          How light from the sun can be dangerous to their eyes</p> <p><b>Children will act a scientist by:</b></p> <p>Setting up practical enquiries and reporting their findings based on the evidence they have gather</p> <p>The children will start a longitudinal study analysing how light and shadows change over time</p>
Others subjects taught in this unit of study: Music, PE, MFL			