

## Literacy

### Spoken language:

WALT listen and respond appropriately to adults and their peers  
WALT ask relevant questions to extend their understanding and knowledge

WALT use relevant strategies to build their vocabulary  
WALT articulate and justify answers, arguments and opinions  
WALT give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

WALT maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

### Reading:

WALT read accurately new words of two or more syllables as children encounter them in books they read

WALT read further exception words

WALT listen to and discuss a wide range of fiction, poetry, non-fiction and reference books

WALT identify recurring themes and elements in different stories  
WALT draw inferences from what they read

WALT recall and summarise the main ideas from different parts of a text

### Writing:

WALT plan their writing discussing and recording ideas

WALT progressively build a varied and rich vocabulary and an increasing range of sentence structures

WALT extend the range of sentences using more than one clause using a wider range of conjunctions

WALT choose nouns or pronouns appropriately within a sentence to avoid repetition or ambiguity

WALT use and punctuate direct speech

WALT begin to organise paragraphs around a theme

WALT spell further homophones

WALT in narrative texts, create characters, setting and plot

WALT assess the effectiveness of their own and others' writing

WALT propose changes to own vocabulary and grammar

## Physical Development

### Health Related Education

WALT develop children's knowledge of how the body functions/changes during exercise

WALT develop children's ability to exercise at different intensities

WALT develop children's knowledge of how the food & drink we consume affects our body

### Multi-skills

WALT throw and catch displaying with accuracy, in isolation and varied environments

WALT become competent in the fundamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination)

WALT use fundamentals of movement to employ simple tactics in competitive environments

## Personal, Social and Emotional Development

### PSCHE: Relationships

#### How can we be a good friend?

WALT understand how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded

WALT learn how to recognise if others are feeling lonely and excluded and find strategies to include them

WALT learn how to build good friendships, including identifying qualities that contribute to positive friendships

WALT know that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences

WALT know how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support

### R.E.: Symbols in religion

WALT know every day signs and symbols have a meaning.

WALT understand the importance of symbols and what they represent.

WALT know different religions have symbols e.g. Cross, Star of David, Crescent Moon, Wheel of Life, Om, Khanda etc.

WALT know that movements and activities (rituals) can also be symbolic.

WALT understand that within religions, different groups may place more emphasis on symbolism and ritual than others e.g. within Christianity, Orthodox and evangelical Christians.

## AUTUMN TERM 1 2021

### Activities

#### J'adore le chocolat

### Year 3

## Languages

### Getting started

WALT say a greeting

WALT say own name and how they are feeling

WALT can attempt a question about name and feelings

WALT remember and say most numbers between 1 and 10

WALT remember and say 6 colours

**Engage:** Chocolate truffle making

**Express:** class chocolate recipe book for families to try at home

## Understanding of the World

### Geography:

#### Human and physical geography

WALT describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

- 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

#### Geographical skills and fieldwork

WALT use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

#### Science: Animals, including humans

WALT 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

WALT identify that humans and some other animals have skeletons and muscles for support, protection and movement.

#### Computing: E-Safety

WALT use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## Mathematics

*Please see separate Success and Challenge cards*

## Expressive Art and Design

### Art / Design

WALT learn to develop their drawing skills charcoal, pencils and sketching. They can incorporate previously learned techniques i.e. line, shape (geometric and irregular), colour and space.

### Music

WALT listen with attention to detail and recall sounds with increasing aural memory.

WALT appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

## Knowledge Outcomes

What is chocolate made from?

Where are Cacao beans commonly grown?

What is Fair trade? What does this mean for the farmers?

What climate are Cacao beans grown?

Challenge

Why is chocolate imported into Great Britain?