

# You are Special

**YEAR GROUP: 3**

**DATE: Autumn 1**

To Try New Things

To Work Hard

To Concentrate

To Push Ourselves

To Imagine

To Improve

To Understand Others

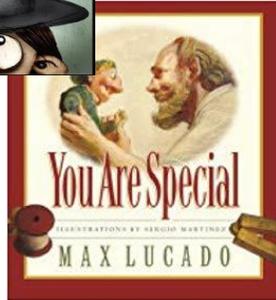
To Not Give up

## You are Special

### STIMULUS/LAUNCH/CHALLENGE/FINAL PRODUCT

Day 1 – During our first day of the term, we will be discussing how it feels to be in not only a new class, but also a new key stage. We will mind map class rules and then create freeze frames for other children to guess which rule it is. We will also be looking at the book ‘\_\_\_\_\_’. The children will be given section of the book at a time and they will have to observe what they see. Once we have discussed the book as a class, the children will then share what they think the message is. In the afternoon, the children will create a poster highlighting what makes them special.

Day 2 – On the second day of our launch, we will ask the children to bring in something which is special to them. This could be a photograph or object. They will then share this with the class and we will get the children to write about their special item. In the afternoon, they will be creating some art around this.



### LITERACY

**As Writers and Readers**, in the first two weeks of the new term we will look at the story 'You Are Special' by Max Lucado. We will be using adjectives to describe different characters in the story. We will also use the story to include dialogue between different characters and how characters might be feeling.

In the fourth week of the term, we will look at the poem 'If...' which uses verbs and adverbs to help describe a person's dreams and imagination.

During the final two weeks of term, we will be looking at the film 'The Black Hat.' We will be using drama and texts maps to help us to describe a familiar setting. The children will look at how the creatures feel both in and out of cages.

### SCIENCE

**As Scientists** we will continue to learn about **plants** and investigate the way in which water is transported within plants. We will also explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

### ART/D.T.

**As Artists** we will look at using different mediums to create patterns, eventually create a piece of art in the style of an artist we have been looking at called 'Grey Scramble' by Frank Stella.

### HUMANITIES

**As Geographers** we will be improving our location knowledge. We will use maps to identify countries of Europe and another continent. WE will concentrate on our environmental, physical and human characteristics. We will also look at locating major cities in the UK.

### R.E.

**As Religiously literate individuals** we will be thinking about belief in ourselves as individuals and our lives and the beliefs in greater gods in Christianity. Why is the bible important to Christians? And how do stories in the Bible create hope and aspiration? How does belief help us to reach our dreams and aspirations?

### MATHS

**As Mathematicians** we will be following the White Rose Scheme. During block 1, we will be looking a place value of a number, finding 1, 10 and 100 more than an number. We will use what we have learnt to compare and order numbers. During the first part of Block 2, we will be looking at mentally adding and subtracting ones, tens and hundreds. This will then help us to use written methods to add and subtract.

### PE

Children will be covering 2 week blocks in running, jumping and throwing. We will develop techniques and skills which will be built on year on year. Sessions will be follow the UK Athletics programme.

### ENRICHMENT

For enrichment we will be having a visit from Adam Pepper, who is a film expert.

### PSHE

As philosophers, we will be using the start of the year and new key stage to discuss new beginnings and changes. We will discuss strategies to help us deal with change and give children an opportunity to express feelings and worries about their new beginnings. As a class, we will help each other through discussions and role plays.