

## Autumn 1 - Planning Calendar for Year 3

**THEME: Me in My World**

**TOPIC: Global Wellness**

**Core Book: A Cross at the Door By Ann Turnball**

Week 1 - 1st Sept	Week 2 - 8th Sept	Week 3 - 15th Sept	Week 4 - 22nd Sept	Week 5 - 29th Sept	Week 6 - 6th Oct	Week 7 - 13th Oct
		Assessment Week Harvest Assembly 1 Year 3 - Meet the Teacher	MacMillan Cake Sale		Harvest Assembly 2	School Photo Day
<b>WE CARE</b> <i>Wellbeing, Expression, Courtesy, Acceptance, Respect, Excellence</i>	<b>History</b> Treatment of the plague	<b>History</b> Pandemics	<b>History</b> London then and now Compare and contrast	<b>DT</b> How did people keep safe from the plague?	<b>Geography</b> Mop Skills	<b>Geography</b> Compare and contrast Eyam during the plague
Can you explain what each letter in WE CARE stands for?	What would modern doctors think of the old treatment for plague?	How are pandemics dealt with now?	How was London similar or different to our lives now?	How did people keep themselves safe during the Plague compared to now?	How is the map of London different now to back then?	What did we learn from the people in Eyam during the Plague?
<b>UNICEF Article 1</b> <b>Vocabulary:</b> wellbeing, expression, courtesy, aspiration, respect, expression. <b>Outcome:</b> Class WE CARE charter with individual class pledges. <b>Enrichment:</b> Create a class WE CARE charter and art piece for display.	<b>UNICEF Article 16</b> <b>Vocabulary:</b> unite, inclusive, reflect, appreciate, demonstrate, co-operate, determination, admiration, collaboration <b>Outcome:</b> Plague timeline <b>Enrichment:</b> Role play of Plague patient and Plague Doctors.	<b>UNICEF Article 13</b> <b>Vocabulary:</b> chronology, impact, plague, pandemic, survivors, hygiene, blisters, panic, destruction, symptoms <b>Outcome:</b> Plague Doctor outfit and information leaflet <b>Enrichment:</b> Interviewing a plague doctor	<b>UNICEF Article 27</b> <b>Vocabulary:</b> merciless, transmission, abandonment, epidemic, development, infestation <b>Outcome:</b> Plague v Covid <b>Enrichment:</b> Discussion about personal experiences during COVID and how these are similar / different to the Plague.	<b>UNICEF Article 3</b> <b>Vocabulary:</b> knot, back, stitch, sew, disease, plague, germs <b>Enrichment:</b> Designing and sewing face mask <b>Outcome:</b> Sewn mask <b>Enrichment:</b> Sewing with grandparents	<b>UNICEF Article 14</b> <b>Vocabulary:</b> chronology, impact, compare, contrast, locate, significant <b>Outcome:</b> Exploring the physical and human features of Eyam and the surrounding area. <b>Enrichment:</b> Exploring different maps and atlases both digital and physical, old and new.	<b>UNICEF Article 42</b> <b>Vocabulary:</b> chronology, impact, compare, contrast, locate <b>Outcome:</b> The significance of Eyam during the Plague and how this impacted on our approach in modern day. <b>Enrichment:</b> Creating digital quizzes to recall learnt information.
<b>English:</b> Character descriptions and emotions <b>Maths:</b> Revision of number formation and number knowledge (revision) <b>Science:</b> Food groups and healthy portions. <b>PSHE:</b> Safeguarding <b>RE:</b> Judaism - Rosh Hashanah	<b>History:</b> Plague timeline <b>English:</b> Diary entry <b>Maths:</b> Place Value <b>Science:</b> Comparing human and animal diets <b>PSHE:</b> Worry Box incl. the difference between telling tales and reporting a concern. <b>RE:</b> Judaism - Sukkot	<b>History:</b> Plague symptoms <b>English:</b> Assessment task <b>Maths:</b> Assessment task <b>Science:</b> Functions of a human skeleton and animal skeletons <b>PSHE:</b> Getting to Know Each Other <b>RE:</b> Judaism - Expressing beliefs	<b>History:</b> Comparing COVID and the Plague <b>English:</b> information leaflets <b>Maths:</b> Place Value <b>Science:</b> How muscles work <b>PSHE:</b> Our Nightmare School <b>RE:</b> Judaism - Special objects	<b>DT:</b> Sewing <b>English:</b> Information leaflet about how to keep yourself safe during the Plague. <b>Maths:</b> Place Value <b>Science:</b> Muscle investigation <b>PSHE:</b> Our Dream School <b>RE:</b> Judaism - Shabbat	<b>Geography:</b> Comparing London then and now <b>English:</b> Exploring instructions features etc <b>Maths:</b> Addition and Subtraction <b>Science:</b> Animals inc human <b>PSHE:</b> Rewards and Consequences <b>RE:</b> Judaism - Torah	<b>Geography:</b> Eyam and the locating places in the UK <b>English:</b> Instructional writing <b>Maths:</b> Addition and Subtraction <b>Science:</b> Assessment <b>PSHE:</b> Worry box check <b>RE:</b> Judaism - Synagogue
<b>Physical Education</b>		<b>Computing</b>			<b>MFL/Music</b>	
Teacher Led: Football Coach Led: Netball		Computer Basics: Journey Inside a Computer			Spanish: Introduction Music: Sounds: Explore Sounds, Building: Beat	

