

Year group: 3 Term: Autumn 2 – The Last Bear
Focus Subject: Geography

BIG Question: Why are Rivers Important?

Key Vocabulary: meander, source, erosion, transportation, deposition, light, dark, reflect, transparent, translucent, opaque.

Practise at Home:

Homework topic activities
 Timetables Rockstars (MTC)/Spelling Shed/IXL

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning: River Trip to Cardinham

Relationships and Health Education:

Module 1 – Created and Loved by God

Get Up! – • We are created individually by God who is Love, designed in His own image and likeness • God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) • Every human life is precious from the beginning of life (conception) to natural death • Personal and communal prayer and worship are necessary ways of growing in our relationship with God

The Sacraments - • That in Baptism God makes us His adopted children and 'receivers' of His love • That by regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). • It is important to make a nightly examination of conscience

As Musicians, we will: Enjoy Improvisation

- Listening
- Singing
- Playing
- Improvising and Composing
- Performing

Science: As scientists, we will:

- Understand that dark is the absence of light
- Set up an investigation and make predictions.
- Understand how surfaces reflect light.
- Recognise that a mirror appears to reverse an image.
- Identify some parts of the eye
- Understand how the sun can damage parts of the eye.
- Identify opaque, translucent and transparent objects.
- Know how shadows change size.

English: As readers and writers, we will:

Narrative – adventure story

To plan, write, edit and improve their own versions of The Last Bear

Non-fiction - advert writing

To write an advert for visiting their local park/wildlife space (to include rivers/forests etc.)

plan their writing by:

discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

discussing and recording ideas

draft and write by:

composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure.

in narratives, creating settings, characters and plot assessing the effectiveness of their own and others' writing and suggesting improvements

proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

organising paragraphs around a theme.

RE: as theologians, we will:

be looking at topic 'Prophecy and Promise', seeking to understand how to use religious words and phrases to recognise a range of features of religious life, making links between sources and beliefs. We'll be giving simple descriptions of some special prayers, signs and actions performed in church and at mass using religious language focussing on the Liturgy of the World.

We will be responding to dialogue with others about their experiences and feelings, and talking, asking and answering questions about their experiences of liturgies and Mass, giving a simple description of how Catholics celebrate mass.

We'll end by reflecting on the meaning of what they have learnt for their own lives and the future of communities to which they belong could be transformed by what they have learnt.



PE: As athletes, we will:

Gymnastics - Flight

Find different ways to move, jump and land.
 Combine different moves into a sequences.
 Link different moves together in unique ways.

Rugby

Throwing with accuracy
 Passing the ball backwards in a line of players
 Selecting the best ways to attack and defend

Maths: As mathematicians, we will:

Addition & Subtraction -

Spot patterns
 Make connections
 Add and subtract 2 & 3-digit numbers

Multiplication & Division -

Compare multiplication and division statements using inequality signs
 Use known multiplication facts to solve other multiplication problems
 Find multiplication and division fact families
 Learn to multiply and divide by partitioning
 Solve mixed multiplication and division problems including multi-step problems

History: As historians, we will: (Geography this half-term)

Geography: As geographers, we will:

Study the rivers of the world, looking to understand what a river is, where in the world they are, and look at examples of famous rivers and why they are important. We'll look at erosion and deposition, and understand the features of a river.

Computing: As programmers, we will

use a range of techniques to create a stop-frame animation using technology. Next, we will apply those skills to create a story-based animation. This unit will conclude with us adding other types of media to our animation, such as music and text.

Art: As artists, we will:

Make our own creative response to an original artwork using line, shape, colour, and collaging.

Half term overview

St. Mary's Catholic Primary



Term: Year 3 – Autumn Term 2

Focus: Teacher: Mr Halliday

Dates	W/C 4 th November	W/C 11 th November	W/C 18 th November	W/C 25 th November	W/C 2 nd December	W/C 9 th December	W/C 16 th December
Events							
Focus	Fiction – The Last Bear				Non-Fiction -		Poetry – Flow of a river.
English	<p>Cold Task – chn write a journey story</p> <p>Imitate -chn begin to unpick the key text and the main features of model text, creating actions.</p>	<p>Imitate – chn learn key parts of model text.</p> <p>Innovation, breaking down the text – focus on grammar features, vocab and punctuation.</p> <p>Use inverted commas to direct speech.</p> <p>Subordinate Clauses</p> <p>Write a setting description.</p> <p>Write a character description.</p>	<p>Innovation and shared write – chn to plan a narrative with a clear structure, setting, characters and plot.</p> <p>Invent – chn invent their own rags to riches story.</p> <p>Chn plan, draft, edit and complete final piece.</p>	<p>Invent – chn invent their own rags to riches story.</p> <p>Chn plan, draft, edit and complete final piece.</p> <p>Transition during the week.</p> <p>Cold task – chn to write their own advert.</p> <p>Imitate – unpick the min features of an adver. What do they contain, what do they have the make the text unique.</p>	<p>Innovation, breaking down the text – focus on grammar features, vocab and punctuation</p> <p>Innovation and shared write – plan a advert with a clear structure, design and ensuring the main features are rooted throughout.</p>	<p>Invent – write their own adverts, planned by themselves. They plan, write, edit and ensure it includes all the main toolkits features.</p>	<p>Discuss meaning of the poem.</p> <p>Chn write their own poems on something they love eating.</p>
Spelling	<p>Group 1: '-ture'</p> <p>Group 2: ay and oy sound.</p>	<p>Group 1: challenge words</p> <p>Group 2: <u>a_e</u> digraph</p>	<p>Group 1: prefix 're-'</p> <p>Group 2: <u>e_e</u> digraph</p>	<p>Group 1: prefix 'dis-'</p> <p>Group 2: <u>i_e</u> digraph</p>	<p>Group 1: prefix 'mis-'</p> <p>Group 2: <u>o_e</u> digraph</p>	<p>Group 1: '-ing', '-er', '-ed'</p> <p>Group 2: <u>u_e</u> digraph</p>	<p>Group 1: '-ing', '-en', '-ed'</p> <p>Group 2: ar digraph</p>
Grammar	Sentence fragments	Subject and verbs	Sentence length	Run-on sentences	Because, but, so	Comma splices	Review

Maths	Unit 3 – Addition and Subtraction 1. Subtract two numbers (across 10) 2. Subtract two numbers (across 100) 3. Add a 3-digit and a 2-digit number 4. Subtract a 2-digit from a 3-digit number Complements to 100	Unit 3 – Addition and Subtraction 1. Estimate answers 2. Inverse operations 3. Problem solving 1 4. Problem solving 2 EoU check	Unit 4 – multiplication and division 1 1. Equal groups 2. Using arrays 3. Multiples of 2 4. Multiples of 5 and 10 Share and Group	Unit 4 – multiplication and division 1 1. EoU check Unit 5 – multiplication and division 2 2. Multiply by 3 3. Divide by 3 4. 3 times table 5. Divide by 4	Unit 5 – multiplication and division 2 1. 4 times table 2. Multiply by 8 3. Divide by 8 4. 8 times table Problem solving	Unit 5 – multiplication and division 2 1. Problem solving 2 2. Understand divisibility 3. Understand divisibility 2 EoU check	Times tables check 1. Times table review 2. Work on 2/5/10 3. 3/4/6 4. Working on inverse operation 5. End of term 1 review
Science	Can I identify what a light source is?	Can I identify what a light source is?	Can I recognise that I need light to see things, and that dark is the absence of light?	Can I investigate which surfaces reflect light?	Can I explain that light from the sun can be dangerous and that rare ways we can protect our eyes?	Can I investigate which materials block light to form shadows?	Can I find patterns when investigating how shadows change size?
RE	Recognise and name some of the objects in a church using religious language To understand why Catholics go to Mass	To recognise the different rules people have when they take part in the Mass. To recognise the structure of the Mass	To be able to name the different parts of the Liturgy of the Word and explain the meaning of this part of the Mass. To recognise and describe a range of symbols and actions that help Catholics live out the season of Advent	To describe in more detail the meaning of Advent	To listen to the annunciation to Joseph and to explore the meaning of the story	Make links between the angel's message about Jesus and the words of the prophet Isaiah	To listen to the words of an Advent hymn think about the meaning and respond creatively
Art	To explore historical artwork through looking, talking and drawing	To use collage to explore the elements of a work of art.	To continue to develop my collaging skills thinking about colour, shapes, and composition.	To work into my collages to create definition and dimension.	To work into my collages to create definition and dimension.	To display the work made through the half term and reflect and evaluate the outcomes. WWW & EBI	
DT							

Music – Charanga		Love What we Do (Part 1)	Love What We Do (Part 2)	When The Saints Go Marchin' In (Part 1)	When The Saints Go Marchin' In (Part 2)	My Bonnie Lies Over The Ocean	Assessment Checkpoint
PE	Dance – Machines Tag Rugby	Dance – Machines Tag Rugby	Dance – Machines Tag Rugby	Dance – Machines Tag Rugby	Dance – Machines Tag Rugby	Dance – Machines Tag Rugby	Football Tag Rugby
ICT	1 Can a picture move? To explain that animation is a sequence of drawings or photographs <ul style="list-style-type: none">I can draw a sequence of picturesI can create an effective flip book— style animation I can explain how an animation/flip book works	2 Frame by frame To relate animated movement with a sequence of images <ul style="list-style-type: none">I can predict what an animation will look likeI can explain why little changes are needed for each frame I can create an effective stop-frame animation	3 What's the story? To plan an animation <ul style="list-style-type: none">I can break down a story into settings, characters and eventsI can describe an animation that is achievable on screen I can create a storyboard	4 Picture perfect To identify the need to work consistently and carefully <ul style="list-style-type: none">I can use onion skinning to help me make small changes between framesI can review a sequence of frames to check my work I can evaluate the quality of my animation	5 Evaluate and make it great! To review and improve an animation <ul style="list-style-type: none">I can explain ways to make my animation betterI can evaluate another learner's animation I can improve my animation based on feedback	6 Lights, camera, action! To evaluate the impact of adding other media to an animation <ul style="list-style-type: none">I can add other media to my animationI can explain why I added other media to my animation I can evaluate my final film	
Geography	Where are the world's rivers? <ul style="list-style-type: none">What a river isWhere the world's rivers are Examples of famous rivers and why they are important	<ul style="list-style-type: none">How do rivers shape the land?What the four types of erosion areWhat the four types of transportation are What deposition is	What landforms do rivers create? (Part 1) <ul style="list-style-type: none">What a landform isWhat V-shaped valleys and interlocking spurs areHow V-shaped valleys and interlocking spurs form	What landforms do rivers create? (Part 2) <ul style="list-style-type: none">What a meander isHow a meander formsHow an oxbow lake forms	Why are rivers important to people? <ul style="list-style-type: none">Why people like living near riversWhy the Volga River is important for peopleWhy the Amazon River is important for people	What happens when a river floods? <ul style="list-style-type: none">What a flood isWhy rivers flood How a flood can bring positive and negative impact	
PSHE/ RSE (see Art/Music)					Life to the Full – LKS2 Module 1 Unit 1 Religious Understanding Session 1 – 'Get Up'	Life to the Full – LKS2 Module 1 Unit 1 Religious Understanding Session 2 – The Sacraments	