

Year group: 3 Term: Summer 2 – The Mousehole Cat
Focus Subject: Science

BIG Question: What makes Cornwall so special?

Key Vocabulary: Magnetism, repel, attract, magnetic, poles- North and South, compass, points, electromagnets, magnets.

Practise at Home:

Homework topic activities
 Timetables Rockstars / Spelling Shed/ IXL / Reading

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning: Beach visit, Farm visit, Bodmin Moor.

Relationships and Health Education:

LKS2 Module 2, Unit 3 – Session 2: Chatting Online
 LKS2 Module 2, Unit 3 – Session 3: Safe in My Body
 LK22 Module 2, Unit 3 – Session 4: Drugs, Alcohol and Tobacco
 LKS2 Module 2, Unit 3 – Session 5: First Aid Heroes
 LKS2 Module 3, Unit 1 - Session 1: A Community of Love
 LKS2 Module 1, Unit 1 - Session 2: What is the Church?
 LKS2 Module 3, Unit 2 - Session 1: How do I love others?

As Musicians, we will: 'Recognising different sounds'

They will continue to learn about all the Foundational Elements of Music, with a focus on sounds and sound recognition, while working implicitly with all the other elements of music as you go through the steps of the unit. Recognising the different sounds of instruments is a fun way to exercise the musical element called 'timbre'. Each voice and instrument has its own distinct sonic 'fingerprint' that allows a trained ear to distinguish between them – for example, a trumpet and a violin, or a cello and a piano. It is a very important musical skill, and one which we can always improve with practice. You can practise this during all the Listen and Respond activities in each unit.

DT: As designers, we will: Explore mechanisms such as flaps, sliders and levers. Gain experience of basic cutting, joining and finishing techniques with paper and card.

RE: as theologians, we will:

Topic 8 – Reconciliation

Area of Study 1: Knowing and loving God, the Trinity, Jesus Christ, the Holy Spirit

Area of Study 2: What is the Church? One and holy, Catholic

Area of Study 3: Liturgy, Sacraments, Reconciliation, prayer

Area of Study 4: The dignity of the human person, freedom, responsibility and conscience, Law, grace, sin, the human community, love of God, love of neighbour

Topic 9 – Special Places

Area of Study 1: Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God

Area of Study 2: What is the Church? One and holy, Catholic, Apostolic, Mission

Area of Study 3: Prayer

Area of Study 4: The dignity of the human person, the human community, love of God, love of neighbour



Science: As scientists, we will:

Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.



History: As historians, we will:

N/A this half-term

Art: As artists, we will:

To explore artists who use natural materials to make artwork, such as pigments and sunlight. Forage natural materials to create artwork which reflects the environment that the objects were found in.

Maths: As mathematicians, we will:

Fractions:

Comparing and ordering fractions
 Adding fractions
 Subtracting fractions
 Problem solving

Time:

Months and Years
 Hours in a day
 Estimating time
 Telling the time to 5 minutes, a minute
 Find and comparing the duration
 Finding the start and end times
 Measuring time in seconds

Angles and Properties of Shape:

Turns and angles
 Right angles in shapes
 Comparing angles
 Drawing accurately
 Types of lines
 Recognising and describing 2D and 3D shapes
 Constructing 3D shapes

Mass:

Measuring mass
 Comparing mass
 Adding and subtracting mass

Capacity:

Measuring capacity
 Comparing capacity
 Adding and subtracting capacity

English: As readers and writers, we will:

Narrative Storytelling - Quest or Journey

To plan, invent, innovate and write their own versions of The Mousehole Cat.

Poetry

Non-fiction – Information text – How to tame a Storm Cat

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

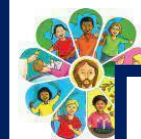
draft and write by:

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



Computing: As programmers, we will

Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.

Geography: As geographers, we will: N/A this half-term



Half term overview

St. Mary's Catholic Primary

Term: Year 3 – Summer Term 2

Teacher:
Mrs Morse

Dates	W/C 5 th June	W/C 12 th June	W/C 19 th June	W/C 26 th June	W/C 3 rd July	W/C 10 th June	W/C 17 th June
Events	5 th Inset Day - Cambourne 7 th Parent Volunteer Reader 8 th Staff CPD	14 th Parent Volunteer Reader 15 th Staff CPD	21 st Parent Volunteer Reader 22 nd Staff CPD	26 th Whole school mass led by Y3 26 th Come and See Twilight Session – Universal Church World 28 th Y3 to attend church 28 th Parent Volunteer Reader 29 th Staff CPD	4 th KS2 Sports Day PM 5 th School Review CAST 5 th Parent Volunteer Reader 6 th Transition Day 6 th Staff CPD 7 th Pupil Reports Completed	12 th Parent Volunteer Reader 13 th Staff CPD 14 th Pupil Reports out by	17 th Parent Volunteer Reader 20 th Staff CPD
Focus	Narrative Storytelling – The Mousehole Cat			How to tame a Storm Cat Instructional Writing		Poetry	
English	<p>Introduction of the story then Cold task</p> <p>Topic Immersion activities</p> <p>Imitation x 3 (learning and telling the story verbally)</p> <p>Story Maps – Children draw their own story maps</p> <p>Setting Descriptions: - fishing village</p> <p>Character Descriptions: - Tom</p> <p>Innovation – change something about the story as a class and retell the story with the change(s)</p> <p>Box-it up – share write then independent writing</p> <p>Hot Task – children independently their own versions of the story with all the additional descriptions.</p>			<p>Revisit instructional writing with examples.</p> <p>Create step-by-step instructions using drama.</p> <p>Children to create their own instructions for taming a Storm Cat.</p>		<p>Explore imagery within a poem</p> <p>Use rhyme and rhythm</p> <p>Children to create their own poems based on The Great Storm Cat.</p>	
Spelling	Group 1 33 Phonics 2 cc Group 2 33 Words where ending in '-tion' Group 3 33 Revision	Group 1 34 Phonics phase 2 nn Group 2 34 Words with apostrophes for contraction Group 3 34 Revision	Group 1 35 Phonics phase 2 dd Group 2 35 Words with apostrophes for possession Group 3 35 Revision	Group 1 36 Phonics phase 2 gg Group 2 36 Challenge words Group 3 36 Revision	Group 1 37 Phonics phase 2 bb Group 2 1 (Y3) Words where the digraph 'ou' makes an /ow/ sound Group 3 1 (Y4) Words that are homophones or near homophones	Group 1 38 Phonics phase 2 zz Group 2 1 (Y3) Words where the digraph 'ou' makes an /u/ sound Group 3 2 (Y4) Words with the prefix 'in-' meaning 'not'	

Grammar	No more marking Because, but, so	No more marking Comma splices	No more marking Review	No more marking Fragments	No more marking Subjects and verbs	No more marking More about verbs	No more marking Sentence length
Maths	Fractions (2) Unit 10 Comparing fractions and ordering fractions Adding fractions Subtracting fractions Problem solving adding and subtracting fractions	Problems solving fractions as measures End of unit check Strengthen And Deepen Activities Time Months and years Hours in a day	Estimating time Telling time to 5 minutes Telling time to the minute (1) Telling time to the minute (2) Telling time to the minute (3)	Finding the duration Comparing duration Finding start and end times Measuring time in seconds End of unit check Strengthening and deepening Activities	Angles and properties of shape Turns and angles Right angles in shapes Comparing angles Drawing accurately Types of line (1)	Types of line (2) Recognising and describing 2D shapes Recognising and describing 3D shapes Constructing 3D shapes End of Unit check Strengthening and deepening activities	Mass Measuring mass Comparing mass Adding and subtracting mass End of unit check Strengthening & deepening activities
Science	What are non-contact forces?	What are magnets?	How does a compass work?	How can we see a magnetic field?	How can we tell if a material is magnetic or not?	What are some uses of magnetic materials?	Showcase learning and review and consolidate learning.
RE	Topic 8 – Reconciliation Reveal: Learning Focus 3 God has forgiven you	Reveal: Learning Focus 4 The Sacrament of Reconciliation Reveal: Learning Focus 5 What happens at the Sacrament of Reconciliation	Reveal: Learning Focus 6 Thanksgiving for God's love Topic 9 Universal Church Explore: Everyone has a special place Learning Intention: Everyone has a special place	Reveal: Special Places for Jesus and the Christian Community Reveal: Learning Focus 1: Special places for Jesus	Reveal: Learning Focus 2: Special places for the Christian community Reveal: Learning Focus 3: Holy places of worship	Reveal: Learning Focus 4: The world as a special place for the Christian community Reveal: Learning Focus 5: Respecting our World as a special place	Reveal: Learning Focus 6: We have a special place in our hearts where God dwells
Art DT Music – Charanga	To explore artists who use natural materials to make artwork, such as pigments and sunlight. Developing design ideas further, using understanding of mechanisms. Unit 6 – How does music connect us with the Environment? Michael Row The Boat Ashore (Part 1)	To use foraged natural materials to create artwork which reflect the environment that the objects were found in. Planning the creation of your final idea. Unit 6 – How does music connect us with the Environment? Michael Row The Boat Ashore (Part 2)	To use foraged natural materials to create artwork which reflect the environment that the objects were found in. Using a range of techniques to begin to make our final idea. Unit 6 – How does music connect us with the Environment? The Dragon Song (Part 1)	To use foraged natural materials to create artwork which reflect the environment that the objects were found in. Using a range of techniques to begin to make our final idea. Unit 6 – How does music connect us with the Environment? The Dragon Song (Part 2)	To use foraged natural materials to create artwork which reflect the environment that the objects were found in. Unit 6 – How does music connect us with the Environment? Follow Me	To display the work made through the half term and reflect and evaluate the outcomes. WWW & EBI Unit 6 – How does music connect us with the Environment? Assessment Checkpoint	Brining us together – Step 6 Listen and appraise – Car Wash Learn and perform the song. Play instruments

PE	<p>Athletics 4 GA – Can you demonstrate a good technique to increase the distance you can jump?</p> <p>Cricket – Can you bat and score more runs in cricket?</p>	<p>Athletics 4 GA – Can you demonstrate an understanding of the different throwing techniques to hit a target in the distance?</p> <p>Cricket – Can you bat against a moving ball?</p>	<p>Athletics 4 GA – Can you sprint in a straight line and on a curve in a baton relay?</p> <p>Cricket – Can you bowl and take wickets in cricket?</p>	<p>Athletics 4 GA – Can you combine hop, skip and jumping with balance and coordination to increase your overall jumping distance?</p> <p>Cricket – Can you bowl and take wickets in a game of cricket?</p>	<p>Athletics 4 GA – Can you participate in an athletics competition demonstrating the skills you have learnt to improve your sprinting, jumping and throwing?</p> <p>Cricket – Can you score runs in a game of cricket?</p>	<p>Athletics 4 GA – Can you assess where you are in your learning and have you achieved the pupil challenge?</p> <p>Cricket – Can you play in a competition using the skills as per the pupil challenge?</p>	
ICT		<p>Can a picture move?</p> <p>Learners will discuss whether they think a picture can move. They will learn about simple animation techniques and create their own animations in the style of flip books (flick books) using sticky notes.</p>	<p>Frame by frame</p> <p>In the previous lesson, learners created their own flip book-style animations. In this lesson, they will develop this knowledge and apply it to make a stop-frame animation using a tablet.</p>	<p>What's the story?</p> <p>Remind the learners of the animations that we created last week and tell them that next week we will use tablets to animate some of our own stories. Tell the learners that during this lesson they will create a storyboard showing the characters, settings and events that they would like to include in their own stop-frame animation next week.</p>	<p>Picture perfect</p> <p>In the previous lesson, learners planned out their own stop-frame animations in a storyboard. This lesson, they will use tablets to carefully create stop-frame animations, paying attention to consistency.</p>	<p>Evaluate and make it great!</p> <p>Last lesson, learners created their own stop-frame animations. This lesson, they will evaluate their animations and try to improve them by creating a brand-new animation based on their feedback.</p>	<p>Lights, camera, action!</p> <p>Last lesson, learners perfected their stop-frame animations. This lesson, they will add other media and effects into their animations, such as music and text.</p>
Geography/History							
Not this half-term							
PSHE/ RSE (see Art/Music)	LKS2 Module 2, Unit 3 – Session 2: Chatting Online	LKS2 Module 2, Unit 3 – Session 3: Safe in My Body	LK22 Module 2, Unit 3 – Session 4: Drugs, Alcohol and Tobacco	LKS2 Module 2, Unit 3 – Session 5: First Aid Heroes	LKS2 Module 3, Unit 1 - Session 1: A Community of Love	LKS2 Module 1, Unit 1 - Session 2: What is the Church?	LKS2 Module 3, Unit 2 - Session 1: How do I love others?