

Year group: 3 Term: Spring 2 – Iggy Peck, Architect Focus Subject: Geography

BIG Question: Where does our food come from?

Key Vocabulary: water, water cycle, weather, climate, air mass, mountains, sustainability, hemispheres, precipitation, transpiration, evaporation, condensation.

Practise at Home:

Homework topic activities
Timetables Rockstars / Spellings/ Maths Flex / Reading

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning: Farm and Country – Royal Cornwall Showground

Relationships and Health Education:

LKS2 Module 2, Unit 2: Friends, Family and Others
LKS2 Module 2, Unit 2: When Things Feel Bad
LKS2 Module 2, Unit 3: Sharing Online
LKS2 Module 2, Unit 3: Chatting Online
LKS2 Module 2, Unit 3: Safe in my Body
LKS2 Module 2, Unit 3: Drugs, Alcohol and Tobacco. First Aid Heroes.

As Musicians, we will: 'Sharing musical experiences'

Musical Spotlight is 'Sharing Musical Experiences' and learning about all the Foundational Elements of Music with a focus on experiencing music, while working implicitly with all the other elements of music as you go through the steps of the unit. Sharing our musical experiences, preferences and identities is a wonderful class activity and can help build your community and friendships in the classroom and school! This can happen through every activity in the lesson. Listen and Respond and Perform work particularly well.

DT: As designers, we will: understand user's needs and wants. Why ingredients have been chosen. That food ingredients can be fresh, pre-cooked and processed. Order the main stages of making. How to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.

RE: as theologians, we will:

Retell in any form the story of the feeding of the five thousand.

Recall the words and actions of Jesus at the last supper and make simple links with his words and actions in the miracle of the loaves.

Describe how Jesus showed his love at the Last Supper and how he shares this love when people celebrate their first Eucharist.

Make links between the story of the Last Supper and the Mass, giving reasons for these links.

Recognise that the Church teaches that the Eucharist is the meeting point where God gives himself to communicants as food; they receive the Body of Christ and become ever more united in his Body the Church

Describe, with increasing detail and accuracy, the prayers, religious signs, and actions of the Mass, focusing on the Liturgy of the Eucharist.

Give reasons for actions and symbols used in the Mass and make links between beliefs and actions.

Wonder about the words of the offertory prayer and the story of Creation.

Explore some different cultural practices associated with Holy Week.

Reflect on the Catholic belief that Jesus gives himself in Holy Communion.

Talk about the experience of Mass with Catholics and asking questions about their experiences and feelings.

Reflect on what their learning means for their life.

Science: As scientists, we will:

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers: Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant: Investigate the way in which water is transported within plants: Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Art: As artists, we will:

Understand that artists use sketchbooks to respond to other creative artforms. Create evocative land and seascapes using fabric, paint and thread. Draw upon mark making skills when working with thread.

Maths: As mathematicians, we will:

Look at division, with and without exchanges.

Study length and perimeter, finding, measuring, comparing, adding, and subtracting lengths.

Begin to look at fractions, understanding the differences between unit and non-unit fractions, as well as the numerator and denominator.

We will compare and order unit and non-unit fractions and begin to order these on a number line.

English: As readers and writers, we will:

Narrative storytelling – Quest or Journey

To plan, invent, innovate and write their own versions of Iggy Peck Architect.

Non-fiction – poetry

To understand what a shape poem is, compare features and plan and create their own.

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

Geography: As geographers, we will: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Computing: As programmers, we will

Continue with our work using the program Scratch.

Programming Sprites, sequencing and ordering commands, and changing the appearance of Sprites.

PE: As athletes, we will:

Dance - Weather

Develop a sequence of dance movements connected to wind which include stillness and different levels.

Work in a small group or pair to create and perform a dance sequence based on the wind that includes changes of speed.

Create and perform a whole class dance and a group dance based on the wind that includes good timing.

Use rain and the clip as a stimulus to create and perform a longer sequence of dance movements.

Perform a longer sequence of movement with a small group to develop your performance skills.

You practise and perform a dance based on weather? Can you describe and comment on others performance, explain what you thought was good and how it could be improved.

Hockey

I can involve teammates, moving into space, controlling and passing the ball accurately and looking for intercepting opportunities.



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