

Year group: 3 Term: Spring 2 – The boy who always gets in trouble. Focus Subject: Geography

BIG Question: Where does our food come from?

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.

English: As readers and writers, we will:

Narrative storytelling – Quest or Journey

To plan, invent, innovate and write their own versions of Planet Omar

Non-fiction – poetry

To understand what a haiku 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

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:

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.

We will cover the topic of mass. Where we will learn how to measure and read a scale, focusing upon unmarked intervals. Next, different masses will be compared and ordered. Following this, children will learn to add and subtract different amounts using a range of strategies. Finally, they will apply their knowledge to real-life problems

The children will compare and order measurements, and convert between millilitres and mixed units of litres and millilitres. They will then use knowledge

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)

Half term overview		St. Mary's Catholic Primary				
Term: Year 3 – Spring Term 2 						
Teacher: Mr Allen						
Dates	W/C 24th February	W/C 3rd March	W/C 10th March	W/C 17th March	W/C 24th March	W/C 31st March
Events						
Focus	Narrative Storytelling – Planet Omar				Poetry – Haiku poems	
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>Character Descriptions – Omar</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 write everything they can remember of the story.</p>					<p>To understand what a haiku poem is.</p> <p>Compare features of haiku poems.</p> <p>Create a haiku poem in the style of given examples.</p> <p>Understand the message behind the haiku poem and how structure impacts this message.</p> <p>Plan a haiku poem where the message matches the weather</p> <p>Edit, improve and rewrite my poem.</p>
Spelling	<p>Group 1 – Stage 1, Step 20: digraph 'er' is unstressed at the end of words.</p> <p>Group 2 – Stage 3, Step 20: words ending in '-le'.</p>	<p>Group 1 – Stage 1, Step 21 Words with the digraphs 'ir' and 'ur'</p> <p>Group 2 – Stage 3, Step 21: Words ending in '-ly' where the base word ends in '-le'</p>	<p>Group 1 – Stage 1, Step 22: Words where the digraph 'oo' makes an /oo/ sound</p> <p>Group 2 – Stage 3, Step 22: Words ending in '-ly' when the base word ends in '-ic'</p>	<p>Group 1 – Stage 1, Step 23: Words where the digraph 'oo' makes an /u/ sound</p> <p>Group 2 – Stage 3, Step 23: Words ending in '-ly'; exceptions</p>	<p>Group 1 – Stage 1, Step 24: Words where the digraphs 'oa' and 'oe' make an /oa/ sound</p> <p>Group 2 – Stage 3, Step 24: Challenge words</p>	<p>Group 1 – Stage 1, Step 25: Words where the digraph 'ou' makes an /ow/ sound</p> <p>Group 2 – Stage 3, Step 25: Words ending with the suffix '-er'</p>
Grammar	Adverbs Relative Clauses Boastful Language	Adverbs Relative Clauses Boastful Language	Adverbs Relative Clauses Boastful Language	Adverbs Relative Clauses Boastful Language	Adverbs Relative Clauses Boastful Language	Adverbs Relative Clauses Boastful Language
Maths	<p>Fractions</p> <p>Understand the denominator of unit fractions</p> <p>Compare and order unit fractions</p> <p>Understand the numerator of non-unit fractions</p>	<p>Understand the whole</p> <p>Compare and order non-unit fractions</p> <p>Divisions on a number line</p> <p>Count in fractions on a number line</p> <p>EOUC</p>	<p>Mass</p> <p>Using scales</p> <p>Measuring masses</p> <p>Measure mass in kilograms and grams</p> <p>Equivalent masses</p> <p>Compare masses</p>	<p>Add and subtract mass</p> <p>Problem solving using mass</p> <p>EOUC</p> <p>Capacity</p> <p>Measure capacity and volume in litres and millilitres</p> <p>Measure in litres and millimetres</p>	<p>Equivalent capacities and volumes</p> <p>Compare capacity and volume</p> <p>Add and subtract capacity and volume</p> <p>Problem solving using capacity</p> <p>EOUC</p>	<p>End of term assessments</p> <p>Maths fluency</p>
Science	What conditions could we change to investigate the growth of a plant?	What are the parts and functions of a plant?	What are the parts and functions of a flower?	What are the parts of a plant's life cycle?	How does a plant transport water?	How do plants adapt to different environments?

RE	Can I describe the account of the feeding of the 5000?	Can I describe the days of the Holy Week? Can I describe Holy Week celebrations in other countries?	Can I recall the words and actions of Jesus at the Last Supper? Can I explore how an artist might represent the Last Supper?	Can I explain what a Sacrament is and what the word Eucharist means? Can I understand that the Eucharist is a sacrament and that Jesus is present in Holy Communion?	Can I explain how the prayers and hymns in Mass help us understand more about the Eucharist?	Can I explain why Catholics try to live out the Eucharist?
Art						
DT		Using ingredients to create your ideas.	Exploring food and where it comes from.	Using evaluation to develop ideas further.	Delicious dips.	Evaluating our process and thinking about what we could do next time.
Music – Charanga	The Dragon Song Listen and appraise.	The Dragon Song Musical Activities.	The Dragon Song Improvise.	The Dragon Song Compose.	The Dragon Song Compose.	The Dragon Song Perform.
PE	Dance – weather Can you develop a sequence of dance movements connected to wind which include stillness and different levels? GA Hockey - Can you dribble the ball holding the hockey stick correctly?	Dance – weather Can you work in a small group or pair to create and perform a dance sequence based on the wind that includes changes of speed? GA Hockey - Can you pass and receive the ball to/from another player?	Dance – weather Can you create and perform a whole class dance and a group dance based on the wind that includes good timing. GA Hockey - Can you pass/receive the ball whilst moving?	Dance – weather Can you use rain and the clip as a stimulus to create and perform a longer sequence of dance movements? GA Hockey - Can you select the best ways to defend?	Dance – weather Can you perform a longer sequence of movement with a small group to develop your performance skills? Can you teach your sequence to others? GA Hockey - Can you select the best ways to attack and defend?	Dance – weather Can 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? GA Hockey - Can you select the best ways to attack and defend?
ICT	Introduction to Scratch	Programming Sprites	Sequences	Ordering commands	Changing appearance of Sprites	Making an instrument.
Geography	Where is the Earth's water?	What makes up the weather?	Why does it rain?	Why does the UK have wild weather?	What are the reasons for seasons?	Why is the world's weather changing?
PSHE/ RSE (see Art/Music)	Friends, Family and Others	When Things Feel Bad	Sharing Online	Chatting Online	Safe In My Body	Drugs, Alcohol and Tobacco First Aid Heroes.