

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

BIG Question: How did rivers get their water?

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

Practise at Home:

Homework topic activities

Timetables Rockstars / Spelling Shed/ IXL / Reading

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning: TBA

Relationships and Health Education:

LKS2 Module 1, Unit 3 – Session 2: What am I looking at?
LKS2 Module 1, Unit 3 – Session 3: I am thankful!
LKS2 Module 1, Unit 4 – Session 1: Life cycles.
LKS2 Module 2, Unit 1 – Story Sessions: Jesus, My Friend
LKS2 Module 2, Unit 2 – Session 1: Friends, Family and Others
LKS2 Module 2, Unit 2 – Session 2: When Things Feel Bad

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.

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.



RE: as theologians, we will:

Topic 5 – Eucharist – relating

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

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

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



Topic 6 – Lent/Easter – Giving

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

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

Area of Study 3: Liturgy, prayer

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

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

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:

Money

Pounds and pence

Converting pounds and pence

Adding money

Subtracting amounts of money

Problem solving – money

Statistics

Pictograms

Bar charts

Tables

Length

Measuring length

Equivalent lengths

Comparing lengths

Adding lengths

Subtracting lengths

Measuring the perimeter

Problem solving



Computing: As programmers, we will

Explain how digital devices function

Identify input and output devices

Recognise how digital devices can change the way we work

Explain how a computer network can be used to share information

Explore how digital devices can be connected

Recognise the physical components of a network

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.

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

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.

Half term overview St. Mary's Catholic Primary



Term: Year 3 – Spring Term 2

Teacher:
Mrs Morse

Dates	W/C 20 th February	W/C 27 th February	W/C 6 th March	W/C 13 th March	W/C 20 th March	W/C 27 th March
Events	20 th Inset Day 22 nd Whole School Mass – Ash Wednesday -Y2 22 nd Parent Volunteer Reader 2-3pm 22 nd British Values Assembly – Reception 23 rd SIO Review AM 23 rd Prayer & Praise 23 rd Staff CPD – Precision Training 24 th Celebration Assembly	27 th Gospel Liturgy – Y1 28 th Come and See Twilight – Lent/Easter 1 st British Value Assembly – CB 1 st Parent Volunteer Reader 2-3pm 2 nd World Book Day 2 nd Prayer & Praise 2 nd Staff CPD 3 rd CAFOD National Assembly – Family Feast Day (Online) 3 rd Celebration Assembly	6 th Gospel Liturgy – Y2 8 th Parent Volunteer Reader 2-3pm 8 th British Values Assembly – CB 9 th Stations of the Cross 1 & 2 CB 9 th Staff CPD 10 th Celebration Assembly	Science Week 13 th Gospel Liturgy – Y6 14 th Stations of the Cross 3 & 4 JH 15 th British Values Assembly JH 15 th Parent Volunteer Reader 2-3pm 16 th Stations of the Cross LMcN 16 th Staff CPD 17 th Comic Relief 17 th Lent Appeal 17 th Celebration Assembly	20 th Gospel Liturgy Y5 21 st Stations of the Cross 7 & 8 AM 22 nd Parent Volunteer Reader 2-3pm 22 nd British Values Assembly AC 23 rd Stations of the Cross AC 23 rd Staff CPD – SMART target training 24 th Celebration Assembly	27 th Gospel Liturgy CB 28 th Stations of the Cross 11 & 12 VB 29 th Mass in Church Y3 29 th Parent Volunteer Reader 2-3pm 29 th British Values Assembly – LMcN 30 th Whole School Mass Y1 31 st Celebration Assembly
Focus	Narrative Storytelling – Iggy Peck, the Architect		Non-Fiction Recount		Poetry – Apes to Zebras (Literacy Shed Unit)	
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 – Iggy Peck & Miss Lila Greer</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>Model: Recount of school trip (either from story or one of our own trips).</p> <p>Invention/Innovation: Recount of school trip (either from story or one of our own trips).</p>		<p>To understand what a shape poem is.</p> <p>Compare features of shape poems.</p> <p>Create a shape poem in the style of given examples.</p> <p>Understand the message behind the shape poem and how the shape impacts this message.</p> <p>Plan a shape poem where the message matches the shape.</p> <p>Edit, improve and rewrite my poem.</p>	

Spelling	Group 1 Phonics 21 Phase 2 z Group 2 Y2 21 – ending -ed is added to single syllable words Group 3 Y3 21 – words ending in ‘-ly’ where the base word ends in ‘-le’	Group 1 Phonics Phase 22 2 sounded s Group 2 Y2 22 – where ‘a’ makes an /or/ sound before ‘l’ and ‘ll’ Group 3 Y3 22 – words ending in ‘-ly’ when the base words ends in ‘-ic’	Group 1 Phonics Phase 23 2 f ff Group 2 Y2 23 – where ‘o’ makes an /u/ sound Group 3 Y3 23 – words ending in ‘-ly’	Group 1 Phonics Phase 24 2 ff Group 2 Y2 24 – challenge words Group 3 Y3 24 -challenge words	Group 1 Phonics Phase 25 2l ll Group 2 Y2 25 – where the digraph ‘ey’ makes an /ee/ sound Group 3 Y3 25 – words ending with the suffix ‘-e’	Group 1 Phonics Phase 26 2 ll Group 2 Y2 26 – where ‘a’ makes an /o/ sound Group 3 Y3 26 – words where the digraph ‘ch’ makes a /k/ sound
Grammar	No more marking Run-on sentences	No more marking Because, but, so	No more marking Comma splices	No more marking Review	No more marking	No more marking
Maths	Money Unit 6 Pounds and pence Converting pounds and pence Adding money Subtracting amounts of money	Money Unit 6 Problem solving money End of unit check Strengthen & deepen activities Statistics Unit 7 Pictograms (1) Pictograms (2)	Statistics Unit 7 Bar charts (1) Bar charts (2) Tables End of unit check Strengthen & deepen activities	Length Unit 8 Measuring length (1) Measuring length (2) Equivalent lengths – metres and centimetres Equivalent lengths – centimetres and millimetres Comparing lengths	Length Unit 8 Adding lengths Subtracting lengths Measuring the perimeter (1) Measuring the perimeter (2) Problem solving length (1)	Length Unit 8 Problem solving length (2) End of unit check Strengthen & deepen activities
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 a different environments?
RE	Topic 5 – Eucharist - relating Reveal Learning Focus 2: The people give Glory to God: The Gloria. Reveal Learning Focus 3: The Liturgy of the Word.	Reveal Learning Focus 4: The offering of the Gifts. Reveal Learning Focus 5: The Eucharist Prayer. Reveal Learning Focus 6: The Communion Rite.	Topic 6 – Lent/Easter – giving Explore: How people give themselves. Reveal Learning Focus 1: Lent; an opportunity for giving.	Reveal Learning Focus 1: Lent; an opportunity for giving. Reveal Learning Focus 2: Parents and children should love and respect one another, as God wants them to do.	Reveal Learning Focus 3: A new way of living. Reveal Learning Focus 4: Sometimes it is hard to be totally giving.	Reveal Learning Focus 5: Jesus' total giving. Reveal Learning Focus 6: Jesus is risen.
Art DT	To explore the work of artists who use thread, cloth, and paint and to respond to their work in my sketchbook. Using ingredients to create your ideas.	To develop my own mark making vocabulary by looking at how artists use a variety of marks. Evaluating your product.	To use paint and stitch to create energy and texture exploring the theme ‘water’ / ‘land’. Exploring food and where it comes from.	To use paint and stitch to create energy and texture exploring the theme ‘water’ / ‘land’. Using evaluation to develop ideas further.	To use paint and stitch to create energy and texture exploring the theme ‘water’ / ‘land’. Delicious dips.	To display the work made through the half term and reflect and evaluate the outcomes. WWW & EBI Marvellous oat bars.
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? Hockey	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? Hockey - GA	Dance – weather Can you create and perform a whole class dance and a group dance based on the wind that includes good timing. Hockey - GA	Dance – weather Can you use rain and the clip as a stimulus to create and perform a longer sequence of dance movements? Hockey - GA	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? Hockey - GA	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? Hockey - GA
ICT		1 How does a digital device work? This lesson introduces the concepts of input, process, and output. These concepts are fundamental to all digital devices.	2 What parts make up a digital device? Learners will develop their knowledge of the relationship between inputs, processes, and outputs and apply it to devices and parts of devices that they will be familiar with from their everyday surroundings	3 How do digital devices help us? Learners will apply their learning from Lessons 1 and 2 by using programs in conjunction with inputs and outputs on a digital device. They will create two pieces of work with the same focus, using digital devices to create one piece of work, and non-digital tools to create the other. Learners will then compare and contrast the two approaches.	4 How am I connected? This lesson introduces the concept of connections and moving information between connected devices. Learners will learn to explain how and why computers are joined together to form networks.	5 How are computers connected? This lesson introduces key network components, including a server and wireless access points. Learners will examine each device's functionality and look at the benefits of networking computers 6 What does our school network look like? Learners will further develop their understanding of computer networks. They will see examples of network infrastructure in a real-world setting and relate them to the activities in Lesson 5.
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)	Life to the Full – LKS2 Module 1 Unit 3 Religious Understanding Session 2 – What am I looking at?	Life to the Full – LKS2 Module 1 Unit 3 Religious Understanding Session 3 – I am thankful	Life to the Full - LKS2 Module 1 Unit 4 Religious Understanding. Session 1 Life Cycles	Life to the Full - LKS2 Module 2 Unit 1 Religious Understanding. Story Sessions: Jesus my friend.	Life to the Full - LKS2 Module 2 Unit 2 Religious Understanding. Session 1: Friends, Family and Others.	Life to the Full - LKS2 Module 2 Unit 2 Religious Understanding. Session 2: When Things Feel Bad.