

# Y3 Half Term Plan Spring 1 2021

Subject						
WRITING: composition	Week 1  Instructions	Week 2  Poetry	Week 3  Non-fiction reports	Week 4  Non-fiction reports	Week 5  Non-fiction reports	Week 6  Recount
<p><b>Links:</b> <b>Science: Magnets</b></p> <p><b>Overview change:</b> <b>Work not based on France or the Romans</b></p> <p>Sentence level objectives Simple, compound, complex <a href="https://classroom.thenational.academy/units/t1-sentence-level-objectives-2d3b">https://classroom.thenational.academy/units/t1-sentence-level-objectives-2d3b</a></p>	<p><u>L.O. To know how to name and use imperative verbs and time adverbials</u> <b>Outcome:</b> partner work to give and follow commands and sort a second set into the correct order - adding added features. <u>L.O. To be able to identify features of instructions</u> <b>Outcome:</b> Annotate examples (find and name)</p> <p><u>L.O. To know how to identify correct and incorrect instructions</u> <b>Outcome:</b> Identify commands according to their appropriateness, identifying significant and specific vocabulary <u>L.O. To apply instruction features in different contexts (x2)</u> <b>Outcome:</b> Write instructions for X <b>Outcome:</b> Write instructions from a given choice</p> <p><u>L.O. To write clear and relevant instructions</u> <b>Big Write outcome:</b> <b>How to assemble an Iron Man</b></p>	<p>Vocabulary enrichment Focus on the sound of verbs, size, and materials. <u>L.O. To extract specific word types from a text</u> <b>Outcome:</b> Produce a table with nouns, verbs and adjectives taken from the Iron Man text extracts <u>L.O. To group and organise words for impact</u> <b>Outcome:</b> Class shared write using vocab from yesterday. Verbally share and experiment with the use of the words. <u>L.O. To know how to construct a descriptive poem by linking themes.</u> <b>Outcome:</b> A plan of their poem <u>L.O. To be able to adapt ideas from a draft to a finished piece of writing.</u> <b>Outcome:</b> Illustrated poem written up using handwriting pens</p>	<p><u>L.O. To identify features of a non-fiction report</u> Describe the difference between fiction and non-fiction texts. Compare report text types. <b>Outcome:</b> Annotated poster report <u>L.O. To apply report features correctly.</u> <b>Outcome:</b> Organise information into correct categories (possibly Geog paragraphs) Suggest appropriate headings for paragraph content. <u>L.O. To be able to use labels and captions correctly.</u> <b>Outcome:</b> Create a labelled diagram of the Iron Man. Add a paragraph of description <u>L.O. To be able to select and write specific information for paragraphs</u> <b>Outcome:</b> Write information below given subheadings</p>	<p><u>L.O. To use report features for a poster</u> Look at examples of different poster layouts. Choose a preferred style. <b>Outcome:</b> Create a poster with a diagram, paragraphs etc and new information they want to add about the Iron Man <u>L.O. To identify key information for the report</u> Magnets Recall and brainstorm learning so far in Science. <b>Outcome:</b> Collectively choose and sort facts into sections <u>L.O. To know how different layouts have different impact on the reader.</u> Consult non fiction books on science and identify layout features that impact on them. <b>Outcome:</b> Practise using the features with the facts about magnets</p>	<p><u>L.O. To know how to organise chosen facts into a chosen layout.</u> Plan what they want the reader to know and how they will organise it. <b>Outcome:</b> A plan of their poster on magnets <u>L.O. To know editing and improving skills are used to produce a finished report.(x2)</u> <b>Outcome:</b> A finished report poster about magnets <u>L.O. To develop oral skills of presenting</u> Practise volume, style, technique. <b>Outcome:</b> Children will take it in turns to read sections of their report posters to the class. Some will appear on the virtual class assembly video.</p>	<p><u>L.O. To understand what a recount must tell the reader</u> Be shown types of recounts Use a journey to school as an example. Draw out verbs/ tense and other features needed and link use of facts to the report features. <b>Outcome:</b> Draw pics to represent 3 events about their journey. Below, write 3 captions to explain. (recount) <u>L.O. To know how to construct a recount</u> Share information about the main events in a section of the Iron Man story. Discuss how they should be ordered, and which key info must be included. <u>L.O. To be able to organise events into a recount</u> <b>Outcome 1:</b> Plan of a recount of a section of the story <b>Outcome 2:</b> Written up final version of the recount</p>

WRITING:VGP	1	2	3	4	5	6
<p>Lesson 2</p> <p><a href="https://classroom.thenational.academy/lessons/to-investigate-suffixes-y-suffix-cmu36r?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/to-investigate-suffixes-y-suffix-cmu36r?activity=video&amp;step=1</a></p> <p>Lesson 7</p> <p><a href="https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-suffixes-y-suffix-including-test-cdh66t">https://classroom.thenational.academy/lessons/to-practise-and-apply-knowledge-of-suffixes-y-suffix-including-test-cdh66t</a></p> <p>Lesson</p>	<p>W4 COMMAND VERBS</p> <p>T2 TIME CONJUNCTIONS</p> <p>W2 ADVERBS</p> <p>SH3 CONSONANTS AND VOWELS</p>	<p>W2 ADVERBS</p> <p>W4 VERBS</p> <p>W5 ADJECTIVES</p> <p>W7 BEST WORDS</p> <p>W10 WORD FAMILIES</p> <p>S3 CONJUNCTIONS, ADVERBS, PREPOSITIONS</p> <p>T5 EDIT AND IMPROVE</p> <p>C2 ALLITERATION, REPETITION</p> <p>C3 SIMILES</p>	<p>T1 PARAGRAPHS</p> <p>T4 NON NARRATIVE FEATURES</p> <p>SH5 DICTIOANRY WORK</p>	<p>S1 SENTENCE STARTS</p> <p>T1 PARAGRAPHS</p> <p>T4 NON NARRATIVE FEATURES</p> <p>C1 PRONOUNS</p>	<p>T1 PARAGRAPHS</p> <p>T4 NON NARRATIVE FEATURES</p> <p>T5 EDIT AND IMPROVE</p>	<p>W1 TENSE</p> <p>T6 TENSE</p> <p>S3 CONJUNCTIONS, ADVERBS, PREPOSITIONS</p> <p>C1 PRONOUNS</p> <p>C4 1<sup>ST</sup> PERSON</p> <p>C5 3<sup>RD</sup> PERSON</p>
WRITING: Spelling	1	2	3	4	5	6
<p>Links:</p>	<p>sure</p> <p>sugar</p> <p>father</p> <p>mother</p> <p>library</p> <p>famous</p> <p>increase</p> <p>information</p> <p>separation</p> <p>admiration</p> <p>French</p> <p>family</p> <p><b><u>Use suffixes to make new words from root words (Spelling Bank P14)</u></b></p> <p><b><u>The suffix –ation</u></b></p>	<p>prove</p> <p>improve</p> <p>holiday</p> <p>history</p> <p>interest</p> <p>describe</p> <p>quietly</p> <p>happily</p> <p>angrily</p> <p>mountain</p> <p>beach</p> <p>coastal</p> <p><b><u>The suffix –ly.</u></b></p> <p>Simple add ly</p> <p>sadly</p> <p>loudly</p> <p><b><u>The suffix –ly.</u></b></p> <p>Change y to i</p> <p>moodily</p>	<p>quite</p> <p>quiet</p> <p>people</p> <p>everybody</p> <p>important</p> <p>extreme</p> <p>height</p> <p>gently</p> <p>simply</p> <p>humbly</p> <p>tourist</p> <p>holiday</p> <p><b><u>The suffix –ly.</u></b></p> <p>Change le to ly</p> <p><b><u>Possessive apostrophe with plural words</u></b></p>	<p>hole</p> <p>who</p> <p>whole</p> <p>though</p> <p>notice</p> <p>certain</p> <p>basically</p> <p>dramatically</p> <p>frantically</p> <p>caption</p> <p>bullet</p> <p>point</p> <p><b><u>The suffix –ally.</u></b></p>	<p>our</p> <p>should</p> <p>would</p> <p>could</p> <p>February</p> <p>quarter</p> <p>imagine</p> <p>division</p> <p>invasion</p> <p>television</p> <p>photograph</p> <p>paragraph</p> <p><b><u>Endings which sound like “shun” –sion.</u></b></p> <p>confusion</p> <p>decision</p> <p>collision</p>	<p>hour</p> <p>minute</p> <p>second</p> <p>length</p> <p>mention</p> <p>actually</p> <p>they</p> <p>obey</p> <p>weigh</p> <p>vein</p> <p>eight</p> <p>neighbour</p> <p><b><u>Words with the /ei/ sound spelt ei, eigh, or ey</u></b></p> <p>vein</p> <p>weigh</p> <p>eight</p> <p>neighbour, they,</p> <p>obey</p>
Writing Transcription	<p>tion</p> <p>Small letter size</p>	<p>ly</p> <p>ily</p> <p>descenders</p>	<p>Le</p> <p>ascenders</p>	<p>ally</p> <p>Mixed heights</p>	<p>sion</p> <p>longer words</p>	<p>ei eigh, ey</p> <p>embedding spelling patterns</p>

The pupil can...	Narrative Date HT1	Narrative HT2	Instruct poetry reports recounts HT3	Genre & Date	Genre & Date	Genre &
<b>Word level</b>						
W1 Use the correct <b>simple past form</b> of common <b>irregular verbs</b>						
W2 Use <b>adverbs</b> to add detail to the <b>verb</b>						
W3 Use <b>prepositions</b> accurately for <b>place</b>						
W4 Choose the most effective <b>verbs</b> I can think of						
W5 Choose <b>adjectives</b> which are best for the context						
W6 Use <b>comparative</b> and <b>superlative</b> forms of <b>adjectives</b> correctly						
W7 Choose the <b>best words</b> to match what I am writing about						
W8 Use a and an correctly						
W9 Form nouns using a range of <b>prefixes</b> e.g super, anti, auto						
W10 Know words which belong to the same <b>word family</b>						
<b>Sentence level</b>						
S1 Write sentences which <b>do not always start</b> with the <b>definite article</b>						
S2 Use <b>conjunctions</b> : <b>co-ordinating</b> so and but or						
S3 Start to use <b>When Where How Why conjunctions</b> , <b>adverbs</b> and <b>prepositions</b> to start a sentence and create a <b>subordinate clause</b>						
<b>Punctuation</b>						
P1 Consistently use <b>capital letters</b> and <b>full stops</b> correctly						
P2 Use <b>commas</b> to separate items in a list (Y2)						
P3 Use <b>inverted commas</b> or <b>speech marks</b> to show <b>direct speech</b>						
<b>Text level</b>						
T1 Organise my writing into simple <b>paragraphs</b>						
T2 Use <b>time conjunctions</b> to link chronological events						
T3 <b>Story structure (3-part plot)</b> : settings, character, sequencing ideas						
T4 <b>Non-Narrative</b> foci: Headings, Subheadings, text boxes, bullet points						
T5 Assess effectiveness and suggest improvements						
T6 Know when to use the <b>simple past</b> and the <b>past progressive</b>						
T7 Use the <b>present perfect tense</b> in direct speech						
<b>Composition</b>						
C1 Start to use <b>pronouns</b> to avoid repetition (In Y3 &4)						



READING: Comprehension	1	2	3	4	5	6
<b>Development of VIPERS skills:</b>  <b>Vocabulary</b> <b>Infer</b> <b>Predict</b> <b>Explain</b> <b>Retrieve</b> <b>Summarise</b> <a href="https://www.literacysheffield.ac.uk/blog/reading-vipers/">https://www.literacysheffield.ac.uk/blog/reading-vipers/</a> <b>Online links:</b> Oak Academy Reading for Pleasure Y3 unit (3 lessons)	<b>Fiction (Adventure)</b>  Lessons 1 & 2 Visuals: Robin Hood  Lessons 3 & 4 ARE: Text: Ambush  Lessons 3 & 4 Below ARE: A Pirate's Life for me Stowaway Stefan	<b>Fiction (Sci-fi)</b>  Lessons 1 & 2 Visuals: Robots  Lessons 3 & 4 ARE: Text: Delivery 'Bot  Lessons 3 & 4 Below ARE: A Space Adventure The Planet Zog	<b>Fiction (Sci-fi)</b>  Lessons 1 & 2 Visuals: Cowboys and hunters  Lessons 3 & 4 ARE: Text: The Chase  Lessons 3 & 4 Below ARE: Marvellous Moon Tours Who is Buzz Aldrin?	<b>Fiction (Fantasy)</b>  Lessons 1 & 2 Visuals: Superheroes  Lessons 3 & 4 ARE: Text: The Decider  Lessons 3 & 4 Below ARE: The Most Heroic Hero The Fearless Four	<b>Non-fiction (Letter/email)</b>  Lessons 1 & 2 Visuals: Ships  Lessons 3 & 4 ARE: Text: The Wave  Lessons 3 & 4 Below ARE: Terrible Tornadoes Terrific Travel Companion	<b>Non-fiction (News report)</b>  Lessons 1 & 2 Visual: Photo from First News  Lessons 3 & 4 ARE: Text: Extract from First News  Lessons 3 & 4 Below ARE: A Helicopter tour of London All about Africa
READING: Guided Reading						
<b>Links:</b> <b>Literacy (The Iron Man, Ted Hughes)</b>  <b>Online links:</b> Oak Academy Reading for Pleasure Y3 unit (3 lessons)	<b>The Coming of the Iron Man</b>  Lesson 1: pages 11 – 13  Lesson 2: pages 14 – 16  Lesson 3: pages 17-18  Lesson 4: recap of pages 11-18	<b>The Return of the Iron Man (to p25)</b>  Lesson 1: pages 19-20  Lesson 2: pages 21-23  Lesson 3: pages 24-25  Lesson 4: recap of pages 19-25	<b>The Return of the Iron Man (to end)</b>  Lesson 1: pages 26-27  Lesson 2: pages 28-29  Lesson 3: pages 30-31  Lesson 4: recap of pages 26-31	<b>What's to be done with the Iron Man?</b>  Lesson 1: pages 32-33  Lesson 2: pages 34-36  Lesson 3: pages 37-39  Lesson 4: recap of pages 32-39	<b>The Space-being and the Iron Man</b>  Lesson 1: pages 40 - 41  Lesson 2: pages 42-44  Lesson 3: pages 45-47  Lesson 4: pages 48-49	<b>The Iron Man's Challenge</b>  Lesson 1: pages 50-52  Lesson 2: pages 53-56  Lesson 3: pages 57-59  Lesson 4: pages 60-62

MATHS	1	2	3	4	5	6
<b>Links:</b>  <b>Online links:</b> White Rose (WR) Y3 <i>Number: Multiplication and Division</i>  Y3 Summer Term Archive (STA)  Oak Academy (OA) KS2 <i>Multiplication and Division</i>	<b>Power Maths 3A Unit 4 Multiplication and division (1)</b>  <b>Lesson 7</b> To know 4 times table facts WR wk 12 The 4 times table  <b>Lesson 8</b> To be able to multiply by 8 WR wk 12 Multiply by 8  <b>Lesson 9</b> To be able to divide by 8 WR wk 12 Divide by 8  <b>Lesson 10</b> To know 8 times table facts WR wk 12 The 8 Times Table	<b>Power Maths 3A Unit 4 Multiplication and division (1)</b>  <b>Lesson 11</b> To be able to solve one-step problems WR Activity week Day 1  <b>Lesson 12</b> To be able to solve multi-step problems WR Activity week Day 2  <b>Lesson 13</b> To know that division can leave a remainder  <b>Lesson 14</b> To know how to write a remainder using formal methods	<b>Power Maths 3A Unit 4 Multiplication and division (1)</b>  <b>Lesson 15</b> To be able to find related multiplication and division facts OA Lesson 6  <b>Unit 4 EOU Check</b>  <b>Power Maths 3B Unit 5 Multiplication and division (2)</b>  <b>Lesson 1</b> I can compare using < and > signs (1)  <b>Lesson 2</b> To be able to identify related multiplication facts WR wk 9 Using Arrays	<b>Power Maths 3B Unit 5 Multiplication and division (2)</b>  <b>Lesson 3</b> To be able to use related mult and div facts OA Lesson 6  <b>Lesson 4</b> I can compare using < and > signs (2)  <b>Lesson 5</b> I can multiply a 2-digit by a 1-digit number (expanded no exchange)  <b>Lesson 6</b> I can multiply a 2-digit by a 1-digit number (expanded with exchange)	<b>Power Maths 3B Unit 5 Multiplication and division (2)</b>  <b>Lesson 7</b> I can multiply a 2-digit by a 1-digit number (column with exchange) WR STA Wk 4 Lesson 2  <b>Lesson 8</b> To be able to divide a 2-digit by a 1-digit number (no exchange) WR STA Wk 4 Lesson 3  <b>Lesson 9</b> To be able to divide a 2-digit by a 1-digit number (with exchange)  <b>Lesson 10</b> To be able to divide a 2-digit by a 1-digit number (with remainders)	<b>Power Maths 3B Unit 5 Multiplication and division (2)</b>  <b>Lesson 11</b> To be able to solve correspondence problems OA Lesson 11  <b>Lesson 12</b> To be able to solve mult and div problems WR STA Wk 4 Lesson 4  <b>Lesson 13</b> To be able to solve problems with 4 operations (1 digit numbers)  <b>Lesson 14</b> To be able to solve problems with 4 operations (2 digit numbers)  <b>Unit 5 EOU check (during calculation sessions)</b>

<b>MATHS:</b> <b>Afternoon sessions</b>  <b>Online links:</b> Oak Academy (OA) KS2 <i>Time; Interpreting and Presenting Data</i>  White Rose (WR) Y3 Summer Term Archive (STA)	<b>Y2 Untaught content: Time</b>  Ma2/3.1f compare and sequence intervals of time  Ma2/3.1h know the number of minutes in an hour and the number of hours in a day OA Time Lesson 6  <b>Based on Power Maths 2C Unit 13 Lessons 4 - 6</b>	<b>Y2 Untaught content: Time</b>  Ma2/3.1f compare and sequence intervals of time  Ma2/3.1h know the number of minutes in an hour and the number of hours in a day OA Time Lesson 6  <b>Based on Power Maths 2C Unit 13 Lessons 7 – 9</b>	<b>Y3 content: Money</b>  Ma3/3.1c add and subtract amounts of money to give change, using both £ and p in practical contexts WR STA Wk 3 Lessons 1-3 <b>Based on Power Maths 3B Unit 6 Lessons 1 - 2</b>	<b>Y3 content: Money</b>  Ma3/3.1c add and subtract amounts of money to give change, using both £ and p in practical contexts WR STA Wk 3 Lessons 1-3  <b>Based on Power Maths 3B Unit 6 Lessons 3 - 6</b>	<b>Y3 content: Statistics</b>  Ma3/4.1a interpret and present data using bar charts, <b>pictograms</b> and tables  Ma3/4.1b solve one-step and two-step questions using information presented in scaled bar charts and <b>pictograms</b> and tables. WR STA Wk 12 Lesson 3  OA Data Lessons 1 & 2  <b>Based on Power Maths 3B Unit 7 Lessons 1 - 2</b>	<b>Y3 content: Statistics</b>  Ma3/4.1a interpret and present data using <b>bar charts</b> , pictograms and <b>tables</b>  Ma3/4.1b solve one-step and two-step questions using information presented in scaled <b>bar charts</b> and pictograms and <b>tables</b> . WR STA Wk 12 Lesson 4  OA Data Lessons 3, 4 & 5  <b>Based on Power Maths 3B Unit 7 Lessons 3 - 6</b>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
	<b>Number Fluency Grid objective:</b>  3AS–2 Add and subtract up to three-digit numbers using columnar methods.	Revise multiplication and division facts for the 4 times table  Add and subtract numbers mentally within 10 (quickfire mental recall)  Practise column addition layout (no exchange)	Revise multiplication and division facts for the 4 times table  Add and subtract numbers mentally across 10 (support with ten frames and number lines)  Practise column subtraction layout (no exchange)	Revise multiplication and division facts for the 4 times table  Add and subtract numbers mentally across 10 (support with ten frames and number lines)  Link part-whole models to given addition and subtraction questions	Revise multiplication and division facts for the 8 times table  Use formal column addition method (with exchange)	Revise multiplication and division facts for the 8 times table  Use formal column subtraction method (with exchange)  <b>Unit 5 EOU Check</b>  Use formal column addition and subtraction methods (with exchange)  Use inverse operation to check answers

SCIENCE	1	2	3	4	5	6
<p><b>Links:</b></p> <p><b>Literacy: The Iron Man</b></p> <p><b>Literacy: Report on magnets</b></p> <p>NB Adobe Flash</p> <p>Bitesize links need checking</p> <p><a href="https://classroom.thenational.academy/units/magnetism-084a">https://classroom.thenational.academy/units/magnetism-084a</a></p>	<p><b>Pre assessment</b></p> <p><b>Scientific enquiry question:</b></p> <p><b>If a magnet was used to sort this scarp yard, what would be left?</b></p> <p>Why do you think that?</p> <p>Is there anything else you want to write about magnets?</p> <hr/> <p>– Stick and complete concept maps in after this. Also assessment sheet.</p>	<p>Web link:</p> <p>Invisible force</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zk9rkqt">https://www.bbc.co.uk/bitesize/clips/zk9rkqt</a></p> <p>Use above info plus PP to solve the outcome problem below:</p> <p><b>Sc3/4.2e</b> L.O. To describe properties of magnets (poles)</p> <p><b>Sc3/4.2f</b> Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>Sc4/1.2</b> setting up simple practical enquiries, comparative and fair tests</p> <p><b>Sc4/1.9</b> Using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Outcomes:</b> Find the pole!</p> <p>Help the magnet factory (Children will work with a covered magnet to identify the pole ends.)</p> <p>Picture of bare magnet in books. Explain how to tell which pole is North.</p> <p>Cloze activity. For supported. 'I know this will be North because...'</p> <p><b>Plenary:</b> Magnet man – super magnets</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zsg3cdm">https://www.bbc.co.uk/bitesize/clips/zsg3cdm</a></p> <p>Refer to concept map knowledge</p>	<p><b>Enquiry:</b></p> <p><b>Can everything be picked up by a magnet?</b></p> <p><b>Sc3/4.2c</b> Observe how magnets attract or repel each other and attract some materials and not others</p> <p><b>Sc4/1.9</b> Using straightforward scientific evidence to answer questions or to support their findings.</p> <p><b>Sc4/1.7</b> Using results to draw simple conclusions, make</p> <p><b>Qu 1</b></p> <p>Can a magnet attract anything?</p> <p><b>Outcomes:</b></p> <p>Magnet exploration.</p> <p>Oral explanation of their observations.</p> <p><b>Qu 2</b></p> <p>a) How could we show this using things from the classroom?</p> <p><b>Outcomes:</b></p> <p>Use science thought bubbles to convey ideas.</p>	<p><b>Apply knowledge from last week:</b></p> <p><b>Investigate magnetism</b></p> <p><b>Sc3/4.2d</b> Compare and group together a variety of everyday materials on the basis of whether they will be/are attracted to a magnet, and identify some magnetic materials</p> <p><b>Sc4/1.6</b> Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p><b>Sc4/1.7</b> Using results to draw simple conclusions, make</p> <p><b>Outcomes:</b></p> <p>Sort first to predict the results</p> <p>Practical dump clearance</p> <p><b>Name</b> materials (and objects) magnets can and can't pick up.</p> <p>List in columns – could/not be cleared</p> <p>Add evidence to back up thoughts.</p> <p>(Focus on <i>iron</i> being magnetic.</p> <p>Cars</p> <p>Cans – recycling</p> <p>Iron in your diet.)</p> <p>Scrapyard link plenary – self assessment</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zcntsbk">https://www.bbc.co.uk/bitesize/clips/zcntsbk</a></p>	<p><b>Sc3/4.2b</b> Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p><b>Sc3/4.2a</b> Compare how things move on different <b>surfaces</b></p> <p><b>Sc4/1.5</b> Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>(Children investigate how magnets can make objects move on different surfaces. They attach a metal paperclip to a book/object and investigate how placing it on different surfaces affects how easily a magnet can move it. They record their predictions and measurements in a table, and then transfer their results to a bar chart.)</p> <p><b>Outcomes:</b> Table of results to populate and conclusion about material properties – rough/ smooth</p>	<p>Post assessment</p>



GEOGRAPHY	1		2	3	4	5	6
<p><b>Links:</b></p> <p><b>Literacy paragraphs</b></p> <p><b>Iron Man journey</b></p> <p><b>Location and key facts only</b></p> <p>link to the migration of our families. Key religions.</p> <p>Climate</p> <p>Landscape</p> <p>Capital city</p> <p><b>Europe</b></p> <p><a href="https://classroom.thenationalacademy/units/building-locational-knowledge-europe-0322">https://classroom.thenationalacademy/units/building-locational-knowledge-europe-0322</a></p>	<p><b>Ge2/ 1.1a</b> L.O. To locate the world's countries, using maps to focus on Europe:</p> <p><u><b>L.O. To know the location of France and Italy on a world map.</b></u></p> <p><b>Outcome:</b> Play an atlas game to describe location of France and Italy, using positional language and NSEW and names of other countries, including the UK</p>		<p>Recap of continent names and locations</p> <p><b>Ge2/1.1a</b> Locationa l Knowledge</p> <p><b>Pakistan</b></p> <p><u><b>L.O. To know the location of Pakistan on the world map.</b></u></p> <p><b>Outcome:</b> Play an atlas game to describe location of Pakistan using positional language and NSEW and names of other countries, including the UK</p>	<p><b>Ge2/1.3a Physical L.O. To know the names of some key mountains in the UK and Europe</b></p> <p><b>Outcome:</b> Connect mountain ranges with their countries.</p> <p><b>Plenary question:</b> Why do you think, mountain ranges often form the border between countries?</p>	<p>Ge2/1.1b Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers),:</p> <p><u><b>L.O. To know the countries that make up the UK</b></u></p> <p>Locational knowledge: Scotland and Wales</p> <p>Outcomes: Label a map with the countries of the UK and their capital cities.</p> <p>Add other key cities.</p> <p><u><b>L.O. To identify the main mountains and rivers of Scotland and Wales</b></u></p> <p>Outcomes: Label key mountain ranges and rivers on a UK map</p>		<p>Maths link</p> <p><u><b>L.O To use a comparison of statistics (of capital cities studied) to know more about the human geography of countries.</b></u></p>
PE	1		2	3	4	5	6
<p><b>Curriculum links for the half term:</b></p> <p><i>PE2/1.1a</i> <i>Consolidate and improve the quality, range and consistency of the techniques they use for particular activities</i></p> <p><i>PE2/1.1b</i> <i>Develop the range and consistency of their skills in all games</i> <i>Improve their ability to choose and use simple tactics and strategies</i> <i>Keep rules for games</i></p>	<p>Hockey dribbling –<b>individual</b> varying speed and direction with control.</p> <p>To understand the concept of Attack and defend</p>		<p>Hockey dribbling –<b>individual and partner</b> –varying speed and direction with control.</p> <p>To understand the concept of Attack and defend</p>	<p>Hockey dribbling –<b>individual and partner</b> –varying speed and direction with control.</p> <p>To understand the concept of Attack and defend</p>	<p>To develop the concept of <b>scoring points and goals.</b></p> <p>Roll and score.</p> <p>Throw and score.</p>	<p>To learn <b>tactics and strategies</b> involved in playing a game.</p>	<p>Y3 hockey tournament</p>
RE	1		2	3	4	5	6
<p><b>Links:</b></p>	<p><b>B&amp;Q</b></p>		<p><b>B&amp;Q</b></p>	<p><b>B&amp;Q</b></p>	<p><b>(RF&amp;C):</b></p>	<p><b>(RF&amp;C):</b></p>	<p><b>(RF&amp;C):</b></p>

<p><b>Beliefs and questions (B&amp;Q)</b></p> <p><b>Christianity</b> How do Christian people's beliefs about God, the world and others have an impact on their lives? Reflect on the Christmas period for ourselves.</p> <p><b>Religion, family and community (RF&amp;C): Prayer:</b> How do religious families and communities live out their faith?</p> <p>Jewish and Islamic prayer and worship (Linking with Christianity knowledge.)</p>	<p><u>L.O. To compare ways and reasons for celebrations.</u> Discussion, looking at same and different experiences. <b>Outcome:</b> Together, create a table to record these and reflect on results.</p>	<p><u>L.O To reflect on the reasons why some people value celebrations very highly and others might not</u> Study images of Christians worshipping at Christmas all over the world. Draw out the SIGNIFICANCE of worship for these people. Consider why celebrations of a Christian festival are different in different places and within the UK. <b>Outcome:</b> Answer the question...How might COVID have affected people's faith this year? List of reasons – positive and negative</p>	<p><u>L.O To reflect on the reasons why some people value celebrations very highly and others might not</u>  <u>L.O. To consider the difference believing in Jesus makes to Christians.</u> Continued from last week <b>Outcome:</b> Class debate using thoughts from last week  Decide on a response to the second L.O.</p>	<p><u>L.O. To explain key features of Christian, Jewish and Islamic prayer</u>  Agree/ consider: What is prayer? Who prays? Do you pray?  In groups, study prayer in one of the 3 religions. <b>Outcome:</b> Record notes (on one of the 3 religions) on a table with headings given (plus a blank box for other info). Use books and iPads to research. Create an oral presentation for the class.</p>	<p><u>L.O. To compare key features of Christian, Jewish and Islamic prayer</u> Look at info from presentations last week. Look for similarities and at the same time, acknowledge differences (but don't go into at this point). Watch power points/ videos to show prayer in the 3 religions.</p>	<p><u>L.O.To begin to explain the meanings of symbols, words and actions used in prayer</u> Consider what someone might ask about prayer in a religion. Produce a list of questions, which someone may want to know, and which they can give the answer to.(From what we have found out? <b>Outcome:</b> Class list</p>
<b>RSHE PSHE</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<p><b>Links:</b></p> <p><b>British Values PSHE</b></p> <p>(Following the Sheffield RSHE Scheme)</p>	<p><b>Online Safety Os1) Online strangers</b>  L.O. To understand that people on the internet are not always who they say they are, and may have malicious intentions. <b>Key vocabulary</b> <i>Strangers, online, deception, social media</i></p>	<p><b>Online Safety Os2) Sharing Online</b>  L.O. To understand that we must keep our personal information safe <b>Key vocabulary</b> <i>Personal, information, privacy, stranger, trust</i>  <b>Outcome:</b> Sort personal information</p>	<p><b>Online Safety Os3) Friendship Online</b>  L.O. To identify how to be kind in online social environments L.O. To understand that peer pressure can make us do inappropriate or unkind things  <b>Outcome:</b> Create an anti-</p>	<p><b>Online Safety</b>  L.O. To understand that friends should behave in a certain way, whether they are online How am I treated online? How do I treat others?  <b>Outcome:</b> Discussion culminating in a</p>	<p><b>Community C1) How do we make the world fair?</b> L.O. To understand what is meant by 'the rule of law' L.O. To understand the basics of how laws are made and enforced L.O. To appreciate the reasons why we need laws and that these are not always the same for</p>	<p><b>Community C1) How do we make the world fair?</b> L.O. To appreciate that the world is not fair and it is our responsibility to help those less fortunate L.O. To identify our common values  Explore: The Big Questions  <b>Outcome:</b> Writing task</p>

	<p><b>Outcome:</b> Draw a circle of friends. Colour the circle of friends</p>		<p>cyberbullying poster. (Infographic)</p>	<p>class charter for online behaviour List on whiteboards what a good online friend would never do.</p>	<p>everyone (some people need more protection - for example children)</p> <p><b>Outcomes:</b> Think of rules Sort rules</p> <p>Unicef discussion and activities (Pack a suitcase)</p> <p><b>Key vocabulary</b> <i>Rules, laws, government, vote, rights, police, fair, equal, equality</i></p>	<p>Imagine travelling 20 years into the future....</p> <p><b>Key vocabulary</b> <i>Rules, laws, government, vote, rights, police, fair, equal, equality</i></p>
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