

Science: Rocks and soils

- To be able to identify naturally occurring rocks and explore their uses.
- To know the difference between sedimentary, igneous and metamorphic rock groupings
- To identify rocks that are used for particular purposes
- To know how soil is created and formed from rocks and organic matter
- To explore different types of soil, identifying similarities and differences between them.
- To explore what fossils are and how they are formed.
- To be able to identify fossilised remains
- To investigate how rocks have changed over time

Autumn 2 Dodgeball (Indoor)

- Week 1— Gameplay**
To be able to demonstrate the skills needed to play dodgeball
- Week 2— Throwing**
To be able to throw at targets
- Week 3— Dodging**
To be able to dodge away from moving objects
- Week 4— Throwing Accuracy**
To be able to develop accuracy when throwing
- Week 5— Catching**
To be able to catch a ball from different heights / distances
- Week 6 - Tactics**
To be able to compare and use the most effective tactics
- Week 7— Sports Week**
To be able to carry out different roles in a dodgeball tournament

Autumn 2- OAA (Outdoor)

- Week 1- Introduction to pace**
To be able to learn how to pace myself
- Week 2— (Theory) What is orienteering**
To be able to define what orienteering is
- Week 3— (Theory/ practical) Refining map drawings**
To be able to identify orienteering symbols
- Week 4— Orientating a basic map**
To be able to orientate a map and use compass points
- Week 5— Navigating a map**
To be able to navigate using clues
- Week 6 - Problem solving as a team**
To be able to solve problems as a team
- Week 7— Sports Week**
To compete fairly and competitively

Humanities: Geography

- Lesson 1** To understand how tectonic plates are responsible for volcanoes, tsunamis and earthquakes.
- Lesson 2** To be able to describe key aspects and features of volcanoes
- Lesson 3** To be able to use maps, atlases and globes to locate areas of volcanic activity
- Lesson 4:** To know some of the famous eruptions across the world
- Lesson 5/6**
To be able to make my own model of a volcano and create an eruption

Religious Education:

Jesus' Miracles

Concept: Incarnation **Key Question:** Could Jesus heal people?

Were these miracles or is there some other explanation?

Lesson 1: We are learning to understand the reasons why a Sikh may choose to join the Khalsa.

Lesson 2: We are learning to understand the reasons why a Sikh may choose to join the Khalsa.

Lesson 3: We are learning to understand the reasons why a Sikh may choose to join the Khalsa. (Step 2) Make sweet pudding - Karah Prashad

Lesson 4: We are learning to understand the reasons why a Sikh may choose to join the Khalsa. Step 2) Sikh visitor

Lesson 5: We are learning to understand the reasons why a Sikh may choose to join the Khalsa. (Step 3)

Experiences and Educational Visits:

Build a volcano and explore the solution to make an eruption
Volcanoes—VR headset

STEM Project:

STEM: How can I protect a home from a volcano eruption?

Maths focus:

Measures

– To measure, compare, add and subtract: Volume/capacity.

PSHE: Jigsaw scheme- dreams and goals

Computing: Digital Literacy

- Lesson 1: To understand cybersecurity
- Lesson 2: To understand the term 'personal information'.
- Lesson 3: To create an avatar.
- Lesson 4: To explore computer viruses.
- Lesson 5: To understand the dangers of pop ups.

The Arts (Music, Drama, Art):

This will be linked through writing. The children will create a character description of Razvani the Fire Fiend and where he lives. Children will create music around the sounds they might here within the cavern Razvani lives in.

Art:

Painting – Jackson Pollock

- To know how to use watercolours to create different washes of colour
- To add different materials to the watercolour paint to experiment with texture
- To be able to use a paintbrush to demonstrate control over the paint
- To experiment with resistance techniques
- To look at the work of an artist, architect or designer from history
- To paint a piece of artwork inspired by my artist, using my painting skills
- To share my piece of work in our class gallery

Year 3- Dragon's breath



Class Novel: Firework Maker's daughter

Mathematics

Week 1	Week 2	Week 3	Week 4
<p>Arithmetic: adding and subtracting 10s and 100s</p> <p>Division</p> <p>To recall and use multiplication and division facts for the 3, 4 multiplication tables.</p> <p>To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know using mental strategies.</p> <p>Maths link: Tally chart of frequency (conjunctions)</p>	<p>Arithmetic: times tables 2, 5, 10, 3, 4</p> <p>Estimating and number lines</p> <p>Number and place value: counting and estimating</p> <p>Non-negotiable end points: Knows how to count in step sizes and estimate numbers up to 1000.</p> <p>Maths link—graph of characters emotions</p>	<p>Arithmetic: counting in 50, 100s, 2, 5, 10, 3, 4,</p> <p>Measurement length</p> <p>metric measures for length, mass and capacity</p> <p>Non-negotiable end points: Knows the relationships between the units of measure for each aspect.</p> <p>Maths link:</p> <p>Length: measure the length of the astroturf (PE & Geog—mapping)</p> <p>Grid reference—and compass directions</p>	<p>Arithmetic: numbers bonds, make 10</p> <p>Addition and subtraction column method</p> <p>Addition and subtraction: two- and three-digit numbers, in column methods</p> <p>Non-negotiable end points: Knows how to calculate with columnar methods.</p>
Week 5	Week 6	Week 7	
<p>Arithmetic: doubles, halves</p> <p>Properties of shapes</p> <p>2d and 3d, parallel and perpendicular</p> <p>Non-negotiable end points: Know the mathematical names and properties of 2d and 3d shapes including parallel and perpendicular lines.</p>	<p>Arithmetic: column addition and subtraction</p> <p>Time—o'clock, quarter to, quarter past, half past</p> <p>12-hour clock am/pm</p> <p>Non-negotiable end points: Knows how to read the time to the nearest minute.</p> <p>Knows that the 12-hour clock can represent am or pm.</p> <p>Maths link—capacity: amount of chemical needed to use to make a reaction (volcano)</p>	<p>Arithmetic: place value—writing value of the digit</p> <p>Statistics</p> <p>read, present and interpret pictograms and tables</p> <p>Non-negotiable end points: Knows how to read varying representations of discrete data.</p>	

Reading

Week 1	Week 2	Week 3	Week 4
P	I	R	S
<p>To justify predictions using evidence from the text</p> <p>M—Use front cover and wordle blurb to make predictions about the books.</p> <p>V— whole class read—questions in the grid—vocab.</p> <p>V—grid with new words—chn to find word class, meaning, synonyms. Then apply new words into own sentence</p> <p>F Conjunctions—finding them in text—make a graph for most common conjunction</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary (Y2)</p> <p>To make some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>The Firework-Maker's daughter – chapter 2 Read up to letter buddy read. M Inference—character of Lila. Feelings vocabulary—other words for angry, frustrated, confused. Thursday—cover up adverbs and take a guess. Drama—acting out words</p>	<p>To retrieve and record information from a fiction text.</p> <p>The Firework-Maker's daughter – chapter 3 -Inference / retrieval Infer Chulak's thoughts and feelings in a speech bubble</p> <p>Summarising—whole class—use working wall.</p>	<p>Identifying main ideas drawn from more than one paragraph and summarising these</p> <p>The Firework-Maker's daughter – chapter 4 retrieval</p> <p>Retrieval questions—skim and scan, key words, 3 days teaching the skills.</p>
Week 5	Week 6	Week 7	
V	R/S	E	
<p>Using dictionaries to check the meaning of words that they have read</p> <p>Reading focus: non-fiction text annotation – features of a non-fiction text Immerse on in non fiction—text and books, V – glossary work, dictionaries , table with words .</p>	<p>To retrieve and record information from a non-fiction text.</p> <p>Quiz questions for Non fiction report Retrieval questions Summarise the volcanoes text—write the blurb.</p>	<p>Identifying how language, structure, and presentation contribute to meaning —finish Firework makers daughter and discuss themes of the text. Annotate in a mind map.</p> <p>Poems Christmas week</p>	

Main Text: Firework makers daughter , When the giant stirred Ceila Godkin

Writing

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Writing Focus:	<p>Writing to entertain</p> <p>Find conjunctions in a sentence and highlight. Coordinating</p> <p>Fill in the blank</p> <p>Writing using coordinating conjunctions</p> <p>GG both middle and end</p> <p>APPLY writing—how to stay safe with a sparkler</p>	<p>Writing to entertain</p> <p>Chapter 2—</p> <p>Write note to say that she is leaving and how cross she is.</p> <p>adverbs spag session</p> <p>Collect ideas—adverbs, verbs, adjectives</p> <p>Write setting description</p>	<p>Writing to entertain</p> <p>Speech marks and speech verbs</p> <p>Two coloured highlighters</p> <p>Write conversation between two characters—speech bubbles for LA</p>	<p>Writing to entertain</p> <p>To be able to write and plan a story</p>	<p>Writing to inform</p> <p>Audience: Writing for Year 2</p> <p>Paragraphing—sorting/grouping. Ordering them. Topic sentence - writing paragraph -</p> <p>Subordinate conjunctions—apply to non fiction—how to use them.</p> <p>Applying paragraphing with conjunctions</p> <p>Captions—summarising</p>	<p>Use ipads to research website</p> <p>plan writing, headings, suggested sub headings—alliteration</p> <p>Write a non chronological report and edit</p>	Poetry—Christmas week
SPAG Focus:	Conjunctions—coordinating and subordinating	Adverbs	Direct speech	A , . 1 ?	Paragraphing	Subheadings, headings, Paragraphing	Commas in a list
Spelling & phonics focus	Past tense and ed	ing suffix ly words	Est, er suffix	Ful Investigating and learning how to add suffixes. -ly, -y	Words ending in -el / -le	al ending words Words ending in -il	The /igh/ sound spelt -y es to nouns and verbs ending in -y