

Half term plan 2016

Teacher: Mrs O'Malley
Date: Autumn 1

Year group: 3

Topic : Rolling Stones

<p>Literacy Objectives RWI Language and Literacy Unit 2: Playscripts and instructions</p> <p>To listen to and discuss a wide range of fiction To identify themes To discuss words and phrases that capture readers interest and imagination To predict and identify how language structure and presentation contribute to meaning To check that the text makes sense asking questions and drawing inference To plan writing by discussing writing that is similar To compose and rehearse sentences orally To create settings, characters and plot To learn the grammar of word structure To understand the skills and processes that are essential for writing To monitor whether their writing makes sense To assess the effectiveness of their own and others' writing To proofread for spelling and punctuation errors To write a playscript To use adverbs to express time To increase range of sentence structures To write a set of instructions</p>	<p>Numeracy Objectives Number and Place Value:</p> <ul style="list-style-type: none">• To count from 0 in multiples of 4• To find 10 more or less than a given number• To recognise the place value of each digit in a two and three-digit number• To compare and order numbers up to 1000• To identify, represent and estimate numbers using different representations• To read and write numbers up to 1000 in numerals and in words• To solve number problems and practical problems involving these ideas. <p>Mental Addition and Subtraction:</p> <ul style="list-style-type: none">• To recognise the place value of each digit in a three-digit number• To add and subtract numbers mentally, including: a three-digit number and ones, a three-digit number and tens and a three-digit number and hundreds• To estimate the answer to a calculation and use inverse operations to check answers• To solve problems, including missing number problems, using number facts, place value• To identify numbers bonds to 100 <p>Subtraction:</p> <ul style="list-style-type: none">• To solve number problems and practical problems involving place value and number facts• To find 10 less than a given number
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- To subtract numbers mentally, including a three-digit number and ones, a three-digit number and tens
- To estimate the answer to a calculation and use inverse operations to check answers
- To solve problems, including missing number problems, using number facts, place value
- To subtract numbers with up to two digits, using formal written methods of columnar subtraction
- To recall all addition and subtraction facts for each number to 20
- To identify multiples of ten that sum to one hundred

Multiplication:

- To recall and use multiplication and division facts for the 3 and 4 multiplication tables
- To write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- To solve problems involving multiplication
- To double two digit numbers
- To know the link between addition and multiplication
- To understand that multiplication is commutative
- To record number sentences for multiplication calculations

Division

- To recall and use multiplication and division facts for the 3 and 4 multiplication tables
- To write and calculate mathematical statements for division using the multiplication tables that they know using mental methods
- To solve problems, including missing number problems, involving division
- To halve any two-digit number
- To divide two digit numbers by a one digit with no remainders

Shapes:

	<ul style="list-style-type: none"> • To draw 2-D shapes and make 3-D shapes using modelling materials • To recognise 3-D shapes in different orientations and describe them • To identify right angles • To identify whether angles are greater than or less than a right angle • To identify horizontal and vertical lines • To use geometrical language to describe 2D and 3D shapes • To sort shapes according to their properties using a Carroll diagram • To identify lines of symmetry on 2D shapes
<p>Science Objectives <u>Rock Detectives</u></p> <ul style="list-style-type: none"> • To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • To describe in simple terms how fossils are formed when things that have lived are trapped within rock • To recognise that soils are made from rocks and organic matter. 	<p>Computing objectives <u>Computer Science</u></p> <ul style="list-style-type: none"> • To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • To use sequence, selection, and repetition in programs; work with variables and various forms of input and output • To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
<p>French objectives - See PPA Cover MFL1 Perform simple communication using single words, phrases and short sentences MFL2 Listen and respond to simple stories, rhymes and songs MFL3 Listen to, show understanding of and respond appropriately to simple instructions, classroom commands, short statements and questions <u>Catherine Cheater Scheme:</u> <i>Activities to include:</i></p> <ul style="list-style-type: none"> • To begin to look at different types of greetings. • To learn how to introduce themselves using their names. • To ask simple questions in French and answer appropriately. • To learn numbers 1 to 10 in French. • To learn numbers 10 to 20 in French. • To learn the French names of colours 	<p>P.E objectives - SEE PPA Cover <u>Gymnastics</u> Gy13 Perform combinations of gymnastic actions using floor, mats and apparatus (8a) Gy14 Develop gymnastic techniques and transitions (8a) Gy15 Adapt a gymnastic sequence to include different levels, speeds or directions (8b) Gy16 Recognise that strength and suppleness are important parts of fitness (4c) Gy17 Compare and comment on two performances, identifying quality and when they have the same elements and order (3a,b) <i>Activities to include:</i></p> <ul style="list-style-type: none"> • <i>Transference of body weight and body shape</i> • <i>Run using different pathways</i>

	<ul style="list-style-type: none"> • <i>Using apparatus safely</i> • <i>Using apparatus, travelling up, over, under and through using different body parts</i> • <i>Develop control landing from a jump</i>
<p>History</p> <ul style="list-style-type: none"> • To continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. • To note connections, contrasts and trends over time and develop the appropriate use of historical terms. • To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. • To construct informed responses that involve thoughtful selection and organisation of relevant historical information. • To understand how our knowledge of the past is constructed from a range of sources. 	<p>Geography</p> <ul style="list-style-type: none"> • To 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), and land-use patterns; and understand how some of these aspects have changed over time
<p>Art</p> <ul style="list-style-type: none"> • To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials • To learn about great artists, architects and designers in history. <p>Activities: Environmental art - balancing stones Cave art Clay pots</p>	<p>DT</p> <ul style="list-style-type: none"> • To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <p>Activities: make own roundhouse</p>

Sketch Stonehenge	
<p>Music</p> <p>Not covered in this topic</p>	<p>R.E</p> <p><u>Harvest</u></p> <ul style="list-style-type: none"> • Discovering what the children know and what they would like to find out • The content of Harvest Festival Church services • Learning about Harvest celebrations around the world <p>Learning Objectives Pupils should.....</p> <ul style="list-style-type: none"> • be able to ask good questions about the meaning and purpose of Harvest celebrations; • know why harvest festival is celebrated and talk about related Christian beliefs; • understand that Harvest is celebrated around the world in many different ways. • reflect and talk sensitively about their experiences of Harvest festivals. <p><u>The Old Testament - Called by God</u></p> <ul style="list-style-type: none"> • Investigating the lives of people who have been called by God; • Old Testament prophets e.g. Abraham, Moses, Elijah, Isaiah, Jeremiah, Jonah and Samuel; • People in more recent history who have been called by God; • Talking to people today who have been called by God e.g. members of the Clergy, people working in paid or unpaid Christian Ministry, perhaps a teacher or a doctor who feels that they were called to their vocation; • An opportunity for the children to imagine that if they were prophets today, what would they speak in favour of or out against? Would they give up everything for the cause. Would they risk persecution?

	<p>Learning Objectives Pupils should.....</p> <ul style="list-style-type: none"> • be able to talk about in detail the Bible stories you have discussed; • be able to connect their feelings and actions to their values and commitments; • be able to interpret the stories and identify Christian beliefs; • use developing religious vocabulary to show they understand the Christian beliefs; • describe the impact of religion on believers lives. • ask important questions about religion and beliefs; • be able to tell you what they think God would be asking prophets to speak out against today.
<p>PSCHE (circle time) Confidence:</p> <ul style="list-style-type: none"> • To be able to talk about their views on issues that affect themselves and their class • To begin to recognise their worth as individuals by identifying positive things about themselves and their achievements • To be able to face new challenges positively and know when to seek help <p>Activities: IIP targets Circle time To know how to be a good friend through Literacy unit on play scripts.</p>	<p>Dance/ Drama Drama linked to literacy: To devise plays from a range of stimuli To act out improvised dramas and existing scripts To respond to the use of drama techniques to deepen the role or understanding of the situation, e.g. hot seating (En1 4c)</p>
<p>Visits/visitors Trip to Touchstones for Stone Age cave painting and clay pots</p>	<p>Enrichment Activities/ Topic Days Heritage Day at church Topic day</p>