

WOW STARTER:

Visit to Titanic monument

Home Sweet Home

<p align="center">Mathematics (Discrete)</p> <p><u>White Rose Maths – Areas of study</u></p> <ul style="list-style-type: none"> • Number and place value • Place value and mental calculation • 2D shape length and calculation • Statistics and mental calculation • 2d and 3d shapes 	<p align="center">Science (Discrete)</p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • find patterns in the way that the size of shadows change • recognise that shadows are formed when the light from a light source is blocked by an opaque object • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 	<p align="center">Humanities (History, Geography, R.E) (Linked)</p> <p>History:</p> <ul style="list-style-type: none"> • A local history study – Wallace Hartley (Titanic) • Develop a chronologically secure knowledge and understanding of British and local establishing clear narratives within and across the periods they study. • Identify connections, contrasts and trends over time. <p>Geography:</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions • Identify human and physical characteristics • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p>RE:</p> <ul style="list-style-type: none"> • Identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations • Describe how and why Pentecost is celebrated • Describe why some Christians might take part in a procession of witness
<p align="center">Creativity (Art, Design, Music) (Linked)</p> <p>Art:</p> <ul style="list-style-type: none"> • Draw for a sustained period of time at an appropriate level. • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. • Experiment with different grades of pencil and other implements to create lines and marks. • Experiment with different grades of pencil and other implements to draw different forms and shapes. • Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. <p>Music:</p> <ul style="list-style-type: none"> • Charanga – Autumn 1 - Let Your Spirit Fly 	<p align="center">English: Reading (Linked)</p> <p>Folk tales:</p> <ul style="list-style-type: none"> • Listening to and discussing a range of fiction. • Retelling a range of stories • Sequencing and discussing the main events in stories. • Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. • Identifying and discussing conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times. • Raising questions during the reading process to deepen understanding e.g. I wonder why the character... <p>Biographies:</p> <ul style="list-style-type: none"> • Listening to and discussing a range of biographies. • Reading a range of biographies. • Discussing the purpose of paragraphs. • Identifying a key idea in a paragraph. • Evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. • Navigating texts in print and on screen. 	<p align="center">English: Writing (Linked)</p> <p>Folk tales:</p> <ul style="list-style-type: none"> • Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. • Use inverted commas to punctuate direct speech (speech marks). • Read and analyse narrative in order to plan and write their own versions. • Create and develop plots based on a model. • Discuss and propose changes with partners and in small groups. <p>Use appropriate intonation, tone and volume to present their writing to a group or class.</p> <p>Biographies:</p> <ul style="list-style-type: none"> • Explore and identify main and subordinate clauses in complex sentences. • Explore, identify and create complex sentences using a range of conjunctions e.g. <i>while, after, before</i>. • Discussing and recording ideas for planning. • Grouping related material into paragraphs. • Using headings and sub headings to organise information.
<p align="center">PSHE and Pupil Attributes</p> <p>Pupil attributes – resilient, trustworthy</p> <p>PSHE- Caring for the environment:</p> <ul style="list-style-type: none"> • Look at how we can care for our local environment • Reasons why we should care for the environment • How we can be more responsible – recycling, saving energy and water. 		<p align="center">Enrichment and Showcase (Visits, Visitors and Parental Involvement)</p> <p>Visit to Titanic monument Visit to Wallace Hartley memorial Walk up Pendle Hill</p>
<p>Information Technology(Discrete)</p> <p>Mr Andrews Online – Year 3 – My Hero – See planning</p>		<p>MFL</p> <p>VLE – Numbers, colours</p>

