

Science – Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.
- Rocks and soils can feel and look different.
- Rocks and soils can be different in different places/environments.

Working Scientifically

- Observing rocks, including those used in buildings and gravestones.
- Exploring how and why they might have changed over time.
- Using a hand lens or microscope to help them.
- Identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.
- Research and discuss the different kinds of living things whose fossils are found in sedimentary rock.
- Explore how fossils are formed.
- Explore different soils.
- Identify similarities and differences between them.
- Investigate what happens when rocks are rubbed together or what changes occur when they are in water.

Collaborative, Independent, Flourish

Why do we sometimes refer to God as our rock?

Geography – Volcanoes and Earthquakes

- Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes
- Make comparisons with their own lives and their own situation.
- Make use of geography in the news – online reports & websites
- Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.

Where do we find the element of fire in the Bible?

Relevant, challenge

Computing – Online Safety/ Programming – Algorithms

- Design programs, showing skills needed to plan and implement a task/problem that accomplish specific goals.
- Design programs showing appropriate planning and implementing skills.
- Create programs that implement algorithms to achieve specific goals.
- Debug programs that accomplish specific goals through self and peer assessment.
- Use sequence, repetition and selection in programs.
- Plan, test and evaluate programs that solve specific problems using a screen turtle or other programmable devices.
- Use sequences of commands to control physical devices using outputs.

Relevant, flourish, independent

PE – Athletics and Cricket plus Borwick Adventure Day

- Take part in outdoor and adventurous activity challenges
- Develop communication and collaboration skills
- Evaluate their own success
- To take responsibility for self and others
- Take part in activities that involve working with and trusting others
- To work effectively as part of a team
- Different ways of striking a ball using different equipment (e.g. rounders, cricket).
- Catch a small ball with two hands.
- Stop a ball and throw it back to partner, bowler or wicket keeper quickly and accurately.
- Bowl underarm and overarm with increasing accuracy and speed.
- Retrieve, intercept and stop a ball when fielding.

Why does God challenge us at times?

Challenge, Collaborative, Independent, Creative, Inspirational



Mrs Bolton - Class 3 – Summer 1 - 2022

Rock and Roll

RE - Unit 5.5 – Women in the Old Testament

- Widen the children's knowledge and understanding of the role and significance of women in the Bible and God's big story.
- to reflect upon the actions of these women and consider what we can learn from their stories.
Where does this story fit into God's big story?

Why do Ruth and Esther get their own books in the Bible?

Inspirational, Unique, Flourish

DT – Design, Make and Evaluate

Structures – Paper Mache Volcanoes

- Develop vocabulary related to the project.
- Create shell or frame structures.
- Strengthen frames with diagonal struts.
- Make structures more stable by giving them a wide base.
- Measure and mark square section, strip and dowel accurately to 1cm.

Creative, challenge, independent

PHSE – Being My Best

Setting personal goals; health choices and habits, expressing feelings

SCARF units:

- Derek cooks dinner! (healthy eating)
- Poorly Harold
- For or against?
- I am fantastic!
- Getting on with your nerves!
- Body team work
- Top talents

What God given skills do I have and how can I use them to be my best?

Mathematics

Week 1 - Multiplication Facts - Statistics

Week 2 - Addition and Subtraction - Measures

Week 3 - Multiplication and Division - Measures

Week 4 - Area

Week 5 - Decimals – Addition and Subtraction

Week 6 – Time

Plus basic skills

Times tables Rock Stars

Morning work – using and applying – problem solving

Challenge cards and Maths Table

Challenge, collaborative, independent

English

Using whole texts as stimulus for writing and reading opportunities –

Stig of the Dump by Clive King

- Identify, select, generate and effectively use prepositions for where e.g. *above, below, beneath, within, outside, beyond*.
- 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.
- Group related material into paragraphs.
- Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.

Guided Reading - Domain 2G - Language – Infer – Identify/Explain how a meaning is enhanced through a choice of words

Inspirational, creative, relevant

How was Jesus persuaded in the wilderness?

French – MFL - MC – Learning another language

Les Quatre Amis – A French Story

- Listen attentively and understand instructions.
- Listen attentively and show understanding by joining in and responding.
- Ask and answer questions on several topics.
- Perform simple communicative tasks using single words, phrases and short sentences.
- Make links between some phonemes, rhymes and spellings, and read aloud familiar words.
- Speak with increasing confidence.

Challenge, flourish, creative

How can we share God's love if we don't speak the same language?

British Values –

- To use a range of resources to teach and encourage British Values and make links to Christian Values at every opportunity
- MC - First News, Picture News, Newsround – links to other cultures and faiths through topical issues, World events

- Class debate/Ethos group/ Extra Milers

How can we follow in Jesus' footsteps and be a good friend?

Music - Charanga - 4.5 - Blackbird

A focus on FOLK music

The children will use instruments during this unit

- Listen and Appraise
- Musical Instruments
- Perform the Song
- Practise, rehearse and present performances with an awareness of the audience
- Explore, choose, combine and organise musical ideas within musical Structures

Insirational, Creative, Flourish.