

## Science

### Properties Of Materials – continued into half term 2

Know that some materials will dissolve in liquid to form a solution

Use knowledge of solids, liquids and gases to decide how mixtures might be separated

Understand dissolving, mixing and changes of state are reversible changes

Distinguish between melting and dissolving

Sieving and filtering

Evaporation as a means of separation

Freezing, melting and boiling

Working scientifically –

Plan scientific enquiry

Observing and comparing changes taking place

Gather and record data

Use test results to make predictions and draw conclusions

**Why does God give us so many different natural resources? Are we being careful with God's world?**

### History

- Locational knowledge on Egypt (Non Negotiables)
- Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.
- Understand *some* of the methods of historical enquiry, and how evidence is used to make detailed observations, finding answers to questions about the past.
- Use *some* sources to start devising historically valid questions about change, cause, similarity and difference, and significance.

**Why has God made our world change over time?**

**How does God equip us to manage change?**

**Which Christian values help us to understand the diverse history of our world?**

### Computing –

#### Computer Science

Programming – inputs and outputs

### PE – Invasion Games – On The Attack – Half term 1

To consolidate existing skills and gain new ones.

To use different strategies and tactics for individual, group and team activities.

To play and make up modified competitive invasion, net/wall and striking and fielding games.

To use skills and tactics and apply basic principals for attacking and defending. • To co-operate with others and work as a team.

### PE – Gymnastics

To create and perform fluent sequences on the floor and using apparatus, which include variations in level, speed and direction.

### Art and Design –

**How did God help people during the war?**

**How does God's love shine through the darkness of war?**

Remembrance Day Art

Making poppies for the Reflection Area

Poppy art using charcoals

Sketching in Art books to get form and shape

Charcoal representations of Egyptian animals eg sphinx

Christmas Art using a variety of media



## Ancient Egypt

Mrs Bolton - Class 3 – Autumn 2018

### RE –

Completing unit on the Bible – making connections at the end of the unit followed by assessment ladder

**MC - How important are Holy books in other Faiths – relating this knowledge to their own Christian belief and experiences. NCF**

**Do you need a Bible to be a Christian? Why?**

### Unit 5.2 – Christmas – The Gospels of Matthew and Luke

To give children a Biblical perspective on the nativity story

To challenge the children's ideas and deepen their

understanding of the true meaning of Christmas

**What if Jesus was born today? – what would be the same or different about the Nativity story do you think?**

## Mathematic

Week 1 - Written Subtraction

Week 2 - Counting, Sequences, Multiplication Facts

Week 3 – Written and Mental Multiplication

Week 4 – Written and Mental Division

Week 5 – Measurement - Time

Week 6 – Geometry – 3D shapes

Week 7 – Assessment

Plus basic skills

Times tables books

Morning work – using and applying – problem solving

Challenge cards and Maths Table

## English

Using whole texts as stimulus for writing and reading opportunities

- Historical Novels – A Medal for Leroy – Michael Morpurgo
- Poems for performance – Remembrance Day poems – Last Night I had the Strangest Dream by Ed McCurdy and Poppies for Remembrance by Moira Andrew
- Letters and Diaries – One Boy's War by Lynn Huggins-Cooper

**Where can we find letters in the Bible? What do they tell us and what is their relevance today?**

- Read and analyse narrative, non-fiction and poetry in order to plan and write their own versions.
- Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.
  - Create and develop settings for narrative.
  - Create and develop characters for narrative.
  - Improvise, create and write dialogue.
  - Create and develop plots based on a model.
  - Generate and select from vocabulary banks e.g. *noun phrases, powerful verbs, technical language, synonyms for said* appropriate to text type.
  - Use different sentence structures (see VGP).
  - Group related material into paragraphs.
  - Select, generate and effectively use **adverbs** e.g. *suddenly, silently, soon, next, eventually.*

Morning work

Read aloud

Grammar warm ups – I-Model

Guided Reading with focused Learning Objectives from Klips

**Domain 2a – Give/Explain meaning of words in context**

### French – MFL - MC – Learning another language

Embarquez – Unit 5

Basic greetings as introduction for Year 3 as first term of French  
World French, Travel and Weather

### 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**