

## Science – Rocks

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

### Working scientifically –

- By observing rocks and exploring how they may have changed over time
- Identify and classify rocks according to grain, crystals, fossils
- Researching – Mary Anning
- Identifying differences and similarities between different rocks and soils
- By raising and answering questions

What if we knew nothing about the past?

Why are God and Jesus referred to as the 'rock'?

Why has God made a world where we can discover about our past?

## History – Anglo – Saxons and Scots

Geography – Where did the Anglo-Saxons originate from? – Geography Non-Negotiables – Denmark, Netherlands, Northern Germany

- To discuss and understand the meaning of the terms 'invaders' and 'settlers.'
- Settlements
- Invasions
- Beliefs
- Arts and Culture
- Kings and Laws

What if Anglo-Saxons had not converted to Christianity? Would this affect the way we live today?

## Computing – IT/DL research (search engines and check evidence)

- Use a range of child friendly search engines to locate different media, e.g. text, images or sound.
- Evaluate different search engines and explain their choices in using these for different purposes.
- Develop specific key questions and key words to search for information e.g., a question such as 'Where could we go on holiday?' would become a search for 'holiday destinations'.
- Consider the effectiveness of key questions on search results and refine where necessary.
- Use strategies to verify the accuracy and reliability of information, distinguishing between fact and opinion, e.g. cross checking with different websites or books.

E-safety – reporting poor behaviour and using technology responsibly

## Art and Design –

### Design, Make, Evaluate

- Observational Drawings of fossils developed into print

### Form and Shape

- Experiment with different grades of pencil and other implements to draw different forms and shapes.
- Begin to show an awareness of objects having a third dimension.
- Apply tone in a drawing in a simple way.



# Rock and Roll

Mrs Bolton - Class 3 – Spring 2 - 2019

## RE – Why is Lent a special time in the church calendar?

### **The aim of this unit is to:**

Explore a season in the church calendar that often goes unnoticed or is simply thought of as a time to give something up

Look at how the church and Christians mark Lent across denominations.

Make links between Lent and fasting in other religions

### **Key Questions**

Why is Lent a special season in the church calendar?

Why does Lent last 40 days?

Why is purple the colour of Lent?

What is fasting?

Why do people fast?

What would the world be like if no-one showed perseverance?

How can we show service in the modern world?

What would be missing if Lent wasn't there?

How do Lent and Easter teach us about humility?

## Music – Charanga - Lean On Me – Gospel

The Unit of Work cover a range of styles and genres and musically draw together listening/appraising, composing/improvising and performing skills

How does Gospel help us celebrate our faith?

## Mathematic

Week 1 – Multiplication using money, measurement and statistics

Week 2 – 2D and 3D shapes, including angles

Week 3 – Written addition and subtraction

Week 4 - Fractions

Week 5 – Position and Direction

Week 6– Time

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

Story With a Historical Setting – **Beowulf** – link with Anglo-Saxons

Instructions – **How to be an Anglo-Saxon**

- Organise texts into paragraphs to distinguish between different information, events or processes
- Use settings and characterisation to engage reader's Interest
- Use **inverted commas** to punctuate **direct speech (speech marks)**.
- Explore and collect **word families** e.g. *medical, medicine, medicinal, medic, paramedic, medically* to extend vocabulary
- Create and develop settings for narrative.
- Create and develop characters for narrative.
- Group related material into paragraphs.
- Use headings and sub headings to organise information.

Morning work

Read aloud

Grammar warm ups – I-Model

Guided Reading with focused Learning Objectives from Klips

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

## French – MFL - MC – Learning another language

Bon Appétit! (U11)

### Food & Drink

- To listen attentively and understand more complex phrases and sentences
- To look at further aspects of their every day lives from the perspective of someone from another country
- To develop accuracy in intonation and pronunciation

### 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

## PE – Swimming

**The children will attend Fulwood Leisure Centre on a weekly basis to improve their Net and Wall Games**

- to consolidate and develop the range and consistency of their skills in net
- to choose and use a range of simple tactics and strategies
- to keep, adapt and make rules for net games
- to know why warming up is important
- to recognise how playing affects their bodies