

Year: 3

Term: Spring 2

Learning
Challenge
question

Why do we love holidays in the Mediterranean?

MTP

	Maths	English			Science			
					Working Scientifically			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
Prior Learning	<p>Y2: Introduced to measuring and estimating with centimetres and metres. Comparing and ordering. Building on longer/shorter knowledge.</p> <p>Y2: Introduced to g and Kg, reading from a scale. Lighter/heavier vocabulary</p> <p>Y2: Using ml and l to record volumes and capacity, not mixing between the two.</p> <p>Y2: Combining amounts of money to make totals.</p>	<p>Year 2: navigate non-fiction books by using contents, glossary, headings etc. Scan through texts to find key information. Refer back to the text for evidence.</p> <p>Spring 1: children continued to develop their inference skills.</p>	<p>Spring 1: the structure and main key features of writing a persuasive argument and portal story.</p>	<p>So far, in Year 3, children have been given opportunities to read their work aloud with expression and appropriate volume. Additionally, during collaborative activities, the children have spoken and listened to others, whilst using their ideas and appropriate vocabulary to formally discuss their opinions about prehistoric Britain.</p>	<p>In Year 1 children should have:</p> <ul style="list-style-type: none"> • Observed changes across the four seasons • Observed and describe weather associated with the seasons and how day length varies. <p>Children may:</p> <ul style="list-style-type: none"> • have some knowledge of where light comes from. • have seen their shadows and may know they appear when it is sunny. • Have some understanding of a reflection. • May understand they need light to be able to see things. 			

Pre & post assessments	<p>Mass: Assessing learning from Y2, understanding on g and Kg (to be done in Spring 1), through explore questions and guided practice</p> <p>Volume and Capacity: Assessing learning from Y2, understanding of ml and l, through explore questions and guided practice</p> <p>Money: Assessing learning from Y2, understanding of £ and p, through explore questions and guided practice</p>	<p>Checking reading levels - can children use previously learnt skills.</p>	<p>Pre assessment Write a journey story.</p> <p>Write a persuasive holiday brochure for a country or city they have visited.</p>	Pre assessment	<p>Assess prior learning through questioning.</p> <p>Odd one out Assessment Quiz</p>
	<p>Chapter consolidation of mass, volume and money.</p> <p>measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)</p> <p>add and subtract amounts of money to give change, using both £ and p in practical contexts</p>	<p>Find relevant information in non-fiction books and record it.</p> <p>To use knowledge and understanding of feelings and apply it when inferring meaning.</p>	<p>Post assessment</p> <p>Write the build-up, problem and resolution of a journey story.</p> <p>Write a persuasive holiday brochure for visiting a Mediterranean country.</p>	Post assessment	<p>Post assessment</p> <p>Revisit Odd one out and Assessment Quiz</p>

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Unit assessment	See above.	See above.	See above.	See above.				
1	Length Measure and estimating in mm/cm/m Word problems Revision of Y3 number + - x ÷	Assess Children's reading Levels	Journey Story Cold task - writing a journey story Identify key features Explore the structure and layout Deliberate Practice				Pre-Learn LQ: What is a shadow?	
2	Mass Reading scales in grams and kilograms Word problems	Guided reading – whole class approach Vocabulary Retrieval Inference	Past tense and present perfect tense Innovation	Speaking to partner or table to share ideas.			LQ: How does the distance between the light and the object affect the size of the shadow?	

		<p>Apply to new Text</p> <p>Non Fiction</p>	<p>Planning</p> <p>Hot Write - Writing a journey story</p>					
3	<p>Volume Measuring capacity and volume in millilitres and litres</p> <p>Writing capacity and volume in millilitres and litres</p>	<p>Guided reading – whole class approach</p> <p>Vocabulary Retrieval Inference</p> <p>Apply to new Text</p> <p>Fiction</p>	<p>Hot Write - writing a journey story</p> <p>Editing</p> <p>Deliberate Practice</p> <p>Cold Write - Holiday brochure about a city or country you have visited</p>	<p>Reading aloud during Guided Reading. With a focus on punctuation to inform reading fluency.</p>		<p>LQ: Can I identify and classify light sources into natural and artificial?</p>		
4	<p>Volume Word problems/review</p> <p>Money Counting, representing and adding money</p>	<p>Guided reading – whole class approach</p> <p>Vocabulary Retrieval Inference</p> <p>Apply to new Text</p>	<p>Gathering information about a country near the Mediterranean Sea</p> <p>Imperative verbs</p> <p>Innovate model</p>	<p>Reading aloud during Guided Reading, with a focus on punctuation.</p>			<p>LQ: How does light affect what we see?</p>	

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		Non Fiction	holiday brochure Boasting					
5	Money Adding and subtracting money Money Calculating change and word problems	Guided reading – whole class approach Vocabulary Retrieval Inference Apply to new Text Fiction	Hot task - Write holiday brochure for their chosen country Proofread and edit holiday brochure Publish brochures				LQ: Which material is best at protecting our eyes from the sun?	
End of unit assessment	Chapter 5 (Length), Chapter 6 (Mass), Chapter 7 (Volume) and (time allowing) Chapter 8 (Money) consolidation	Children will be able to write a journey story and holiday brochure for a Mediterranean country using Year 3 writing features.			Revisit the pre-learn task and add what they have learnt.			

	Geography	History	DT	Art	Computing	PSHE
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Prior Learning	<p>Y2: Children understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>		<p>Year 1: children learnt about basic hygiene when cooking and handling food. They also developed cooking skills such as chopping and spreading.</p> <p>Year 2: evaluate products they made by tasting them. Additionally the children developed their prior cooking skills and attained new ones, such as grating and combing.</p>	<p>Art and music, artists can be inspired by musicians. Mark making.</p>	<p>Uses software under the control of the teacher to create, store and edit digital content using appropriate file and folder names. Understands that people interact with computers. Shares their use of technology in school. Knows common uses of information technology beyond the classroom. Talks about their work and makes changes to improve it.</p>	
Pre & post assessments	<p>Pre - learning post it notes 'what we already know about the Mediterranean.'</p> <p>Name some countries of Europe Which are in the mediterranean?</p> <p>What are the continents of the World?</p> <p>Which continent is the mediterranean?</p> <p>Which European countries do you know?</p>		N/A	<p>Identifying what mark making is and how music can inspire artists.</p>	<p>Pupil Self assessment (available on Rising stars website Unit 3.6)</p>	<p>Discussion based assessment. Why are rules, laws and rights important?</p>

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	<p>Post learning challenge:</p> <p>How many European countries can you add to your map?</p> <p>Where is the mediterranean?</p>		N/A	End of unit art work. Innovating a musical instrument inspired by sound	Pupil Self assessment (available on Rising stars website Unit 3.6)	Do children have a good understanding of some laws and rules, why they're important and consequences of not following these, in a variety of contexts?
Unit assessment	<p>Questioning throughout.</p> <p>Awareness and understanding.</p> <p>Post Assessment task - compared to pre assessment</p>				<p>This unit will enable the children to:</p> <p>understand some elements of survey design understand some ethical and legal aspects of online data collection use the web to facilitate data collection gain skills in using charts to analyse data gain skills in interpreting results.</p>	Creating a poster
1	<p>Pre - learning post it notes 'what we already know about the Mediterranean.'</p> <p>What are the continents of the World?</p> <p>Which European</p>			<p>LQ: How can music inspire art?</p> <p>Artist focus - Wassily Kandinsky</p> <p>Exploring abstract mark making when listening to music.</p>	<p>Planning the survey</p> <p>Decide on the topic for your survey.</p>	To learn about why rules are made and how they keep us safe.

	<p>countries do you know? Which do you think are in the Mediterranean?</p> <p>LQ: Where is the Mediterranean?</p> <p>Post its what we already know about the med. Write down any European countries you know</p> <p>Locate on a map and globe. Know the names of and locate 8 European countries, learn the names of 4 capital cities. Use maps and globes to locate the equator the tropics and Greenwich meridian (prior knowledge)</p> <p>LQ which countries are on the Mediterranean coast? Find out which ones border the Mediterranean sea. Use maps and globes to locate</p>					
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2	<p>LQ What are the different types of climate?</p> <p>Recap countries on the Mediterranean. Recap latitude and longitude</p> <p>Add important lines of latitude to a world map and the climate zones</p> <p>LQ: Why do Mediterranean countries have a warmer climate than we do?</p> <p>Recap climate zones</p> <p>Discuss European climate (temperate) and what that means</p> <p>Use atlas to research temp and rainfall in a city in our country and compare to a city in Italy on the med. Put findings on seesaw</p>	<p>To research when and why the UK left the European Union.</p>		<p>LQ: How can I be inspired by orchestras and instruments?</p> <p>Creating abstract mark making based on music we hear. Adding colour to reflect sounds heard.</p> <p>Introduction to observational drawing.</p>	<p>Developing questions</p> <p>2 Write questions for your survey.</p>	<p>Consequences of not following laws and rules.</p>
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	Learn why they are different write a paragraph in books.					
3	<p>LQ Which fruits and vegetables are produced in the Mediterranean? Why</p> <p>climate dictates what is grown. Roots leaves adapted to weather</p> <p>LQ :What are the advantages and disadvantages of eating fruit and vegetables from the mediterranean?</p> <p>Imports are cheaper, more choice, diverse and stable food supply.</p> <p>Food miles, environment local producers</p>			<p>LQ: How can I invent my own instrument?</p> <p>Observational drawings of instruments - backwards forwards drawing.</p>	<p>Creating the online survey</p> <p>3 Create your survey.</p>	Relationship between rights and responsibilities.
4	<p>LQ What are the advantages and disadvantages of living in Greece?</p> <p>Fact file To identify</p>			<p>LQ: How can I invent my own instrument?</p> <p>Continued</p>	<p>Collecting data</p> <p>4 Collect the data from your survey.</p>	To learn about the similarities and differences between my local and global communities.

Year: 3

Term: Spring 2

Learning
Challenge
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	climate coast tourism jobs and food in Greece					
5	<p>LQ:What are the geographical similarities and differences between 2 European cities, e.g. Manchester (England) and Athens (Greece).</p> <p>Say which you would prefer to live in.</p> <p>Post learning challenge- Locate European countries and their major cities. Recap latitude and longitude</p>		<p>LQ: How can I make and evaluate a European dish?</p> <p>Done if time allows as this is a short 4.5 week half term.</p>		<p>Analysing and evaluating data 5 Use your data to create charts and graphs.</p> <p>Presenting the data</p> <p>6 Present the results of your survey.</p>	<p>Create a poster about rules and laws.</p> <p>Why they're important, who makes them, what are the consequences?</p> <p>To learn about the connection between earning money and jobs.</p>

End of Unit assessment	<p>Children will be able to locate 8 European countries using maps , in addition, locate the capital cities of 4. Which countries border the mediterraneanThey will understand what physical and human features are and that weather varies in different parts of the world.</p> <p>Food grown and imported from a mediterranean country</p>		Children will understand what harvesting is and how that contributes to the food we have available in the UK.	Children will understand that primary colours can be mixed together to make new colours. Using mark making. To understand that visual artists look to other artforms for inspiration.	This unit will enable the children to: understand some elements of survey design understand some ethical and legal aspects of online data collection use the web to facilitate data collection gain skills in using charts to analyse data gain skills in interpreting results.	Children will create a poster with their Kagan group reviewing learning of rules, laws and rights.
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	Music	RE	PE		Languages
			Games	Dance / Gymnastics	
Prior Learning	Recognise rhythmic notation by ear and sight. Understanding of dynamics and tempo. To perform and write a	<p>What is the Bible?</p> <p>Gospel stories - Spring 1, Y3</p> <p>Y2 - Christianity - symbolism</p>		Receiving body weight	<p>Number to 10</p> <p>Colours</p> <p>Days</p> <p>Months</p>

	ballad.				
Pre & post assessments	Engagement and participation in singing in unison and discussion of how music can make us feel.	Cold Task - What does the Bible teach Christians?	Week 1 - Children will take several tests and record their results.	What can children remember from Autumn gymnastics work? Patches, balance, coordination and symmetry.	Complete Puzzle it out assessment on PLE. Print and stick into books.
	Ability to compose and perform a short piece.	Hot Task - Update cold task.	Week 5 - Children will take the same tests and compare the difference to see if there has been any improvement from week 1 to week 5.	Children can devise their own sequence, where they receive, and hold, their body weight through a variety of points and patches, both in balance and in motion.	Complete Puzzle it out assessment on PLE. Print and stick into books.
Unit assessment	Performing songs and understanding how they make us feel. Use of standard notation and performing short rhythm.	Children can explain what the bible is, who may read it and the different types of writing inside it.	Moves Freely and with pleasure and confidence in a range of ways. Observes the effects of activity on their bodies	Able to control the body and balance. Demonstrate agility, balance, coordination and precision.	Complete Puzzle it out assessment on PLE. Print and stick into books.
1	<u>LQ:- Can I perform songs in unison?</u> Children will look at the song 'Breakaway' by Kelly Clarkson. They will appraise the lyrics and sing the song together.	To identify and describe ways in which the Bible is important for Christians. Story of Mary Jones	The children are going to further develop their understanding of sprinting and the three phases. The children will be able to make comments on their own work and other peoples in order to self-enhance their technique. LQ:	How can you demonstrate agility, balance, coordination and precision?	Complete Puzzle it out assessment on PLE. Print and stick into books. LQ: How can I learn about Spanish traditions and take part in carnival celebrations?

			When reviewing videos of your sprinting technique, what are you looking for in order to develop your technique?		
2	<p><u>LQ:- Can I perform songs in unison and explain how the song makes me feel?</u></p> <p>Children will look at the song 'Breakaway' by Kelly Clarkson. Children will further consider how the song makes them feel or how it could inspire them.</p>	<p>To find out how Christians use the Bible at home and at church.</p> <p>That during a church service there is usually a variety of forms of worship, including songs, Bible readings, prayers and sermons, and that all of these are based on teachings of the Bible.</p>	<p>The children are going to develop their understanding of the triple jump and the sequence. The children will use video technology to understand where they are going right and wrong in order to enhance their understanding. LQ: What are the four phases of the triple jump and which is the most important in relation to distance?</p>	<p>How can you evaluate the work of others?</p> <p>What ways can you move out a balance?</p> <p>How can you work at different levels?</p>	<p>LQ: How can I say and write some numbers between 1-15?</p>
3	<p><u>LQ: How can a piece of music influence art?</u></p> <p>Using 'Breakaway' explore how the song could inspire art. Exploring feelings and colour (Art link)</p>	<p>To find out about the different kinds of writing in the Bible and why each is important.</p> <p>Explaining that the Bible has lots of different kinds of writing in it, such as stories, poems, proverbs, law, songs and letters, and some of the reasons behind the different genres.</p>	<p>The children are going to further develop their understanding of running and jumping over hurdles. They will develop their ability to run, jump, and remain balanced when landing. LQ: How do we get over the hurdles?</p>	<p>How can you show different graceful ways of getting from floor to ground?</p>	<p>LQ: How can I ask and answer 'How old are you?'</p>
4	<p><u>LQ:- Can I begin to understand the stave, notes and values?</u></p> <p>Children will look at the stave and think about crotchets and</p>	<p>To learn about what makes a book special to different people.</p> <p>We will be creating our own special book. Ask children to think back to lesson 3 and the different kinds of</p>	<p>The children are going to further enhance their tennis ball throw. The children will develop their technique to increase the distance of their throw.</p>	<p>How can you demonstrate agility and balance?</p>	<p>LQ: How can I take part in a simple dialogue about myself using familiar questions?</p>

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	<p>quavers and their worth. They will also consider how the notes are arranged on the stave.</p> <p>Using Glockenspiels, children will compose their own short 4 bar piece of music.</p>	<p>writing in the Bible (e.g. stories, poems, laws, songs, etc.) Look at each of the categories. Are there any songs/stories/poems /rules that are very important to them?</p>	<p>The use of video technology will be used again to review their understanding of the technique and where they can improve. LQ: Which part of the body generates the power for an overarm throw?</p>	<p>How can you roll and link it to a balance?</p>	
5	<p><u>LQ:- Can I begin to use standard notation?</u></p> <p>Children will be given a blank staff and after recap of previous learning compose an 8 bar piece, with the first 2 bars of each 4, a repeated pattern.</p>	<p>Bank Holiday</p>	<p>Children are going to take several tests in all areas of athletics, sprinting, throwing and jumping and see how far & how fast they can complete each one. Scores will then be put onto a database to review the following years...</p>	<p>How can you travel on patches close to the ground and show levels?</p> <p>How can you be physically confident?</p>	<p>LQ: How can I read and write dates in Spanish?</p> <p>Complete Puzzle it out assessment on PLE. Print and stick into books.</p>

End of Unit Assessment	<p>Perform a range of songs in unison.</p> <p>Explain how a song makes them feel.</p> <p>Use standard notation and perform a short rhythm.</p> <p>Read the staff, notes and values.</p>	Children will have an understanding of signs and symbols in religion including symbols for God and symbolic food.	All children should have a good understanding of how to sprint, jump and throw. Their technique should be correct in all areas and they should understand how they could improve their performance and other peoples' skills.		Children should know numbers to 15 and use this to say dates.
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RE, English and D&T TBC