



Literacy

**Book Talk:**

**The Train to Impossible Places** by P.G Bell and Flavia Sorrentino

- Reading with fluency and pace
- Asking questions to improve their understanding of a text
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied
- Identifying main ideas drawn from more than 1 paragraph and summarising these
- Identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Using the dictionary to check the meaning of words they have read

**Genres:**

**Explanatory Text, Recount Letter**

**Journey 1: Explanatory Text**

**Immerse**

- To explore how to cross a road safely
- To generate vocabulary (suffixes)
- To create an explanation poster with key messages

### **Analysis**

- To identify features of an explanation text
- To compare and contrast explanation texts

### **Skills**

- To use fronted adverbials
- To spell Year Three homophones
- To write in the present tense

### **Plan**

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Draft and write by organising paragraphs around a theme
- To plan an explanatory text

### **Write**

Write an explanatory text to explain

### **Review/ Edit**

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

### **Journey 2: Recount Letter**

#### **Immerse**

- Understand a recount letter by reading a variety of letters
- Hot seat and act as a character from the Train to Impossible places

- Create emotion journeys for the character using a thesaurus

### Analysis

- To identify features of a recount letter
- To compare and contrast recount letters

### Skills

- To develop ideas into paragraphs
- To use fronted adverbials
- To understand and add Year 3 suffixes (see appendix 1 N.C)

### Plan

- Draft and write by organising around a theme.
- discussing and recording ideas

### Write

- Write a recount letter

### Review

- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

## Maths

### Fractions

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

- Write and calculate mathematical statements for multiplication and division using the tables they know, including two digit numbers times one digit numbers, using mental and progressing to formal written method.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems which objects are connected to objectives.

**Money**

- Measure, compare add and subtract: lengths (m, cm, mm); mass (kg/g); volume (l, ml).
- Measure the perimeter of simple 2D shapes.

**Time**

- Tell and write the time from an analogue clock, including using Roman numerals.
- Estimate and read time with increasing accuracy to the nearest minute.
- Record and compare time in terms of seconds, minutes and hours.
- Use vocabulary such as o'clock, a.m/p.m, morning, afternoon, noon and midnight.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Compare durations of events (for example to calculate the time taken by particular events or tasks.)

Count from 0 in multiples of 4, 8, 50 and 100.

**Science**

**Plants: Needs for Survival**

- what a plant needs to grow
- the impact of fertiliser on a growing plant
- plants have roots to absorb water and nutrients but also to anchor the plant in the ground
- plants have a stem as it is needed to support the plant and transport water from the roots
- plants have leaves because they play an important part in how a plant produces its own food

- that flowering plants produce flowers as an important part of

**Children will work scientifically in this unit by:**

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

gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

History

History will be the focus next half term. I

Geography

**Climate Zones and Biomes**

- understand that climate zones are areas around the world with a similar climate
- discover seven key climate zones: polar, sub polar, temperate, Mediterranean, arid, tropical and equatorial
- understand the relationship between the position of a place on the globe and the climate in that place
- know that biomes are large regions that have certain types of plants and animals (flora and fauna)
- discover eight key biomes: savannah, desert, chaparral, grassland, tropical rainforest, boreal forest, deciduous forest and tundra
- understand how climate zones and biomes are linked
- know the location of biomes across the world
- discover how the flora and fauna of Europe are suited to life within the biomes of Europe
- understand the challenges faced by humans living in the biomes of Europe and how the land is adapted

**Fieldwork opportunities:** Use fieldwork to investigate deciduous woodlands within our locality. Create a fieldwork question for the children to investigate. Example: 'What evidence is there of there once being deciduous forests within my local area?' or 'What evidence tells me I am in a deciduous forest?' Pupils should use various fieldwork techniques and should explore maps, plan routes, create fieldwork sketches

	and collect data to support their findings for their fieldwork enquiry. Children should then present this data in an appropriate manner e.g. graphs, presentations
Art	<p><b><u>Painting</u></b></p> <ul style="list-style-type: none"> <li>• Make larger scale painting from observation and imagination</li> <li>• Apply and build upon colour mixing and mark-making skills previously learnt, thinking about how certain colour ranges/combinations affect the outcome</li> <li>• Explore painting on new surfaces using colour as decoration</li> </ul> <p>Paint large scale biomes using powder paint to create a mix of colours. Use pen to add finer detail. Paint on the windows the different biomes (new surface)</p>
Design Technology	<i>Art will be the focus next half term.</i>
Computing	<p><b><u>iConnect</u></b></p> <p>Begin to use a range of applications on computers and devices independently Talk about how useful particular websites/applications have been for their work Create digital content that communicates meaning Understand that a wider range of information is personal</p>
PE	<p><b><u>Tennis</u></b></p> <p>I know the basic rules of tennis. I know how to provide feedback. I know how to return the ball to a partner. I know how to hold a racket. I know how to strike a racket.</p>
RE	<p><b><u>Energy</u></b></p> <p>What is earth, wind and fire? How did the Disciples feel when they encountered The Holy Spirit? What is the story of 'Pentecost' and why is it important? How do Christians 'live out' the gifts of the Holy Spirit and why? In what ways do Christians use the energy of the gifts of the Holy Spirit and how do they do this?</p>

	<p>What is earth, wind and fire?  How did the Disciples feel when they encountered The Holy Spirit?  What is the story of 'Pentecost' and why is it important?  How do Christians 'live out' the gifts of the Holy Spirit and why?  In what ways do Christians use the energy of the gifts of the Holy Spirit and how do they do this?</p> <p><b><u>The Mandir</u></b>  Special places and the Mandir  The mandir a special place for Hindus.  Inside the mandir.  Puja and arti in the mandir: respect for the way Hindus worship.</p>
Spanish	<p><b><u>Ancient Britain</u></b>  <b><u>Listening:</u></b> Recognise familiar words and short phrases already taught.  <b><u>Speaking:</u></b> Communicate with others using simple words and short phrases covered in the units.  <b><u>Reading:</u></b> Read familiar words and short phrases accurately. Understand the meaning in English of short words I read in the foreign language.  <b><u>Writing:</u></b> Write familiar words and short phrases using a model or vocabulary list.  <b><u>Grammar:</u></b> Start to understand the concept of noun gender and use of articles. Use the first person singular version of high frequency verbs, E.g I like... I play... I am called....</p>
Music	<p><b><u>Traditional Instruments and Improvisation</u></b></p> <ul style="list-style-type: none"> <li>• Introducing to traditional Indian music.</li> <li>• Learning about the rag and tal.</li> <li>• Listening to a range of examples of Indian music.</li> <li>• Identifying traditional instruments</li> <li>• Creating improvisations and performing.</li> </ul>
RSE	<p>Sharing Online.  Chatting Online.</p>

	Safe in my Body. Drugs, Alcohol and Tobacco. First Aid Heroes.
Immersive Events/Visits/Vistors etc	<b>Trip to Sandal beat wood to explore deciduous trees</b> <b>Library Visits</b> <b>Religious visits</b>