

Additional information - Reading, Writing and Maths units - Spring 2

Reading

Text: *The White Fox*, Jackie Morris

Genre: adventure

Topic: relationships, diversity, spirituality



Key vocabulary:

Inuit, foxes, Alaska, ancestor, environment, culture

Text: *Lost Species*, Jess French and Daniel Long

Genre: non-fiction, factual

Topic: environment, ancient history, species



Key vocabulary:

species, ancient history, extinction, excavation, fossils, endangered

Writing

Earthquakes

Text type: non-fiction

Genre: non-Chronological

Topic: earth shattering

Cross-curricular links: Geography

Independent writing task

Pupils create a non-chronological report on their chosen disaster.



The Colour Collector

Text type: poetry

Genre: poetry

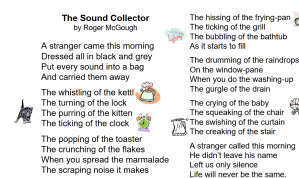
Topic: the importance of colour in the world

Cross-curricular links: reading, art,

PSHE

Independent writing task

Pupils create their own themed poem in the style of the colour collector, titled 'The Sound Collector'.



Mathematics

Time & Fractions

Time

-Tell, record, write and order the time analogue and digital

-12-hour, a.m., p.m.

-Measure, calculate and compare durations



Fractions

-Part-whole relationships

-Fractions as part of a whole or a whole set and as a number

-Add, subtract, compare and order fractions



Timetables

This half term year 3 are learning their 3-times-table

Science

Rocks

Pupils will learn that a geologist is a scientist who studies rocks and will be introduced to some of the things that geologists might study, such as properties of rocks, composition of rocks, and what rocks can tell us about life on earth long ago.

Key objectives

1. To know there are many different types of rocks.
2. To know that geologists sort rocks into three main groups
3. To understand that some rocks allow water to pass through, but others do not.
4. To know that some rocks contain fossils which can tell us about life millions of years ago.
5. To recognise that soils are made from rocks and organic matter

Key vocabulary

geology, impermeable, soil, permeable, fossils, sediment, organic, sedimentary, igneous, metamorphic, geologists



History

The Anglo-Saxons

The pupils will learn about the lives of people who lived in this period, how they lived, their homes, their jobs, what they ate and what they did for fun. They will discuss how we know about the lives of people who lived so long ago and learn about primary and secondary sources.

Key objectives

1. To know the Anglo Saxons came to England after the Romans left.
2. To know that Picts and the Scots were early settlers in Scotland.
3. To know what life was like in an Anglo Saxon settlement.
4. To know that over time many Anglo Saxon people converted to Christianity.
5. To explain how shipbuilding skills helped the Vikings to explore.
6. To know that the Vikings invaded Britain

Key vocabulary

Anglo-Saxon kingdom, Dark Ages, Pict, Scotti, Scots, Hadrian's Wall, Dál Riata, Pictland, Pope, craft workers, monastery, raids, invasion, conquer, valuable,



Geography

The South West of England

This unit introduces children to the regional geography of the UK. It will develop geographical skills through engaging with sketch maps, aerial views, relief maps and Ordnance Survey maps.





Key objectives

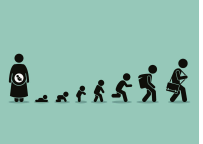




1. Introduction to the South West of England!
2. Coastal areas and erosion
3. Landmarks and Tourism
4. Agriculture and Climate
5. Changes over Time

Key vocabulary

coastline, the Gulf of Stream, county, arable, pastoral, Area of Outstanding natural Beauty (AONB), moor, tourism



Art & Design	Design Technology	Religious Education	French
<p>Anglo-Saxon Art Children study art of the Anglo-Saxons by focusing on objects found at the burial ground at Sutton Hoo, illuminated letters painted in the Lindisfarne Gospels and The Bayeux Tapestry.</p> <p>Key objectives</p> <ol style="list-style-type: none"> 1. Masterpieces in metal— Sutton Hoo 2. Anglo-Saxon designs 3. Masterpieces in manuscript—The Lindisfarne Gospels 4. Illuminated letters 5. The Bayeux Tapestry Hastings <p>Key vocabulary interlocking, Sutton Hoo, symmetrical, interlace, Lindisfarne Gospels, illuminate, manuscript, embroidery, Battle of Hastings</p> 	<p>Pop-up Books Making a pop-up book for which operates using linkage mechanisms for a child of their own age</p> <p>Key objectives</p> <ol style="list-style-type: none"> 1. Research and Investigate 2. Design 3. Make 4. Use and Evaluate  <p>Key vocabulary Mechanism, component, lever, pivot or fulcrum, slot, force/effort, linkage, reverse, parallel, rotation, prototype, design, materials, purpose/function, bridge</p>	<p>Islam</p> <p>Key objectives Key areas of focus explored</p> <ol style="list-style-type: none"> 1. To understand the significance of the mosque 2. To learn about the key parts of a mosque and their uses 3. To explore the Five Pillars of Islam  <p>Key Vocabulary Islam, Mosque, Minaret, Qibla, Mihrab, Wudu, Salah, Zakat, Sawm, Hajj, Shahadah</p>	<p>Les Animaux (animals) Key objectives</p> <ul style="list-style-type: none"> -Identify animals and pets -Recognise and use numbers 11–20 -Give someone's name -Describe someone - revision of prior language acquisition from units 1-3 <p>Key vocabulary Animals: un chien (a dog), un chat (a cat), une tortue (a tortoise), un lapin (a rabbit), un oiseau (a bird), une souris (a mouse), un dragon (a dragon)</p> 

PSHE	Physical Education	Music
<p>Growing and changing and keeping safe Key objectives Recognise the factors that make people similar to and different from each other; Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Identify risk factors in given situations; Suggest ways of reducing or managing those risks; Basic first aid</p> <p>Key vocabulary]similarities, differences, self-esteem, name calling, bullying, personal space, invade, uncomfortable, respect, personal hygiene, risk (risky), feelings, strategies, consequence, first aid, accident, danger, hazard, emergency, decision-making</p>  	<p>Basketball This term the children will be working on improving their basketball skills such as dribbling, passing, shooting and defending.</p> <p>Key objectives</p> <ul style="list-style-type: none"> -To keep possession of the ball when dribbling. -To use a defensive body position. -To perform a 2 handed shot to score basketballs. <p>Key vocabulary Control Bounce Shoot Assist Jump ball</p> <p>Dance This term the children will be working on improving their dance and learn to put together their own routine.</p> <p>Key objectives</p> <ul style="list-style-type: none"> -To perform a dance showing two contrasting characters. -To use props in our dance sequence. -To use facial expressions to bring life and emotion to our dance. <p>Key vocabulary Facial expression Rehearse Director Props Improvisation</p>  	<p>The Dragon Song All the learning in this unit is focused around one song: The Dragon Song. This is a song about kindness, respect, friendship, acceptance and happiness.</p> <p>Key objectives</p> <ul style="list-style-type: none"> - Warm-up Games (including vocal warm-ups) - Learn to Sing the Song - step-by-step manageable learning chunks spread over the 6 steps including the 2nd vocal part. - Play Instruments with the Song (in the chorus only) - Improvise with the Song (in the chorus only) then a group for the performance - Compose with the Song (in the chorus only) then perform the class or group composition in the performance  <p>Key vocabulary Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody</p>