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| **STOCKHAM _CRESTTopic/Subject: Incredible Me!**  https://images-eu.ssl-images-amazon.com/images/I/418hfNrDWFL._SX218_BO1,204,203,200_QL40_ML2_.jpghttps://images-na.ssl-images-amazon.com/images/I/51J+9I9-nNS._SX374_BO1,204,203,200_.jpg  **Breadth:** | | | | |
| **As Writers: Instructions and Poetry**   * Use titles, headings and sub-headings. * Use a range of grammatical devices; similes, adjectives, time adverbials, rhetorical questions, noun phrases, onomatopoeia, alliteration, imperative verbs. * Use bullet points and brackets. * Use complex sentences that include ‘if,’ ‘when’ and technical vocabulary. * Extend our sentences using appropriate conjunctions. * Order and sequence paragraphs. * Use metaphors and rhyme. * Use our senses to describe. * Plan, write, edit and improve.   **Texts:**  Class reader:  Fiction: My Strong Mind  Non-Fiction: The colours of History  **Outcomes:**  Write instructions about how to have a strong mind.  Write a poem using my senses. | | **As Athletes: Ball Skills Invasion Focus.**   * Dribble a ball using both feet. * Indicate to a partner where you want to receive the ball. * Throw and catch overarm and underarm. * Kick a ball to a moving partner. * Pass and receive effectively. * What are the rules of a game? * What can you change to make the game more difficult? * What is our favourite team game and why? | **As Artists: L S Lowrie**   * Who is LS Lowrie? * Matchstick Men * Tints, tones and shades * Perspective * Paint like Lowrie | **As scientists: Animals including humans.**   * Identify that animals including humans need the right types and amounts of nutrition. * Construct and interpret a variety of food chains, identifying producers, predators and prey. * Identify that humans and some animals have skeletons and muscles for support, protection and movement. * Pose questions that can be investigated. * Gather data systematically. * Present and evaluate the results from an investigation. |
| **As readers:**   * Read and listen to a wide range of styles of text. * Listen to and discuss a wide range of texts. * Use texts to infer, predict, explain, retrieve, summarise. * Ask questions to improve understanding of a text. * Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes. | | **As Mathematicians:**   * Interpret and present data using bar charts, pictograms and tables. * Solve one-step and two-step questions using information in scaled bar charts, pictograms and tables. * Measurement length- explore equivalent lengths, converting lengths, adding lengths and perimeter. * Fractions- halves, thirds, quarter, equivalence. | **As linguists (French):**   * Give and respond to simple instructions. * Use vocabulary to describe parts of the body. * Ask and answer questions about my body. * Read and write simple words. * Use a French Dictionary to develop my vocabulary further. | **As musicians: Three Little Birds**   * Explore reggae music. * Listen and appraise a piece of music. * Understand pulse and rhythm. * To sing in unison. * Improvise using instruments. |
| **As computer Experts:**   * Develop sequential algorithms. * Begin to use the de-bugging process. * Use loops to more easily communicate instructions. * Draw images by using simple loop instructions. | | **As Geographers: My European Neighbours.**   * Ask and answer geographical questions about the physical and human characteristics of a location. * Explain my own views about a location. * Name and locate the countries of Europe and identify their main physical and human characteristics. * Describe geographical similarities and differences between countries. | **Religious Education: What do Sikhs believe?**   * The 5 K’s * Sikhism and equality * Why do Sikhs meditate? * Working hard and living honestly. * Let’s share. | **As citizens (PSHCE):**   * Set myself a fitness challenge. * I know what it feels like to make healthy choices. * Identify how I feel about drugs. * Express how being anxious or scared feels. * Take responsibility for keeping myself and other safe. * Respect my body and appreciate what it does for me. |
| **Key Vocabulary:** | Commitment, control, challenge, confidence, endoskeleton, homo-sapiens, mammal, tendon, vertebrates, continent, landmass, region, population, enclave, inhabitants, international, tourism, cultural, historical, interdependence, physical feature, human feature, diversity, nutrition, dairy, starch, sugars, carbohydrates, balanced diet, food group, herbivore, carnivore, omnivore, vertebrates, invertebrates, muscles, producers, predators, prey. | | | |

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| **Curriculum Drivers:** | **Curiosity:** | **Knowledge of the wider world:** | **Aspirations:** |
| * What is Europe and where is it in the world? * What countries is England ‘neighbours’ with? * How can I travel to other countries? * What does it mean to have a ‘Strong Mind’? | * What the location of the UK in terms of other areas of Europe? * How does my life compare to living in other areas of Europe? * How does London the capital city of England compare to Paris the capital city of France? | * What other countries I would like to visit? * What careers would I be able to undertake in another European country? * Understand the important influence of having a ‘Strong Mind’. |

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| **Home learning:** | Year 3 homework for this term will be the following:   * Weekly logging into Spelling Shed to practise the weekly spellings – 5 games to unlock other games * Weekly logging into Times Tables Rockstars – 15 minutes to release other games. * Reading- recorded into the reading diary to be entered into the readers raffle every Tuesday and Key Stage 2 readers raffle at the end of term. * One item to be chosen from the homework menu per week, to be handed in on the last Tuesday of term i.e. 6 pieces chosen from the menu to be handed in on Tuesday 5th April. |