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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 MindNon-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.
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| **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.
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| **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.
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| **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.
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