**Year Three – Weekly planning overview 2nd half Summer Term 2018**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Subject | Wk 7 | Wk 8 | Wk 9 | wk 10 | wk 11 | Wk 12 | Wk 13 |
| P.E. | Striking and Fielding – unit 1  Howzat sect 1and 2- Fielding p13-18/31-38, Bowling p1-6/19-24. | Striking and Fielding – unit 1  “Playing Games” p126  Howzat sect 1and 2- Batting p7-12/25-30 Visiting Cricket coach (Monday pm) | Athletics activities –unit 1  Visiting Cricket coach (Mondaypm) | Athletics activities –unit 1  **Tues 26 June**  **Sports Afternoon (KS2) 1.30-3.15**  Cricket coach (Monday pm) | **Sports Day -4July**  **Swim Gala 6July**  **Skipathon 7July**  Refer also to Appendix in SoW (p64 -74) useful additional material. We also have TOPS cards.  Cricket coach (Monday pm) | Athletics activities –unit 1  JR Recap sprinting and Jumping Actions p15, Basic technique of Sling Throw p16  Cricket coach (Monday pm) | Cricket coach (Monday pm) |
| Science  **“Plants” Topics**  **(Objectives indicated)** | Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. | Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. | Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | Investigate the way in which water is transported within plants  Fair testing and experiments | Revisit  Rocks and Soil | Revisit  Fossil formation | Revisit aspects of “Forces” |
| Humanities  **Rivers**  Note – History covered in Autumn/Spring | Rivers of the World  River facts  Flooding rivers and flood control | What is a river? What are the key features of a river?  What processes take place within a river?/And how do these impact upon the landscape over time? | **Global Awareness Fortnight** | **Global Awareness Fortnight** | **Mapwork at various scales** | **Mapwork at various scales**  **Inc. orienteering** |  |
| Art | Selected sketching opportunities  Shading/tone  *EH Shepard* watercolour washes | Pictures of Birds – exploring different media | Pictures of Birds – exploring different media | Selected collage activities.  (*Where the River Meets the Sea.)* | Finger puppets | Finger puppets  + scenery |  |
| D.T.  **Making finger puppets** |  | making a salad  (washing, cutting and preparation) | making a salad  (washing, cutting and preparation) | Finger puppets | Finger puppets | Finger puppets  + scenery |  |
| RE  “The Miracles  of Jesus” | **Step 1 Engagement (1 lesson) AT2 (p)**  Tell children a story or use puppets to explore what happens and how it feels when we get poorly/sick.  If you are poorly what do you do? Who looks after you? How do you get better? Do you go to the doctor/need medicine?  Tell children the beginning of the Bible story about the Blind Man (John 9: 1-12), then ask children their thoughts on how the blind man could be healed/made better? Tell the children the rest of the story. How could this have happened? Was Jesus a doctor? Did he have any medicine/ equipment with him?  Did it really happen then? Class to vote on it. Unpick the children’s reasoning and ask if it didn’t happen then why is it in the Bible? What does this say about Jesus? If it did happen what does this say about Jesus? | | Introduce the idea of a miracle and explain what this means…something that happens outside the usual rules of nature/expectations.  (Jesus had special ability to heal people. Does anyone today have this ability?)  Use the story of the Paralysed Man (Mark 2: 1-12) to continue exploring this concept.  Do stories have to be true (ie actually happened) to be meaningful? Were Jesus’ miracles just stories to make people think Jesus was special/God on earth, or that we should help people who are sick?   |  | | --- | | Using art representations of the two Bible stories and ask the children to discuss their findings. Ask key qu: Could Jesus really heal people? Were these miracles or is there some other explanation? What other explanations could there be? |  |  | | --- | |  | | | | Using art representations of the two Bible stories and ask the children to discuss their findings. Ask key qu: Could Jesus really heal people? Were these miracles or is there some other explanation? What other explanations could there be? | Do you believe in miracles? Why?  Is the birth of a baby a miracle? or the way the plants grow again in the spring after a long winter under the ground?  What miracles would you ask Jesus to perform in the world today if you believed |
| Music | *Gymnopedie No 1 Eric Satie* | Composition – “Day in the Life of a Raindrop” | Painting with sound (exploring sound colours) | Reggae  Play examples | Salt pepper vinegar mustard (exploring singing games) | Charanga scheme | Charanga scheme |