**Year Three – Weekly planning overview 1st half Spring Term**

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| Subject | Wk 1 | Wk 2 | Wk 3 |  wk 4 | Wk 5 |  Wk 6 |
| P.E. | **Gymnastics Activities – unit 3*****NB From LCP(145-162) andVal Sabin(56-92)*****“Body Shapes” p150, “Balancing Act” p152, VS- unit L “Stretching, Curling and Arching” p57-64** | **Gymnastics Activities – unit 3****“Methods of Travelling”p154-156****VS unit N “Pathways” p76-83, unit O “Travelling with Change of Front and Direction” p85-92** | **Gymnastics Activities – unit 3****“Methods of Travelling”p154-156****VS unit N “Pathways” p76-83, unit O “Travelling with Change of Front and Direction” p85-92** | **Gymnastics Activities – unit 3** **“Sequence on Apparatus” p157-159 “Developing Sequences Further” p160-162****(VS unit M Symmetry and Asymmetry- extension)** | **Gymnastics Activities – unit 3****“Sequence on Apparatus” p157-159 “Developing Sequences Further” p160-162****(VS unit M Symmetry and Asymmetry- extension)** | **Gymnastics Activities – unit 3****“Body Shapes” p150, “Balancing Act” p152, VS- unit L “Stretching, Curling and Arching” p57-64** |
| Science**“Light” Topic****(Objectives indicated)** |  | **Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces.** | **Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.** | **Recognise that shadows are formed when the light from a light source is blocked by a solid object** | **Find patterns in the way that the size of shadows change.** |  |
| Humanities |  |   |  |  | **The “Hook” - Massacre of the Vikings on the Ridgeway****What was life like in the Ridgeway area one thousand years ago at the time of the "Viking mass-execution"?****What might have happened to these Vikings on the Ridgeway?** | **English Heritage – Worksheet Anglo-Saxon remains** **Part 1 - Ridgeway Area Historical Background**  **Part 2 - Why do people move away from where they were born?** |
| Art **Explore different artistic techniques using pictures on “Ancient Greek Pottery” as a content.** -cutting, sticking, papier mache , use of multi-media to ctreate artwork | **Ancient Greek vases – depicting daily life.****-depicting myths and “religious” stories** | **fine-line pen copies form ancient Greek vases** | **cutting and sticking – “Jigsaw archaeology”** | **Making a “replica” ancient Greek pot.****Papier mache****Painting** **Decorating using knowledge of style** |  |  |
| D.T.(see 2nd Half-term) |  |  |  |  |  |  |
| R.E. *How special is the relationship Jews have with God? (Follow Discovery scheme)* | **Step 1 Engagement (1 lesson) AT2 (p)** Discuss agreements we have made. E.g. Learning Charters in school, agreements and contracts with their parents, e.g. to do with chores and pocket money. **Note – Links with “Jigsaw” sessions** | **Step 2 Investigation (3 lessons) AT1** Teach the children that Jews believe that there is one God who not only created the world, but with whom every Jew can have a personal and individual relationship. Jewish history begins with the covenant (agreement/promise) between God and Abraham around 1812 BC and Abraham is considered the founder of Judaism. | Tell the covenant story of **Abraham as told in the Book of Genesis** (covenant/promise) Genesis 17: 1-7. God made a special promise that he would look after Abraham and all his descendents and confirmed this by giving him and his wife a son, even though he was 99! Birth of Isaac Genesis Ch 21: 1-8 Qu: What is the promise being made in this/these stories? Why are these stories important to Jews? What do these stories tell us about the relationship between the Jews and God?  | Qu: What promise did the Jewish people make to God? Exodus ch 20: 1-17 Moses was given the **10 Commandments** and God asked the Jewish people to live by these as their promise to him. Possible activity to explore the Ten Commandments. Introduce key question: Do Jewish people now still have this special relationship with God? How do we know...?  |  **Synagogue, The Torah scroll and the Ner Tamid** (ever burning lamp) http://www.bbc.co.uk/learningzone/clips/the-torah/7464.html http://www.bbc.co.uk/learningzone/clips/the-synagogue/485.html  |
| MusicThe class orchestra (exploring arrangements) | OrchestraWhat are the instruments of the traditional orchestra? – groups of instruments“Orchestral or Not” – listp24 ME | What is an accompaniment?Vocal accompaniment: “Sing Little Crocodile”, “Hill an’ Gully” (cal and response“Musical Instruments – Final Mix 3” BBC | Purposes of songs (Explore)“Radio Jingle” p 30 MEWords to Musical Moods – “The Planets” Gustav Holst | Canon in D Johann Pachelbel (1653–1706) What did he achieve in his life? | Peter and the WolfSergei Prokofiev1891 - 1953Instruments to match animals/characters | “Sports Day Picture” p44 ME“Haunted House” And “Horror Hotel” p46ME |