**Year Three – Weekly planning overview 1st half Summer Term 2-018**

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| Subject | Wk 1 | Wk 2 | Wk 3 |  wk 4 | Wk 5 | Wk 6 |
| P.E. | Striking and Fielding – unit 1LCP (p113)- “Catching Skills” p116, “Throwing Accurately” p118. (see light blue file in Howzat SoW)Howzat sect 1 Fielding p13-18, Bowling p1-6. | Striking and Fielding – unit 1“Fielding Skills” p121, “Batting Skills” p123Howzat sect 1 Batting p7-12 | Striking and Fielding – unit 1“Playing Games” p126Athletics festival DMS Friday 12th May (9.30 am-12.00) | *Athletics activities –unit 1* ***Athletics Festival DMS 9.5.18*** | Athletics activities –unit 1JR Length Jumping p10, Underarm Throw p11, Push Throw p12 | *Athletics activities –unit 1* *JR (Jackie Reeney Scheme of Work) -Sprinting p7, Standing start p8, Distance running p9* |
| Science**“Animals”** **“Plants” Topics****(Objectives indicated)** | Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. |  | Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.**ECO WEEK****ARNE VISIT** **Mon and Fri****Biodiversity** | 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. | Investigate the way in which water is transported within plants | Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |
| Humanities(Main emphasis 2nd half term **Rivers**)Note – History covered in Autumn/Spring |  |   |  | Conservation and climate issues: Deforestation in Amazon Rainforest | **River Wey Visit** **Mon and Tues** | **Write up report about our River Trip** |
| Art Collage emphasis |  | Selected collage activities relating to: Read – “***Where the River Meets the Sea****”**Read –* ***“The Great Kapok Tree”*** *– create a collage from these.* | **Collage** relating to plants and animals found in the rainforest. (Tied in with ***“Jungle Book”)***  | Animal **Masks** (***Jungle Book*** Theme) |  |  |
| D.T.(see 2nd Half-term – Making finger puppets) |  |  |  | Animal **Masks** (***Jungle Book*** Theme) |  |  |
| R.E. HINDUISM**Key question for this enquiry:** **“How can Brahman be everywhere and in everything?”** | Show children a box labelled ‘God’ and explain that inside this box we can find out what Hindus believe about God. Inside the box have many different deities and as each deity is revealed, explain to the children this is what God looks like. Qu: How can this be? How can God look like so many different things? Make link with lesson before. Direct Teaching - match the deity to its role using word and picture cards. Tell the children a story about one of the Gods, e.g. Ganesh/Lakshmi . Teach children that there is one God who Hindus see in many different forms and is called Brahman. Show children the tri-murti and explain how these are the main deities and explain what they represent. Brahma- creator Vishnu- preserver Shiva - destroyer Use DVD to show how Hindus use these deities at home/in the temple and in puja. http://www.bbc.co.uk/learningzone/clips/explanation-of-the-hindu-gods/4796.html or BBC Pathways of Beliefs Islam/Hinduism/Sikhism DVD | Children to draw and write how they would treat the world if they were a Hindu, giving a reason.**Arrange visit from Prebha** | Reinforce how Christians believe God created the world and Hindus believe that Brahman is in everything in the world.  | Activity: Children to be given a choice of words, e.g. kindness, wealth, friendship etc. and design their own god/murti who represents one of these attributes. |
| Music | When I Grow up (from Matilda) | The Jungle Book- as part of our drama activities. Marching and singing to the songs in the Jungle Book.  | Creating dances to the songs.*examples of animals from “The Carnival of the Animals” St Saens* | Composition – “Day in the Life of a Raindrop”*Gymnopedie No 1 Eric Satie* | *Ride of the Valkyries – Richard Wagner* | Painting with sound (exploring sound colours) |