**Year Three – Weekly planning overview 2nd half Spring Term**

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| Subject | Wk 1 **CLASS ASM** | Wk 2 | Wk 3 | wk 4 | Wk 5 | Wk 6 |
| P.E.  **Outdoor and Adventurous Activities- unit 1**  **Net and Wall –unit 1** | **Outdoor and Adventurous Activities- unit 1**  **TOPS OUTDOORS –Trails eg Teacher “Objects Trail”, “Wristband Trail”, “Blindfold Trail”.**  **DOES- String Trails LCP Playground O p287, Site O p289** | **Outdoor and Adventurous Activities- unit 1**  **TOPS OUTDOORS - Photo O Trail, “Electric Fence”, “Arrows and Jigsaws”**  **DOES Classroom Orienteering** | **Outdoor and Adventurous Activities- unit 1**  **TOPS OUTDOORS –“Human Alphabet”, “Crossing the Swamp”also in LCP p304** | **Net and Wall –unit 1 NB Lesson plans from Lawn Tennis Assoc’- Lots of excellent ideas to reinforce our scheme.**  **LCP”Bouncing and Catching p132, “Racket Skills p135**  **TOPS N+W “Are you Ready”, “Flights and Arrivals, “Rebound Ready”, “Getting a Grip”** | **Net and Wall –unit 1**  **LCP King of the Court p138,**  **TOPS N+W“Serving it Up”, “Roving Returns”, “In or Out”** | **Net and Wall –unit 1**  **TOPS “Reliable Rallies”, “Far and Near and Side to Side”, “Go for Ten”, “Team 2 v 2”** |
| Science  **“Animals” Topic**  **Learning 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 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 that humans and some other animals have skeletons and muscles for support, protection and movement.** | **Identify that humans and some other animals have skeletons and muscles for support, protection and movement.** |  |  |
| Humanities  **South Dorset Ridgeway Project**  **Includes field trip** | **Who were the Anglo-Saxons?**  **When did the Anglo-Saxons invade?**  **When did the Anglo-Saxon succeed in invading and why?**  **Where did the Anglo-Saxons Settle?**  **How was Anglo-Saxon organised?**  **What did an Anglo-Saxon settlement look like?**  **What building materials were used?**  **What were people’s lives like 1000 years ago?** | **Making an “Anglo-Saxon of the Ridgeway Game” (Appen8):**  **Possible Anglo-Saxon Settlements near the Ridgeway:**  **Came Down Herringston Monkton Winterbourne St Martin Bincombe Upwey Culliford Barrow** | **Who was Alfred the Great?**  **Why is he known as “great”?**  **What did he achieve?**  **What is a biography?** | Who were the Vikings?  Why did they travel from their homelands?  Where did they go?  How did they travel?  What was a Viking Long ship like? | **What probably happened to the Vikings who were discovered in “The Pit of Doom”?**  **What evidence do we have?**  **What are the different possible explanations?** | **Options:Written reports – relating to field trip**  **Play script (The Anglo-Saxons deciding what to do with the captured Vikings.) Act this out to audience, or for film**  **Power point / Combine pictures and text to tell the story**  **Newspaper articles**  **Many other possibilities** |
| Art |  | **See links with Humanities – Making a “Ridgeway Game”** |  |  |  |  |
| D.T.  **“Shell Structures”** | Children investigate a collection of different shell structures including packaging. Use questions to develop children’s understanding e.g. What is the purpose of the shell structure – protecting, containing, presenting? What material is it made from? How has it been constructed? Are the materials recyclable or reusable? How has it been stiffened i.e. folded, corrugated, ribbed, laminated? What size/shape/colour is it? What information does it show and why? How attractive is the design?  Children take a small package apart identifying and discussing parts of a net. | Children use kit parts with flat faces to construct nets. Practise making nets out of card, joining flat faces with masking tape to create 3-D shapes. Experiment with assembling in nets in numerous ways. Demonstrate skills and techniques of scoring, cutting out and assembling using pre-drawn nets. Then allow children to practise | Different ways of stiffening and strengthening their shell structures e.g. folding and shaping, corrugating, ribbing, laminating. Provide opportunities for the children to practise these and to carry out tests to find out where their structures might need to be strengthened or stiffened. | Develop a design brief with the children within a context which is authentic and meaningful.  Discuss with the children the uses and purposes of their shell structures e.g. *What does the product need to do? Who is it aimed at? How will the purpose and user affect your design decisions?* Agree on design criteria that can be used to guide the development and evaluation | The children MAKE their shell structure, working safely and with accuracy.  Evaluate throughout and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed. | |
| R.E.  **Jews relation to God**  Jesus and the Easter Story | The Jewish home: Show the children a mezuzah and explain how it is found on doorposts in Jewish homes. Explain that inside it contains a scroll with Hebrew writing and is called the Shema. The Shema is an affirmation of Judaism and a declaration of faith in one God and it says that Jewish people should love God and keep his rules. Deuteronomy ch 6: 4 and 5  http://www.bbc.co.uk/learningzone/clips/the-shema/4746.html | Children can make their own Mezuzah and write the Shema as a daily reminder of the covenant between Jewish people and God.  **Step 3 Evaluation**  **(1 lesson) AT2 (imp)**  Key Question: How special is the relationship Jews have with God?  How do you know this?  What have you seen that show it is/isn’t special?  Children to write a conversation between themselves and a Jewish child and ask and answer the  key question in speech bubbles or scripted dialogue.  “How special is your relationship with God and how could you show this to me?”  Children to then write a sentence about how easy/ difficult they think it would be to live up to  their special covenant with God. | | Step 4 Expression  (1 lesson)  AT2(p)  The Shema . Discuss an affirmation being a positive statement and use the example of a marriage vow as a promise or Brownie/Cub promise.  Children to write their own affirmation about their relationship with somebody special to them and possibly hang on the class ‘affirmation tree’. | **Easter and the Easter Story**  **Visit St Mary’s Church and look at “The Stations of the Cross”**  Explore why Jesus had enemies and was arrested. Pupils could imagine themselves as someone who let Jesus down - either Judas or Peter.  Develop a piece of drama where they explain their actions  The Lord’s Prayer  Love for enemies Luke 6:27-36  Teaching about anger Matthew 5:21-26  Forgive 70x7 Matthew 18:21-22  Teaching about revenge Matthew 5: 38-42  The unforgiving servant Matthew 18:21-35  The criminal next to Jesus Luke 23: 39-43  Jesus on the cross Luke 23: 34  See www.request.org.uk What do Christians believe about forgiveness? Could do this by giving each group a simple version of a text and asking them to make up a short scenario when this might apply.  Did Jesus always forgive people?  Jesus overturns the traders’ tables in the Temple Mark 11:15-17Do we know if he forgave the traders? What do we think?  Talk to a Christian visitor about their views on forgiveness and ask them the key question: Is forgiveness always possible? | |
| Music  “Dragon Scales” -  (exploring pentatonic scales – these miss out the 4th and 7th notes of the major scale)  C = CDEGA | “Old MacDonald Had a Glock”  p32 ME | Listen to a selection of Mozart’s music – select music played on different lead instruments.  Thoroughly explore the BBCwebsite:  <http://www.bbc.co.uk/schools/primaryhistory/famouspeople/wolfgang_amadeus_mozart/>  look at the different sections of the website – Including playing the game which acts as a “quiz”  Using the information from the website, the chn arrange statements that I’ve written about Mozart into those that are “facts” and those that are “opinions”.  Write those that are facts into Literacy books. | | “What You Got” – using notes from C-pentatonic to accompany a song / putting the notes over the syllables in each line.  p36 ME | “Dragon Talk” and “Chinese Dragon Songs”  p40 and 41 ME | Traditional stories link ‘ Three Rapping rats bk –  “Imir the Frost Giant”. |