

Year 3 Term 2
'What a disaster'

Key Skills
Communication

Children take part in a group discussion, sustaining argument and justifying opinion.

Enquiry

Can identify different kinds of information they can collect from primary and secondary resources and a range of methods for collecting this.

Literacy

To write a diary recount using paragraphs and time-related vocabulary to sequence events clearly.

To plan and create an information text showing with clear presentation of the facts using an introduction, headings and sub-headings, paragraphs, labeled diagrams and pictures with captions, fact boxes and bullet points.

To understand, use and create a glossary of terms.

To create a persuasive text and use it to produce an information poster about an impending (fictional!) natural disaster.

To produce a Christmas-themed shape poem.

Geography—

Begin to initiate/ask geographical questions. Begin to ask geographical questions. Compare to other natural disasters

Questioning and reasoning skills. Locate places on larger scale maps. Begin to use junior atlases.

Art—

To know about great artists in history and understand the historical and cultural development of their art forms. Improve their mastery of sculpture using the media of papier mache and art and design techniques using paint and pastels. Use a range of tools and equipment to perform practical tasks such as joining, shaping and finishing.

To create a volcanic eruption (science link) and evaluate and analyse creative works using the language of art, craft and design.

PSHCE—

To understand why we remember a war that happened 100 years ago.

To understand what bullying is and how to respond to it.

To understand what compassion is.

To make the distinction between good and bad behaviours and understand the concept of consequences.

To recognise what peer pressure is and know how to react.

Numeracy—

To measure using a range of instruments. To collect data and make graphs to show results. To learn to tell the time using analogue and digital clocks.

To learn about Roman numerals.

To do addition and subtraction using a range of strategies.

To be able to do multiplication and division using a range of strategies.

To check work using inverse operations.

Hook
A natural disaster will be role played in the classroom!
End Product
A poster warning the people of Banbury how to prepare for an impending hurricane.

French—

To greet and respond to greetings in French.

To introduce yourself or someone else by name.

To ask how somebody is and respond to the same question.

The numbers 0–10 and how to tell someone how old you are.

French Christmas traditions.

PE (Indoor) —

Gymnastics (Miss Hendley's class)

To develop static balance skills.

To use apparatus safely.

To develop travelling skills both on the floor and apparatus.

To develop balancing skills on a variety of points on the floor and using apparatus.

Understanding spinning and using it with control.

To combine each of these elements into routines that are rehearsed and performed to an audience.

Swimming (Mr Stother's class)

To continue working towards the fish award outcomes.

Science—

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Record findings using simple scientific language and labelled diagrams. Describe how fossils are formed when things that have lived are trapped within rock. Recognise that soils are made from rocks and organic matter. Recognise that soils are made from rocks and organic matter.

RE—

Retell stories and make links between beliefs and sources.

Identify the importance of stories for people and identify the impact of religion on believers lives.

Identify features of religion and suggest meanings for symbols.

Ask questions about their own and others' experiences and identify what influences them.

Recognise that some questions are hard to answer and ask important questions.

Discuss their own values and make links between values and commitments.

P.E (outdoor)—

To follow a map and work as a team, to orient until all the cards are matched up.

To create a map using photos.

Design a trail for others to follow.

To undergo a physical challenge in pairs with one person blindfolded. To understand how to put a map together.