

Year Group: 3 Curriculum Planning Advent 2 2021
Class Teacher: Miss Toplass Teaching Assistants: Mrs Loftus/ Miss Dyer/Miss Wells

Word of the week

- Holiness
- Giving
- Youth
- Kingdom
- Hope
- Peace
- Joy

R.E.

Homes & Families
Promises
Visitors

CREATIVE ARTS

Music – weekly music lessons music - ukulele, recorder and trumpet

Art- Stone Age Jewellery

DT- Design and make an interactive poster

PE- Dance

CENTRAL THEME

What's it like to live in the prehistoric age? (Stone Age)

HUMANITIES History- Stone Age

- What does prehistory mean? Prehistoric Britain Wasn't it just a bunch of cavemen? Children will interpret, understand and create a timeline.
- Could we survive as stone age people?
- How did Prehistoric people live day by day?
- What did prehistoric people eat?
- What did Prehistoric Jewellery look like?

TECHNOLOGY- ICT

- I can copy and paste into Word.
- I can type into Word
- I can import images into Word.

Recap Internet Safety

ENGLISH-

Reading comprehension - nonfiction and fiction every week

Dairy Entry

Character Descriptions

Wanted Posters

SPaG – fronted adverbials, direct speech, conjunctions and adverbial clauses

SCIENCE: Magnets and Springs

I can brainstorm what I know about forces and magnets.

I can compare how things move on different surfaces.

I can describe magnets as having two poles.

I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

I can observe how magnets attract or repel each other and attract some materials and not others.

I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.

How can we use magnets to make an exciting game?

MFL-French

greet and say goodbye to someone ask someone's name and give your own ask how someone is and respond to the same question count numbers 1–20 say your age say the alphabet in French spell out your name using the French alphabet introduce family members using 3rd person verbs. He is called/she is called

Differentiation

Teacher and TA support Differentiation through task, intervention or outcome Provision Maps for pupils with SEN Support resources (word banks/writing frames/ICT, visual timetable etc where appropriate)

MATHS:

Developing fluency in number skills

Number and place value

Addition and subtraction

Multiplication and division