



The Spring Partnership Trust



Planning Overview:


English (Individual schools devise their own planning, we use Oak Academy if we go down into lockdown)

- **Subject Areas:** (see frequency below) Maths/ Science/History or Geography/ Art or DT/ PSHE/ Discovery RE/ Music

Year |Group: 3 Planning for Week Beginning 21st September 2020

Subject	Frequency	For week beginning:	
		• Resources needed	• Teaching Points (Teachers)/ • Guidance (Part of home learning)
English	Everyday	See individual school plans	Writing in class based on the story of Leon and the Place in between. Children to use Oak Academy and BBC Bitesize if we go into lockdown.
Reading	Everyday	See individual school plans	Read 20 minutes every day to an adult See Guided reading text and questions
Spelling	Everyday	Clued Spellings	Clued Spelling based on class assessment
Handwriting		School Handwriting Scheme to be used	Follow lesson plans in school handwriting scheme
Grammar	10-15min session 3 x a week	https://www.bbc.co.uk/bitesize/articles/zh4thbk Assessment questions from Grammar: Year 2 on the Spring Website – <i>2 tenses</i>	Focus: verb tenses Lesson 1: Revisit concept of verbs and tense Lessons 2 and 3: Going through assessment questions in mixed ability pairs

Maths	Everyday	See individual school plans	Children to access White rose Hub – place value lessons https://whiterosemaths.com/homelearning/year-3/ https://www.topmarks.co.uk/maths-games/daily10
Times tables	Everyday	See individual school plans	https://www.topmarks.co.uk/maths-games/hit-the-button https://www.topmarks.co.uk/times-tables/coconut-multiples
Science		Animals inc humans Year 3 Plan	Lesson 3 - <u>WALT: investigate reaction time</u> Recap on yesterday’s learning: children to use their models made to explain to their partner how muscle pairs work. Without warning CT to shout catch and throw soft ball to PTP (or another child if daring!) Did the person try to catch it? Explain that our brain sends a signal to the muscles to contract (move) and introduce reaction time - https://www.bbc.co.uk/teach/class-clips-video/experimenting-with-reaction-times/zbq2t39 Comparative test - Measure who has the quickest reaction times C measure how much of a ruler pass through their hand when it is dropped from just above their open fist. Where there hand touches to the nearest half centimetre is recorded – who had the quickest reaction? How do we know? C can record their results in a table – CT model drawing table of results to teach key skills. Record conclusion.

<p>History/ Geography</p>		<p>Coasts planning: Lesson 3: PowerPoint Lesson 3 Pictures for discussion Clay</p> 	<p><u>WALT: Identify the physical features of coasts</u> Quiz – recapping prior learning. Go through the info on the powerpoint. What words can you use to describe these coastlines? Highlight any words that are physical features. Now split the features into physical and human features – explain that human features are the ones intentionally put in place by humans. – looking at how the different natural/physical features are formed: bays, arches, caves, stacks, stumps etc. Watch the videos to aid discussion. https://www.bbc.co.uk/programmes/p0115j83 https://www.youtube.com/watch?v=7Th56dhs4Fc Activity: Children look at images of different coasts and discuss in pairs – What are the features shown? Are they caused by erosion or deposition? Children to draw progression diagram of crack, cave, larger cave, arch stack and stump</p>
<p>Art/ D &T</p>		<p>Drawing plans Years 1-6 https://www.springpartnershiptrust.co.uk/page/?title=Drawing&pid=1614 View finders Different grades of pencil Black and white facial drawings</p>	<p><u>WALT: draw a face in proportion</u> <u>WALT: use line, shape and pattern to add details to our drawings</u> First of two weeks on this objective. Week 1 – model step by step of drawing a face in proportion – give children template of face outline</p>

<p>PSHE</p>	<p>2 x 30mins lessons or 1 x 60mins lesson</p> <p>Being me in my world</p>	<p>Lesson plan Piece 2 – Our nightmare school pg57-65</p> <p>PowerPoint piece 2</p> <p>Jigsaw Jino</p> <p>Feelings bag with feeling cards inside</p> <p>Chime</p> <p>'Calm Me' script</p> <p>Jigsaw Jino</p> <p>Flipchart paper (keep for next week)</p> <p>Jigsaw journals</p>	<p><u>WALT: Face new challenges positively, make responsible choices and ask for help when I need it. Recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions</u></p> <p>Design your own hopes and dreams for the future poster</p> <p>Discuss what makes us sad, happy and scared – How do we know that people feel like this?</p> <p>Look at facial expressions and body language.</p> <p>How can we help people who feel these emotions.</p>
<p>Discovery RE</p>	<p>Once a week</p>	<p>Hinduism –</p> <p>Puja PowerPoint (optional)</p>	<p><u>WALT: Understand the act of worship</u></p> <p>Online activity for children to carry out. Activity can be printed if limited IT facilities.</p> <p>https://www.bbc.co.uk/bitesize/clips/zh2hyrd</p> <p>http://www.crickweb.co.uk/ks2re.html</p> <p>Puja is the act of worship in Hinduism (this is on the knowledge organiser). Talk about what worship means and what it might look like in other religions you have learned about previously. Look at the puja tray and how this might help Hindus to worship. Children to label and annotate a Puja Tray.</p>

Music		Music express: Environment Lesson 3 Collins connect username and password needed Selection of instruments as in week 2	<u>WALT: develop the lyrics of a song</u> Use the journey map of Leon and place in between – create words in the text to create a chant – what could the tune be – Add sound effects for the parts of the story and what he sees and hears. interactive xylophone available Can create own sequences using this website https://musiclab.chromeexperiments.com/
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