



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 28<sup>th</sup> September 2020

| Subject            | Frequency | For week beginning:                  |   |
|--------------------|-----------|--------------------------------------|---|
|                    |           | • Resources needed                   | • Teaching Points (Teachers)/<br>• Guidance (Part of home learning)   |
| <b>English</b>     | Everyday  | See individual school plans          | Writing in class based on the story of Leon and the Place in between.<br><br>Children to use Oak Academy and BBC Bitesize if we go into lockdown. |
| <b>Reading</b>     | Everyday  | See individual school plans          | Read 20 minutes every day to an adult<br>See Guided reading text and questions  |
| <b>Spelling</b>    | Everyday  | Clued Spellings                      | Clued Spelling based on class assessment  |
| <b>Handwriting</b> |           | School Handwriting Scheme to be used | Follow lesson plans in school handwriting scheme  |

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| <b>Grammar</b>      | 10-15min session 3 x a week | BBC to introduce (lesson 1) build a list of both.<br><a href="https://www.bbc.co.uk/bitesize/topics/zw8mn/articles/z9wvqhv">https://www.bbc.co.uk/bitesize/topics/zw8mn/articles/z9wvqhv</a><br><i>Coordinating conjunction test (lesson 2 and 3)</i> | Focus: coordinating conjunctions<br>Lesson 1: Revisit concept of different types of sentences and punctuation related to these.<br>Lessons 2 and 3: Going through assessment questions in mixed ability pairs  |
| <b>Maths</b>        | Everyday                    | See individual school plans   | Children to access White rose Hub – place value lessons<br><a href="https://whiterosemaths.com/homelearning/year-3/">https://whiterosemaths.com/homelearning/year-3/</a><br><br><a href="https://www.topmarks.co.uk/maths-games/daily10">https://www.topmarks.co.uk/maths-games/daily10</a>  |
| <b>Times tables</b> | Everyday                    | See individual school plans   | <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a><br><a href="https://www.topmarks.co.uk/times-tables/coconut-multiples">https://www.topmarks.co.uk/times-tables/coconut-multiples</a>   |
| <b>Science</b>      |                             | Animals inc humans Year 3 Plan Lesson 4   | <u>WALT: name parts of the human skeleton</u><br><a href="https://www.youtube.com/watch?v=SiBzCpg6vu8">https://www.youtube.com/watch?v=SiBzCpg6vu8</a><br>Children to label the different bones of the human skeleton – Make 3d model of the skeleton –<br>Recap bones book – children to write acrostic poem using SKELETON – create a fact poem about bones across the animal kingdom eg largest bone, smallest bone |

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| <b>History/<br/>Geography</b> |  | Coasts Lesson 4<br>PowerPoint Lesson 4   | <p><u>WALT: Consider the impact of the waves and the tide on the coast</u><br/>         Ask the children if they have seen the coast at different times of day and what changes they noticed. Show the pictures of the tide in and tide out on the beach. How long do they think it will take for the tide to change?<br/>         Read through the info and watch the videos on BBC Bitesize:<br/> <a href="https://www.bbc.co.uk/bitesize/topics/z8c9q6f/articles/zdqr97h">https://www.bbc.co.uk/bitesize/topics/z8c9q6f/articles/zdqr97h</a></p> <p>Activity – children to make their own beach and show how waves and tides have an impact on the sand – use lolly sticks to create groynes and discuss the impact</p> |
| <b>Art/ D &amp;T</b>          |  | Plan:<br>View finders<br>Different grades of pencil<br>Black and white facial drawings   | <p><u>WALT: To use line, shape and pattern to draw features of a face</u><br/>         Second of two weeks on this objective – recap last weeks learning regarding drawing a portrait – this week we are going to use a viewfinder to complete a close up drawing of a face - eg eyes nose mouth and use light and dark pencil shading to create the line shape and pattern<br/> <a href="https://www.youtube.com/watch?v=zqNZ9df0tho">https://www.youtube.com/watch?v=zqNZ9df0tho</a><br/>         Children to draw close up of an eye.</p>   |
| <b>PSHE</b>                   | 2 x 30mins lessons or<br>1 x 60mins lesson<br><br>Being me in my world | Lesson plan Piece 3 – Our dream school pg67 - 72<br>PowerPoint piece 3<br>Jigsaw Jino<br>Chime<br>‘Calm Me’ script<br>Flip chart paper from last week<br>Jigsaw journals | <p><u>WALT: understand why rules are needed and how they relate to rights and responsibilities. Know how to make others feel valued.</u><br/>         Where do we find rules? How do they differ? Why do we need rules in our world.<br/>         Introduce the chime bar and what it means.<br/>         Activity – Create your own set of rules /instructions for use of the chime bar in class (or rules for your bedroom)<br/>         Refer to pg 103 – calm me script (Being me in my world)</p>   |

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| <b>Discovery RE</b> | Once a week | Hinduism – Diwali plan:          | <p><u>WALT: recognise the significance of a diva lamp</u></p> <p>Children to recap the puja tray from last week – What are the objects – What is a puja tray? – What is a diva lamp? Children to use clay to make their own diva lamp.</p>                   |
| <b>Music</b>        |             | Music express: Building Lesson 1 | <p><u>WALT: Understand how music can be organised in sequences</u></p> <p>Use Music Express lesson</p> <p>Can create own sequences using this website<br/> <a href="https://musiclab.chromeexperiments.com/">https://musiclab.chromeexperiments.com/</a></p> |