



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 12th October 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	BBC clip to introduce (lesson 1) https://www.bbc.co.uk/bitesize/topics/zvwxnb/articles/z9n73k7 Work through PowerPoint: Paragraphs Yr3 from website	Focus: paragraphing (grouping) Introduce paragraphs then work through PowerPoint throughout 3 lessons.
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

<p>Science Wed</p>		<p>Animals inc humans Year 3 Plan - Lesson 6</p> <p>Pictures of animals and their food from website</p>	<p><u>WALT: understand that animals need the right types of food to stay healthy</u></p> <p>What are the life processes that define a living thing? MRS NERG. Explain that today we are focusing on Nutrition – Ask C why they think living things need food. How do you feel when you haven't eaten for a while? What do you think would happen if you didn't eat for a long time? Why do you think this? https://www.youtube.com/watch?v=Us3WOzgSWLM</p> <p>Task 1 – Children to record the 7 life processes.</p> <p>Task 2 Recapping on learning from Yr2, encourage C to identify that food is required to: keep animals healthy (e.g. vitamins), help them to grow (e.g. proteins), and provide their body with the energy required to function properly (e.g. sugars and carbohydrates).</p> <p>The following video demonstrates a healthy diet for other animals: http://www.bbc.co.uk/learningzone/clips/a-healthy-diet-for-zoo-animals/2291.html</p> <p>Task 3 - Why might a cheetah need more nutrition than a snail? - What is a herbivore, omnivore and carnivore? – How do we know what they are by their appearance. Use the information on this website - https://www.yukozimo.com/</p> <p>Look at diet of gorilla – . https://www.youtube.com/watch?v=KSP7GgX6h5Q</p> <p>Children to record on a plate what the gorillas eat.</p>
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<p>History/ Geography</p> <p>Mon</p>		<p>Coasts - Lesson 6</p> <p>PowerPoint Lesson 6</p> <p>Plastic bottle</p> <p>All resources taken from WWF resources:</p> <p>Oceans and plastics quiz sheet and answers</p> <p>What can be done diagram</p> <p>Role play cards</p>	<p><u>WALT: Consider the impact that plastic has on the environment</u></p> <p>This is a 'meaty' lesson and will require a whole afternoon at least if the topic is to be given appropriate weighting. All resources are from the WWF. Begin by showing the children the pictures of plastic in our oceans – give them time to really look at and consider what is happening. How does it make them feel? Elicit the emotional response. Why is this happening?</p> <p>Read out the 'Oceans and plastics quiz sheet' questions. Chd to respond if they think the statements are T or F. Reveal the answers as you go along – discussing each in turn – do the facts and figures.</p> <p>Hold up a plastic bottle and ask pupils to discuss with a partner how long they think this will take to break down in the sea. Are pupils surprised to learn that it could take hundreds of years? What impact might this have on the animals and plants that live in the oceans? And how might this affect us? Discuss how every one of us has a part to play in protecting our oceans from plastics pollution.</p> <p>Complete as class children write post it notes</p> <p>Think of ways that we could all use less plastic. Ask them to draw three circles on their sheet of paper, as shown in the 'What can be done? diagram', and write down as many ideas as possible for what can be done at each level. For example, as individuals pupils can say no to plastic drinking straws. At a community level, schools or local community centres can invest in reusable food and drinks containers or refillable products. And at a wider world level, businesses can reduce their plastic packaging. .</p> <p>Finally, ask each pupil to draw around their hand and, on each finger, write down one thing that they will do to use less plastic and help keep our oceans free of plastic pollution. Then ask them to agree with a friend one step that they will take over the coming week.</p>
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<p>Art/ D &T Tues</p>		<p>Plan: Roald Dahl books with Quentin Black illustrations Quentin black illustration PowerPoint Different grades of pencil</p>	<p><u>WALT: To appreciate different drawing styles and discover how significant illustrators have used drawing to express ideas in their creative works</u> Second of two weeks on this objective – Children to know look at the work of Anthony Browne – Look at his characters. How did he draw them? What is the same/different about his illustrations? Children to draw own gorilla/ape but add a feature to it to make it a character – eg bowtie, tie, hat. Use black and white pencil effects but add feature in colour. What effect does this have?</p>
<p>PSHE Wed</p>	<p>2 x 30mins lessons or 1 x 60mins lesson Being me in my world</p>	<p>Lesson plan Piece 5 – Our learning charter pg81 - 88 PowerPoint piece 5 Chime 'Calm Me' script ` A3 paper folded in half Post-It notes Sam's letter Jigsaw Jino Timer Space to display Post-Its Learning Charter Jigsaw Journals</p>	<p><u>WALT: make responsible choices and take action. Work cooperatively in a group.</u> Devise a class charter – a set of rules about promises and guidelines which the children all agree on. And continue with the chime introduction.</p>
<p>Discovery RE Fri</p>	<p>Once a week</p>	<p>Hinduism – Diwali plan: https://www.springpartnershiptrust.co.uk/page/?title=Year+3&pid=1515</p>	<p><u>WALT: Understand the story of Rama and Sita</u> Recap the story of Rama and Sita - Children to rewrite the story of Rama and Sita.</p>

<p>Music Thurs</p>		<p>Music express: Building Lesson 3 https://connect.collins.co.uk/repo1/Content/primary/MusicExpress/PDFS/LessonPlansandPrintableResources/england_and_wales/Ages7-8/lesson_plans_7-8_u2.pdf Collins Connect username and password needed Resources to plan on Collins Connect website A variety of untuned percussion Electronic keyboards (optional)</p>	<p><u>WALT: create music using your ideas</u> In school – Lesson 7/8 Music express Can create own musical layers using this website https://musiclab.chromeexperiments.com/</p>
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