

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Land Ahoy Geography	<u>Geography</u> -Locate the equator and the North and South Poles on a world map or globe. -Name and locate seas surrounding the UK, the five oceans and seven continents around the world. -Name, locate and explain the significance of a place -Draw or read a range of simple maps that use symbols and a key.		<u>History</u> -Sequence significant information in chronological order. -Use historical models to make judgements about significance and describe the impact of a significant historical individual. -Present historical information in a simple non-chronological report -Use historical models to make judgements about significance and describe the impact of a significant historical individual.		<u>Science - Materials</u> -Compare the suitability of a range of everyday materials for particular uses. -Sort and group objects that float and sink. -Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their question.		
Can you find the treasure? Science				<u>Science – Changing state.</u> -Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. -Use simple equipment to measure and make observations. -Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. -Describe how some objects and materials can be changed and how these changes can be desirable or undesirable.			
Beach Hut							<u>DT – Beach Hut</u>

DT								<ul style="list-style-type: none"> - Generate and communicate their ideas through a range of different methods. - Explore how a structure can be made stronger, stiffer and more stable. - Explain how closely their finished products meet their design criteria and say what they could do better in the future.
English	<u>Talk 4 Writing - Big Write</u> Narrative – Pirates Love Underpants	<u>Talk 4 Writing - Big Write</u> Information text – Captain Cook	<u>Talk 4 Writing - Big Write</u> Descriptions - Pirates	R.E Who is Jewish and what do they believe?	Assessment			<u>Talk 4 Writing - Big Write</u> Poetry – Acrostic – Grace Darling
WCR	Little Wandle Guided Reading							
SPAG		Capital letter, full stops, questions marks and exclamation marks	Common and Proper Nouns	Recognising Sentences	Using Conjunctions in Sentences	Commas in a list		Writing Lists
PE	<p>Cricket Hit, Catch, Run</p> <p>NC Links-Develop eye to hand coordination for hitting Participate in hitting and fielding games Literacy Links-Describe which bats were easier or harder to use Communicate as part of a team Numeracy Links- Keep track of runs scored in a game Use different points system to score a game Progression Yr 3 - Master basic movements including hitting, returning, moving to return</p> <p style="text-align: right;">Work collaboratively to use basic tactics</p>							
RE				Who is Jewish and what do they believe? Talk about how the mezuzah in the home reminds Jewish people about God (A3). Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). Ask some questions about believing in God and offer some ideas of their own (C1).				
Music	Hands, Feet, Heart							