





Curriculum | Medium Term Plan – Summer 2024 – Year Three

Challenge Pack:	Catastrophe! How can we raise awareness and support those affected by a natural disaster?	Challenge outcome:	Oracy focus – Classes will use class assemblies as a platform to deliver the speeches to parents and anyone from relevant authorities if possible. Children will take turns to deliver the content that they have practiced.	NC Year: Length of term:	(7 & 7 weeks)
Summary:	Children will learn about the human and physical geography and the geology of North/South America and Europe. Children will learn about tectonic plates and the impact that movement has on the world's natural disasters. This will include the 'ring of fire' in North/South America on earthquakes and volcanoes. Children will learn about volcanic activity, climate change and flooding in Europe.				
Key texts:	Fiction: The wilderness war, Dear Greenpeace, When the giant stirred, Flood, Fly Guy Presents Weather, The storyteller, Marvellous Cornelius Non-Fiction: Destination: Planet Earth, Extreme Weather by National Geographic Kids, Natural Disasters by Kathleen Reilly, You Wouldn't Want to Live Without Extreme Weather! By Roger Canavan, Science Comics: Volcanos, Natural Disasters Through Infographics, Survivors: The Toughest Creatures on Earth by Nicola Davies	Trips and visits:	University of Birmingham Geology workshop	Inspire parent sessions:	3TB/AP 18/10/23 3SW 25/10/23 3SU 8/11/23
		Science Units	Rocks Light	PE: Music:	Personal, Social, Cognitive, Creative, Applying Physical, Health and Fitness Recorders
 Physical Oracy (Voice, Body Language)	 Linguistic Oracy (Vocabulary, language, rhetorical techidreniques)	 Cognitive Oracy (Content, Structure, clarifying and summarizing, self-regulation and Reasoning)	 Social & Emotional Oracy (Working with others, Listening and responding, Confidence in speaking, Audience Awareness)		
To consider position and posture when addressing an audience. To experiment with adjusting tone, volume and pace for different audiences.	To use specialist vocabulary. To be able to use specialist language to describe their own and others' talk. To make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice').	To offer opinions that aren't their own. To reflect on discussions and identify how to improve. To be able to summarise a discussion. To reach shared agreement in discussions.	Listen actively, questioning and responding to others. To adapt the content of their speech for a specific audience. To speak with confidence in front of an audience.		

	Maths:	English:	Phonics:	NICER:	Discrete/ Special events:
08.04.24 (1)	<p>Area of learning: Fractions</p> <p>Knowledge and skills: To recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Mental maths focus: Find the fractions of amount.</p> <p>WALT: Investigate and record equivalent fractions.</p> <p>WALT: Understand different representations of equivalent fractions.</p> <p>WALT: Use different methods to find equivalent fractions.</p> <p>WALT: compare unit fractions or fractions with the same denominator.</p>	<p>Purpose: Inform</p> <p>Text type: (The Wilderness War?)- Non-chronological report about the different types of natural disasters and why they occur.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> - To independently choose organisational devices without the need for scaffold - Know what an apostrophe is and the rules for possession - Use a variety of sentence openings - Express time and cause using conjunctions with increasing independence - Use technical language appropriate to the text type. 	<p>Natural Disasters (Kathleen M Reilly) – page 1 and 2 – what are natural disasters?</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading plus •Reading plus <p>See STP for details</p>	<p>What is a natural disaster?</p> <p>Killer questions What are some of the different natural disasters that can take place in the world?</p> <p>Explore the challenge Hook – Prime VR experience</p> <p>(G2.1a) As geographers WALT Locate the world’s countries using maps. Outcome – Recap continents/countries/identify tectonic plates and plot on world map</p> <p>(G2.2b) As geographers WALT Describe specific physical geography) Outcome – identify climate zones/earthquakes/volcanoes (N. S. America) and flooding (Europe)</p> <ul style="list-style-type: none"> • RE (The importance of the trinity) As theologians WALT make connections between teachings, stories and how people live Outcome – Describe the trinity and children will explain why it is important to Christians <p>Link to challenge outcome (for week’s learning) – Children will learn about different types of natural disasters all around the world.</p> <p>(S2.1w) As scientists WALT: understand and identify three different types of Rock</p>	<p>Ramadan Ends</p> <p>Eid Al Fitr</p> <p>Vaisakhi</p>
Homework	<p>Number bond or timetables practice: order unit fractions and fractions with the same denominator.</p>	<p>Spellings Words ending in –ary</p> <p>SODA- understand and use nouns, pronouns and adjectives</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Using the sheet provided make a list of the countries in the ring of fire.</p>	<p>4PA INSPiRE 1NH Assembly</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">15.04.24 (2)</p>	<p>Area of learning: Measurement: Fractions</p> <p>Knowledge and skills: To add fractions with the same denominator beyond one whole and use these in a growing variety of problems.</p> <p>Mental maths focus: compare unit fractions or fractions with the same denominator.</p> <p>WALT: order unit fractions and fractions with the same denominator.</p> <p>WALT: add two or more fractions with the same denominator.</p> <p>WALT: subtract two or more fractions with the same denominator.</p> <p>WALT: add and subtract fractions so that we can solve worded problems.</p>	<p>Purpose: Inform</p> <p>Text type: (The Wilderness War?)- Non-chronological report about the different types of natural disasters and why they occur.</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - To plan using ideas gathered from wider reading and modelling - To demonstrate an understanding of purpose and audience - To proof read and check for errors in spelling, grammar and punctuation with increasing accuracy - 	<p>Natural disasters through infographics, by Nadia Higgins – pg 6-7</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading plus •Reading plus <p>See STP for details</p>	<p>Why do natural disasters occur (North/South America)?</p> <p>Killer questions Where in the world are there natural disasters taking place currently? What is this being caused by?</p> <p>(G2.4a) As geographers WALT Use maps to describe features studied. Outcome - Tectonic plates and the 'ring of fire'. Plot the ring on a map and explain why the ring has more active volcanoes than anywhere else in the world.</p> <p>(G2.2b) As geographers WALT Describe physical geography). Outcome - Climate and proximity to the equator in relation to tectonic plates.</p> <p>(A3.2a) As artists WALT use a range of tools and media to create drawings using line and shade. Outcome – Children will create volcano art using black sugar paper and chalk/oil pastels</p> <p>RE (The importance of the trinity) As theologians WALT make connections between stories and teachings Outcome – Read Matthew 3 3:17-23 (the baptism of Jesus), make links between how water is used in Christianity and other religions and what it symbolises. Compare Bonnell and Verrochio</p> <p>(S2.1w) As scientists WALT: Compare and sort different kinds of rocks on the basis of their appearance against simple criterion. Outcome – Children will sort rocks into groups of natural and man-made using given criteria.</p> <p>Link to challenge outcome (for week's learning) – Children will begin to understand why certain places are more susceptible to natural disasters than others.</p>	<p>World Heritage Day</p>
<p>Homework</p>	<p>Number bond or timetables practice: Recognise O'clock and half past on an analogue clock.</p>	<p>Spellings: Words with a short/u/ sound spelt with 'o'</p> <p>SODA- use prefixes and suffixes to change word class</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Use the map provided to identify the 4 different climate zones.</p>	

22.04.24 (3)	<p>Area of learning: Time</p> <p>Knowledge and skills: To tell and write the time from an analogue clock to the nearest quarter of an hour.</p> <p>Mental maths focus: Add and subtract fractions.</p> <p>WALT: Recognise O'clock and half past on an analogue clock.</p> <p>WALT: Recognise quarter past and quarter to on an analogue clock.</p> <p>WALT: Recognise the concept of years and months.</p> <p>WALT: Understand the hours of the day including named times of day.</p>	<p>Purpose: Inform</p> <p>Text type: (The Wilderness War?)- Newspaper report about the eruption of (TBC-most recent eruption/Vesuvius)</p> <ul style="list-style-type: none"> - Learn new adverbials to express time and place and how to use them in context - Know how to move an adverbial phrase at the beginning of sentence correctly - Use inverted commas to punctuate direct speech correctly - Understand what adverbs are (how,why, when) and prepositions are and where to position them in a sentence. 	<p>Different forms of poetry (free verse, narrative)</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading plus •Reading plus <p>See STP for details</p>	<p>When and where do natural disasters occur (North/South America)?</p> <p>Killer questions Where in the world are there natural disasters taking place currently? What is this being caused by? What is a volcano and what is it caused by? What is an earthquake?</p> <p>(G2.4a) As geographers WALT use maps to locate countries. Outcome - Children will plot on the map the countries in 'the ring of fire'. Recap tectonic plate shifts and why this causes natural disasters in these countries. Children will use a key to show the different types of disaster</p> <p>(G2.2b) As geographers WALT describe and understand key aspects of physical geography. Outcome - Children will learn about the effect that climate zones have on natural disasters – such as 'hurricane season' in Central America.</p> <p>(A3.2b) As artists WALT draw with increasing accuracy. Outcome – Using 'pg 8/9 of Natural disasters through infographics' children will recreate the different natural disasters that occur when tectonic plates shift. They will label each drawing with a brief explanation of what they have drawn</p> <p>(S2.1y) As scientists WALT: Recognise that soils are made from rocks and organic matter. Outcome – Children will learn about the relationship between volcanoes and rock and soil formation. Children will label the different layers of soil on the earth's surface.</p> <p>Link to challenge outcome (for week's learning) – Children will begin to understand when and where disasters happen. They will begin to learn about the human impact too.</p>	<p>St George's Day Passover</p>
	Homework	<p>Number bond or timetables practice: tell the time to the nearest 5 minutes on an analogue clock.</p>	<p>Spellings: Words with a short /u/ sound spelt with a 'ou'</p> <p>SODA: use a wide range of punctuation accurately</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Collect as many different types of rocks/stones as you can find in your garden or on your way to school. Why do you think there are so many different types?</p>

29.04.24 (4)	<p>Area of learning: Time</p> <p>Knowledge and skills: To estimate and read time with increasing accuracy to the nearest quarter of an hour; record and compare time in terms of hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight.</p> <p>Mental maths focus: Understand the hours of the day including named times of day.</p> <p>WALT: tell the time to the nearest 5 minutes on an analogue clock.</p> <p>WALT: tell time to the nearest minute using an analogue clock.</p> <p>WALT: use 'morning', 'afternoon', 'a.m.' and 'p.m.' to describe the time of day.</p> <p>WALT: tell the time on a 24-hour digital clock.</p>	<p>Purpose: Inform</p> <p>Text type: (The Wilderness War?)- Newspaper report about the eruption of (TBC-most recent eruption/Vesuvius</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - To plan using ideas gathered from wider reading and modelling - To demonstrate an understanding of purpose and audience - To proof read and check for errors in spelling, grammar and punctuation with increasing accuracy 	<p>Destination: Planet earth by J Nelson page 'volcanoes'</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading plus •Reading plus <p>See STP for details</p>	<p>(S.2.1b) As scientists WALT: Set up simple practical enquiries, comparative and fair tests. Outcome – Children will do a practical investigation testing rocks for: water resistance, durability and density</p> <p>RE (the importance of the trinity) As theologians WALT make connections between stories and how people live. Outcome – A comparison of the baptism of children and adults. Children will write a prayer for baptism.</p> <p>Link to challenge outcome (for week's learning) – N/A</p>	
Homework	<p>Number bond or timetables practice: find the durations of events using both analogue and digital clocks.</p>	<p>Spellings:</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>SODA: understand and use verbs</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Make a list of the different religions in your local community. Explain what they all have in common.</p>	
06.05.24 (5)	<p>Area of learning: Time</p> <p>Knowledge and skills: To compare durations of events, for example to</p>	<p>Purpose: Inform</p> <p>Text type: (The Wilderness War?)- Explanation text about volcano's (how they are formed, what causes them, the</p>	<p>The Promise (PSHE)</p>	<p>PSHE week (crossover with RE and link to NICER)</p> <p>Killer questions Why might people in some countries be more affected by a natural disaster (e.g. housing, rescue operations, access to help / first aid)?</p>	<p>May Day</p> <p>Sir David Attenborough's Birthday</p>

	<p>calculate the time taken by particular events or tasks.</p> <p>Mental maths focus: tell the time on a 24-hour digital clock. use 'morning', 'afternoon', 'a.m.' and 'p.m.' to describe the time of day.</p> <p>WALT: find the durations of events using both analogue and digital clocks.</p> <p>WALT: compare durations of time using analogue and digital clocks.</p> <p>WALT: find start and end times to the nearest minute using both analogue and digital times.</p> <p>WALT: measure and compare durations of time in seconds.</p>	<p>ring of fire etc- using all their knowledge gathered through NICER/VIPERS) .</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - To independently choose organisational devices without the need for scaffold - Use technical language appropriate to the text type. - To write in the correct tense for the purpose of the genre - Know how to move an adverbial phrase at the beginning of sentence correctly 		<p>(P2.5a) PSHE WALT identify our personal community. Outcome – Children will identify the different ethnic/religious (RE – Islam, Hinduism, Sikhism) groups in their community and then they will discuss what each part of the community do in the event of natural disaster.</p> <p>(P2.5b) PSHE WALT discuss the importance of being connected to others and how this can support them. Outcome – Children will consider how our communities have stood together during the Covid19 pandemic – how did this help us get through a difficult time</p> <p>(P2.5c) PSHE WALT explore cultural connectedness and identify similarities. Outcome – Children will look at the impact the BLM movement has on other minority communities.</p> <p>(P2.5d) PSHE WALT know how to treat people the way we expect to be treated, with respect, including those in positions of authority. Outcome – Speaking and listening session on how to treat others with respect. What do the different religions say about how to treat others? Equality? Do's and don'ts of using respectful language. What is okay to use with peers? Is this the same as language we use with those in a position of authority or adults?</p> <ul style="list-style-type: none"> • (S2.1x) As scientists WALT: Describe with scientific vocabulary how fossils are formed when things that have lived are trapped within rock. Outcome – Children are given pictures to sequence and then they will describe each stage of the fossilisation process <p>Link to challenge outcome (for week's learning) – Children will begin to think about how we can support communities in the event of natural disaster.</p>	<p>Florence Nightingale's birthday</p> <p>International Nurses Day</p> <p>World Fairtrade Day</p> <p>National Children's day</p>
Homework	<p>Number bond or timetables practice: recognise angles as a measure of a turn.</p>	<p>Spellings: Word families based on common words showing how words are related in form and meaning</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Using media of your choice, create your own volcano art.</p>	<p>3SW Class assembly</p>

		SODA: identify main and subordinate clauses			
13.05.24 (6)	<p>Area of learning: Properties of shape.</p> <p>Knowledge and skills: To recognise that angles are a description of a turn.</p> <p>To identify whether angles are greater than or less than a right angle</p> <p>Mental maths focus: measure and compare durations of time</p> <p>WALT: recognise angles as a measure of a turn.</p> <p>WALT: Recognise right angles in a shape.</p> <p>WALT: identify whether an angle is greater than or less than a right angle.</p> <p>WALT: measure and draw straight lines accurately.</p>	<p>Purpose: Persuade</p> <p>Text type: (Wilderness War/when the Giant stirred?)- a letter from the chief persuading the islanders to leave the island</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - To use simple and compound sentences which are grammatically correct and punctuated correctly. - To express time and cause using conjunctions (However, therefore, on the other hand) - 	<p>Destination: Planet earth by J Nelson page 'earthquakes'</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading plus •Reading plus <p>See STP for details</p>	<p>What about the people (North/South America)?</p> <p>Killer questions Why might people in some countries be more affected by a natural disaster (e.g. housing, rescue operations, access to help / first aid)?</p> <p>(G2.3b) As geographers WALT describe key aspects of human geography. Outcome – settlement case study of Montserrat, a British overseas territory, and Soufriere Hills Volcano eruption in 1995. Children will learn about the majority of the population having to leave the island and what has become of those left behind. Children to look at charity work and appeals for humanitarian aid.</p> <p>(G2.3b) As geographers WALT describe key aspects of human geography. Outcome – settlement case study of Haiti 2010 earthquake (also subsequent aftershocks and tsunami). Children will learn about how differently the disaster was dealt with (in comparison to Montserrat). Children to look at charity work and appeals for humanitarian aid.</p> <p>(S.2.1b) As scientists WALT: Set up simple practical enquiries, comparative and fair tests. Outcome – Children will do a practical investigation testing rocks for: water resistance, durability and density</p> <p>Link to challenge outcome (for week's learning) – Children will begin to understand human settlement in disaster prone places. They will learn about evacuation and migration in the event of a natural disaster.</p>	<p>Walk to School Week</p> <p>Pentecost</p>
	<p>Number bond or timetables practice: identify and find horizontal and vertical lines in a range of contexts.</p>	<p>Spellings: Words ending with an /zhuh/ sound spelt with 'sure'</p> <p>SODA: use the perfect form of verbs</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Use your hands/body to make shadow puppets. Write a list of the animals you made or upload a picture of some to class dojo.</p>	<p>3TB Class assembly</p> <p>Everybody write day</p>
Homework					

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">20.05.24 (7)</p>	<p>Area of learning: Properties of shape</p> <p>Knowledge and skills: To draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.</p> <p>Mental maths focus: identify whether an angle is greater than or less than a right angle Recognise right angles in a shape</p> <p>WALT: identify and find horizontal and vertical lines in a range of contexts.</p> <p>WALT: identify and find parallel and perpendicular lines in a range of practical contexts.</p> <p>WALT: recognise, describe and draw 2-D shapes accurately.</p> <p>WALT: recognise and describe 3-D shapes in different orientations.</p>	<p>Purpose: Persuade</p> <p>Text type: (Wilderness War/when the Giant stirred?)- a letter from the chief persuading the islanders to leave the island</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - To independently choose organisational devices without the need for scaffold - Use technical language appropriate to the text type. - To write in the correct tense for the purpose of the genre - Know how to move an adverbial phrase at the beginning of sentence correctly 	<p>Reading aloud and performing poems</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading plus •Reading plus <p>See STP for details</p>	<p>(A3.2a) As artists WALT use a range of media to create drawings using line and shade. Outcome – Children replicate Eruption of the Soufriere mountains, by JMW Turner, using watercolour.</p> <p>(A3.1a) As artists WALT compare ideas and methods in our own and artist’s work. Outcome – Children will compare the volcano art from week 4 and 5 using different media. Which media represents volcano eruptions better and why, using thinking hats and CoRT1.</p> <p>Science: Retrieval and evaluation/unit assessment (Rocks)</p>	
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Homework</p>	<p>Number bond or timetables practice: comparing the mass of different objects.</p>	<p>Spellings: Words ending with a /chuh/ sound spelt with ‘ture’</p> <p>SODA: know the rules of standard english</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Using your understanding of tectonic plates and climate zones, make a list of natural disasters that you think happen in Europe and The Uk.</p>
<h1>Half Term</h1>					

03.06.24 (8)	<p>Area of learning: Properties of shape Mass and capacity.</p> <p>Knowledge and skills: To measure and compare lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>Mental maths focus: recognise and describe 2D and 3-D shapes in different orientations.</p> <p>WALT: make 3-D shapes using construction materials. (cubes, cuboids, prisms, cylinders, pyramids, cones, spheres)</p> <p>WALT: comparing the mass of different objects.</p> <p>WALT: to read a range of scales to measure mass.</p> <p>WALT: measure the mass of objects and record them as a mixed measurement in kg and g.</p>	<p>Purpose: Persuade Text type: Speech to Mr Reed to save forest school</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - Use different sentence types correctly (statements, facts, figures and questions to make the reader think; rhetorical questions, exclamation sentences to express a strong opinion, emotion and/or stance. - Use boastful language for persuasion 	<p>Natural disasters by K. Reilly, pg 21-22</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading plus •Reading plus <p>See STP for details</p>	<p>What is a natural disaster (Europe)?</p> <p>Killer questions Where in the world are there natural disasters taking place currently? What is this being caused by? What are some of the different natural disasters that can take place in the world? What is a volcano and what is it caused by? What is an earthquake? What kind of natural disasters happen to us in the UK? How are these different to a country you have studied?</p> <p>(A3.2a) As artists WALT use a range of media such as pastels to create drawings. Outcome – Children will recreate Vesuvius 365 (1985) by Andy Warhol in a pop art style using pastels/chalk</p> <p>(G2.1a) As geographers WALT Use maps to focus on Europe. Outcome – Children to plot a list of natural disasters on a map of Europe and the UK. Remind them about tectonic plates and the ‘ring of fire’, how are European disasters different to those?</p> <p>(G2.3b) As geographers WALT describe key aspects of human geography – settlement, trade links and economic activity. Outcome – Children will do a case study of Pompeii and Mount Vesuvius. They will learn about farming in the area due to nutrient rich volcanic soil. Also trade links to Rome at the time.</p> <p>(S2.2g) As scientists WALT Recognise that they need light in order to see things and that dark is the absence of light. Outcome – Children will identify light sources (natural and man-made) and describe the difference between light and dark.</p> <p>Link to challenge outcome (for week’s learning) – Children will learn about different types of natural disasters in Europe and The UK.</p>	<p>Anne Frank’s Birthday</p> <p>Father’s day</p>
	Homework	<p>Number bond or timetables practice: use ‘lighter’ and ‘heavier’ to compare mass.</p>	<p>Spellings: Silent letters revision</p> <p>SODA: use the apostrophe for omission and possession</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Using the sheet provided make a list of water management strategies.</p>

10.06.24 (9)	<p>Area of learning: Mass and capacity.</p> <p>Knowledge and skills: To measure, compare, add and subtract: lengths (m/cm/mm), mass (kg/g), volume/capacity (l/ml).</p> <p>Mental maths focus: comparing the mass of different objects.</p> <p>WALT: use 'lighter' and 'heavier' to compare mass.</p> <p>WALT: Use a range of methods to add mass</p> <p>WALT: Use a range of methods to subtract mass.</p> <p>WALT: Compare the volume of containers using < , > and =.</p>	<p>Purpose: Persuade</p> <p>Text type: Speech Mr Reed to save forest school</p> <p>Knowledge and skills:</p> <ul style="list-style-type: none"> - To independently choose organisational devices without the need for scaffold - Use technical language appropriate to the text type. - To write in the correct tense for the purpose of the genre - Know how to move an adverbial phrase at the beginning of sentence correctly. 	<p>Extreme weather by T.M Kostigen page 86-87</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading plus •Reading plus <p>See STP for details</p>	<p>Why do natural disasters occur (Europe)?</p> <p>Killer questions What kind of natural disasters happen to us in the UK? How are these different to a country you have studied?</p> <p>(G3.2b) As geographers WALT identify hills and rivers of the UK. Outcome – Children will plot hills and rivers of the West Midlands onto a map along with flood risk areas. What do they notice about the proximity of rivers to flood risk areas?</p> <p>(G2.3b) As geographers WALT describe and understand aspects of human geography. Outcome – Children will look at The Netherlands and the use of dams, dikes, floodgates and windmills to control waterways and reduce risk of flooding. How could we replicate in the UK?</p> <p>RE (values) As theologians WALT give good reasons for the views we have Outcome – read children the story of the good Samaritan and Consider what values they hold and how these make a difference to their lives and to the world</p> <p>C2.1c As digital technicians WALT create and record content. Outcome – Children will record and edit content to go towards challenge outcome of a trailer using imovie</p> <p>(S2.2h) As scientists WALT: Know that light is reflected from surfaces. Outcome – Practical investigation. Children will choose from an assortment of different materials, which is the best to make a reflective strip on a book bag from.</p> <p>Link to challenge outcome (for week's learning) – Children will begin to understand why certain places are more susceptible to natural disasters than others.</p>	<p>Anne Frank's Birthday</p> <p>Father's day</p>
	Homework	<p>Number bond or timetables practice: use litres, millilitres and standard scales to explore capacity.</p>	<p>Spellings:</p> <p>Silent letters revision</p> <p>SODA: use inverted commas to punctuate direct speech</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: design your own flood defence.</p>

17.06.24 (10)	<p>Area of learning: Mass and capacity.</p> <p>Knowledge and skills: To measure and compare, selecting the appropriate tools and units; add and subtract using mixed units and equivalence of units e.g. 75cm and ½ m.</p> <p>Mental maths focus: Add and subtract mass.</p> <p>WALT: use litres, millilitres and standard scales to explore capacity.</p> <p>WALT: use litres and millilitres and standard scales to explore capacity.</p> <p>WALT: use ‘full’ and ‘empty’ to compare capacity.</p> <p>WALT: add volumes and capacities.</p>	<p>Purpose: Persuade</p> <p>Text type: Children will produce a persuasive advert for a flood defence (designed in NICER), persuading Sandwell Council to buy their product</p> <ul style="list-style-type: none"> - Use the pattern of 3 to persuade - Use boastful language to persuade - Use rhetorical questions to make the reader think <p>Use technical language appropriate to the text type.</p>	<p>Flood by A.F Villa page ‘after the flood’.</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading plus •Reading plus <p>See STP for details</p>	<p>How can we prevent flooding (UK)?</p> <p>Killer questions Where in the world are there natural disasters taking place currently? What is this being caused by? What are some of the different natural disasters that can take place in the world? What kind of natural disasters happen to us in the UK? How are these different to a country you have studied?</p> <p>(D2.2a) As designers WALT use understanding to make something move. Outcome – Children will reflect on previous week’s geography lesson about locks/dams/dikes. Children will design some sort of system using guttering, pulleys, axles to redirect water practically. Complete detailed and labelled drawings and instructions. (part 1)</p> <p>(D2.2a)As designers part 2. Outcome – Children will make their designs in groups, using: water, guttering pipe, buckets and pulleys</p> <p>(D2.4c) As designers WALT evaluate my work. Outcome – Children will use thinking hats and CoRT 1 skills to evaluate their ‘locks’</p> <p>(D2.1a) As designers WALT describe how our design fulfils it’s purpose. Outcome – Children to decide whether their designs would be able to reduce flooding in the UK. How could they be adapted to work on a larger scale. Cross curricular with PSHE 2.5e (I can make a positive difference in my local community)</p> <p>Link to challenge outcome (for week’s learning) – Children will know what a flood defence is and begin to think of design ideas to make their own.</p>	<p>Eid Al Adha</p> <p>World Music Day</p> <p>World Refugee Day</p> <p>Summer Solstice</p> <p>Armed forces day</p> <p>Shavuot</p>
Homework	<p>Number bond or timetables practice: subtract volumes and capacities.</p>	<p>Spellings: Review week</p> <p>SODA: recognise and use adverbs and prepositions</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Sketch a hilly, British landscape.</p>	<p>2KK Class assembly</p>
24.06.24 (11)	<p>Area of learning: Mass and capacity.</p> <p>Knowledge and skills: To measure and compare, selecting the appropriate</p>	<p>Purpose: Persuade</p> <p>Text type: Children will produce a persuasive advert for a flood defence (designed in NICER), persuading Sandwell Council to buy their product</p>	<p>Destination: Planet earth by J Nelson page ‘saving planet earth’</p> <ul style="list-style-type: none"> •Vocabulary •Close reading 	<p>What does our landscape tell us about geology?</p> <p>Killer questions Where in the world are there natural disasters taking place currently? What is this being caused by? What kind of natural disasters happen to us in the UK? How are these different to a country you have studied?</p>	

	<p>tools and units; add and subtract using mixed units and equivalence of units e.g. 75cm and ½ m.</p> <p>Mental maths focus: add volumes and capacities.</p> <p>WALT: subtract volumes and capacities.</p> <p>WALT: Measuring temperature using a thermometer. (Practical)</p> <p>WALT: Measuring temperature using a thermometer. (Practical)</p>	<p>Knowledge and skills:</p> <ul style="list-style-type: none"> - To independently choose organisational devices without the need for scaffold - Use technical language appropriate to the text type. - To write in the correct tense for the purpose of the genre - Know how to move an adverbial phrase at the beginning of sentence correctly. 	<ul style="list-style-type: none"> •Comprehension •Reading plus •Reading plus <p>See STP for details</p>	<p>(A3.2a) As artists WALT use a range of media such as watercolours to create drawings. Outcome – Children will do live watercolour paintings at Lickey Hills in the style of JMW Turner – Tintern Abbey from the River Wye)</p> <p>(S.2.1b) As scientists WALT: Set up simple practical enquiries, comparative and fair tests. Outcome – Practical investigation. Children are given an assortment of different materials and torches to decide the best material to make bedroom curtains from.</p> <p>Trip to Lickey Hills</p> <p>(C2.1b) As digital Technicians WALT take photos and edit. Outcome - Children will take photos of the landscape while they're at Lickey Hills. When they return to class they will use these photos to support completing the watercolour paintings and then create a collage of the hills using different media – photos, watercolour, digital art, pastels.</p> <p>(A3.1a) As artists WALT compare methods and approaches of their own art. Outcome - Children will look at the different representations of Lickey Hills and make comparisons about their work and approach to landscapes</p> <p>Link to challenge outcome (for week's learning) – Children will learn about the landscape of the West Midlands, and why this makes certain areas in our county, susceptible to flooding.</p>	
Homework	<p>Number bond or timetables practice: Recall multiplication facts for 3, 4, 8 and 11 times table.</p>	<p>Spellings:</p> <p>SODA: understand that some words belong to more than one word class</p>	<p>Rocket Phonics Levelled reader Reading Plus</p>	<p>Flipped homework: Prepare and practice your campaign speech.</p>	<p>2SP Class assembly</p> <p>Summer Fair (Weds)</p>
01.07.24 (12)	<p>Area of learning: Multiplication</p> <p>Knowledge and skills: To recall and use multiplication and division</p>	<p>SPAG Week (based on identified areas that children need to consolidate from throughout the year)</p>	<p>Natural disasters by K. Reilly, pg 55-56</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading plus 	<p>TASC wheel work and challenge outcome – Flood campaign</p> <p>Killer questions What kind of natural disasters happen to us in the UK? How are these different to a country you have studied?</p>	<p>World Chocolate Day</p> <p>NHS Birthday</p>

	<p>facts for the 3, 4, 6 and 8, 9 and 11 multiplication tables.</p> <p>Mental maths focus: subtract volumes and capacities.</p> <p>WALT: Recall multiplication facts for 3 times table.</p> <p>WALT: Recall multiplication facts for 4 times table.</p> <p>WALT: Recall multiplication facts for 8 times table.</p> <p>WALT: Recall multiplication facts for 11 times table.</p>		<p>•Reading plus See STP for details</p>	<p>Why might people in some countries be more affected by a natural disaster (e.g. housing, rescue operations, access to help / first aid)?</p> <p>(C2.1c) As digital Technicians WALT record and edit music. Outcome – Children will create a soundtrack to go with their ad campaigns. This will include sounds of natural disasters such as rushing water, howling winds and roaring volcanoes using garageband software</p> <p>(C2.2a) As digital Technicians WALT select a variety of software. Outcome – Children given several different software apps in a carousel – Children will trial each type and make a decision how best to achieve their challenge outcome of an ad campaign about how we can protect against flooding in the UK.</p> <p>(C2.2c) As digital Technicians WALT design and create content. Outcome – Children will use their writing outcome in English and recreate on ipads using keynote/iMovie software</p> <p>(P2.5b) PSHE WALT discuss being connected to others and supporting them. Outcome – Children will consider how their final outcome (English and NICER) will support the parts of the community affected by flooding</p> <p>(S2.2j) As scientists WALT: Use scientific vocabulary and knowledge to describe how shadows are formed. Outcome – Practical investigation. Children will use torches and an object to measure the difference in the size of shadows when the distance between the light source and the object is changed.</p> <p>Link to challenge outcome (for week’s learning) – Children will design, test and evaluate their flood defence. They will consolidate all their learning to create their ad campaign to raise awareness.</p>	
Homework	<p>Number bond or timetables practice: 2,5,10 times table test (muddled)</p>	<p>Spellings: CEW:</p>	<p>Rocket Phonics Levelled reader</p>	<p>Flipped homework: Think about the possible obstacles you will need to overcome when creating your frame. How will you overcome these?</p>	<p>2OP Class assembly Sports days</p>

08.07.24 (13)	<u>Assessment week</u>	<u>Assessment week</u>	<u>Assessment week</u>	Science: retrieval and unit review (light)	World Population day Bastille Day Emmeline Pankhurst's birthday
Homework	Number bond or timetables practice: 2,5,10 times table test (timed)	Spellings: CEW:	Rocket Phonics Levelled reader	Flipped homework: Create an invitation to share with your adult.	Leavers Production
15.07.24 (14)					Nelson Mandela day Day for international justice. Muharram Anniversary of the moon landing