

Challenge description

DATE: Summer TERM 3 2017		YEAR GROUP: e.g Y3			TERM THEME: CELTS & ROMANS	
1st Half Term +1						
	w/b 24.4.17 (1)	w/b 1.5.17 (2)	w/b 8.5.17 (3)	w/b 15.5.17 (4)	w/b 22.5.17 (5)	w/b 5.6.17 (6)
					TIME TEAM REPORT	LAST HALF TERM TIME TEAM REPORT
EVENTS TO BE AWARE OF e.g. assemblies, trips/visits/deadlines etc	Assessments (27th Y5 Cake Sale) (29th Ladies afternoon tea)	1st May Bank Holiday (3rd-10th May National Tests Yr2-Yr6) (4th Y6 Cake Sale) (4th Governors Personnel Meeting)	(3rd-10th May National Tests Yr2-Yr6) (11th Yr6 Admin Visit to Bishopston) (11th YR Class Assembly)	(18th Governors Finance Meeting) (19th Orchestra Day at Bishopston) (20th Tough Mudder/It's A Knockout)	(24th Yr 6 Class Assembly) (25th FP Sports Day - am KS 2 - pm) 29th Half Term Break	Back to School (7th Y6 Sports at Birshopston) (8th Lollipop Sale) (8th Governor Buildings, Health and Safety Meeting)
LITERACY, LANGUAGE AND COMMUNICATION	Writing Assessment (Unaided), Oracy, Reading Age (NGRT) Spelling Age (Vernon) Theme: TBC	Narrative Writing Pie Corbett - The Story of Romulus and Remus Assessments Grammar- Speech Marks	Narrative Writing Pie Corbett - The Story of Romulus and Remus Grammar - Adverbs	Narrative Writing Pie Corbett - The Story of Romulus and Remus (Finished Story for 16th June for Book Week) Grammar - Adverbs	Chronological Writing Create a Script for the Time Team Programme about a Roman broach find Grammar - Connectives	Chronological Writing Create a Script for the Time Team Programme Grammar - Commas
GUIDED READING	Daily timetable rotation Gr 1 Listening Station (own story choice) Gr 2 a Variety of own choice comprehension cards Gr 3 Teacher led reading activity Gr 3 Teacher led reading activity Gr 4 Topic/Library book Gr 5 ICT reading related task - Newsround and report back. Welsh Guided Reading	Daily timetable rotation Gr 1 Listening Station (own story choice) Gr 2 a Variety of own choice comprehension cards Gr 3 Teacher led reading activity Gr 4 Topic/Library book Gr 5 ICT reading related task - Newsround and report back. Welsh Guided Reading	Daily timetable rotation Gr 1 Listening Station (own story choice) Gr 2 a Variety of own choice comprehension cards Gr 3 Teacher led reading activity Gr 4 Topic/Library book Gr 5 ICT reading related task - Newsround and report back. Welsh Guided Reading	Daily timetable rotation Gr 1 Listening Station (own story choice) Gr 2 a Variety of own choice comprehension cards Gr 3 Teacher led reading activity Gr 4 Topic/Library book Gr 5 ICT reading related task - Newsround and report back. Welsh Guided Reading	Daily timetable rotation Gr 1 Listening Station (own story choice) Gr 2 a Variety of own choice comprehension cards Gr 3 Teacher led reading activity Gr 4 Topic/Library book Gr 5 ICT reading related task - Newsround and report back. Newsround and report back. Welsh Guided Reading	Daily timetable rotation Gr 1 Listening Station (own story choice) Gr 2 a Variety of own choice comprehension cards Gr 3 Teacher led reading activity Gr 4 Topic/Library book Gr 5 ICT reading related task - Newsround and report back. Welsh Guided Reading

WELSH	Assessment Unaided writing	Comprehension - Reading Assessment	To write about themselves being ill. Conversation with a friend after being to the doctor. Ble est ti?	To edit and re-draft what they wrote about themselves.	To look at Beth sy'n bod?	To write a diary account of a Roman Slave. (First draft)
DAILY DRILIO	Beth ydy dy enw di? Beth ydy dy oed dy? Sut wyt ti? Beth wyt ti'n hoffi chwarae? Ble est ti? (Es i...)	Beth sy'n bod? Dw i'n dost. Beth sy'n bod? Mae ... tost / dost gyda fi.	Beth sy'n well 'da ti? Mae'n well 'da fi ...	Pwy ydy e / hi? 'Jac' ydy e. / 'Siân' ydy hi. Ble mae e'n / hi'n byw? Mae e'n / hi'n byw yn... Beth mae e'n / hi'n hoffi? Mae e'n / hi'n hoffi ... Beth dydy e / hi ddim yn hoffi? Dydy e / hi ddim yn hoffi ...	Beth sy'n bod? Dw i'n dost. Beth sy'n bod? Mae ... tost / dost gyda fi.	Beth wyt ti'n gallu wneud? Dw i'n gallu ... Ble wyt ti eisiau mynd? Dw i eisiau mynd i / i'r ... Ble wyt ti ddim eisiau mynd? Dw i ddim eisiau mynd?
MATHEMATICS AND NUMERACY	ASSESSMENT Levelled Assessment	Place value, putting in order. Compare two three-digit numbers, state which is largest or smallest and give a number that lies between them List numbers that are 'greater than' or 'less than' another number Read statements about numbers expressed using an inequation sign, e.g. $6 > 4$	Estimating, rounding off Round off any three-digit number to nearest 10 Put set of whole numbers up to 1000 in order; locate them on number line Reading numbers from scales Find unlabelled divisions on number line or measuring scale	Mental calculation strategies (+ -) Extend understanding of addition and subtraction Add several small numbers Add or subtract a close multiple of 10 to/from a two-digit number, by adding or subtracting the nearest multiple of 10 and modifying. Use patterns of similar calculations Find differences within 100 Pen and paper methods (+ -) Use informal pen and paper methods to support, record or explain $TU+TU$ $HTU+TU$ and $HTU + HTU$	Measurements, including problems Read and begin to write vocabulary relating to capacity Use standard units to estimate and measure Capacity – use litres and half litres; measure to the nearest 100ml Know the relationship between litres and millilitres Measure and compare using l and ml (e.g. would you expect a teapot to hold 1l, 10l or 100l) Solve problems relating to capacity Choose appropriate number operations and calculation methods to solve, in one or more steps, capacity-related problems expressed in words Explain and record method	Shape and Space Identify and sketch lines of symmetry, and identify shapes without lines of symmetry Identify lines of symmetry in 2D shapes v Draw horizontal and vertical lines of symmetry v
DAILY COUNTING AND REMEMBERED FACTS	TTRS 3 X A WEEK & Assessment Read and write whole numbers up to 1000	TTRS 3 X A WEEK Recall addition and subtraction numbers for each number up to 20	TTRS 3 X A WEEK Put set of three-digit numbers in order	TTRS 3 X A WEEK Recall pairs of multiples of 100 totalling 1000	TTRS 3 X A WEEK Count forwards/backwards by 10, 100 from any two-/three-digit numbers	TTRS 3 X A WEEK Recall pairs of multiples of 5 totalling 100

SCIENCE AND TECHNOLOGY	Assessment	Assessment	ICT - Research Roman Broach Designs Skill: To browse the web safely using links Science - Sound They should be given opportunities to study: <i>4 - how different sounds are produced and the way that sound travels</i> <i>How Do We Hear? - Look at a diagram of an ear.</i>	ICT - Lesson 1 (Hwb) How do we hear? ICT based lesson. ICT - Email year 4 questions about the Romans Skill: To learn how to safely email DT - Design and make a Roman Broach	ICT - To open emails received from Year 4 and respond. Skill: To open received emails and respond appropriately, Science - Lesson 2 ICT Class based lesson. Which sounds can you identify?	Science - How are birds and animals adapted to their environment ICT - Find Skomer using Google Maps
HEALTH AND WELLBEING	Team Games: Cricket/Rounders To focus on ball catching (KP) PE - Athletics	Team Games: Cricket/Rounders To focus on ball hitting (KP) PE - Athletics Sprint (100m)	Team Games: Cricket/Rounders To focus on ball catching (KP) PE - Athletics Sprint (100m)	Team Games: Cricket/Rounders To focus on ball hitting (KP) PE - Athletics Distance (2 laps of the field)	Team Games: Cricket/Rounders To focus on spatial awareness (KP) PE - Athletics Distance (2 laps of the field) Shot	Team Games: Cricket/Rounders To focus on spatial awareness (KP) PE - Athletics Shot
EXPRESSIVE ARTS			Art - Design a Roman Broach (using research from ICT) (KP)			Art - Mosaic Patterns. (KP)
HUMANITIES		Geography/History LITTER PICK AT BHISHOP'S WOOD (Tuesday 2nd May pm) - Where did the Romans come from? Map work. Why did they invade? RE- Roman Gods and beliefs (KP)	History - Timeline of the Romans Time Team - What is it? What do they uncover? Note taking for bank of suitable words. PSHE - Developing school grounds	History - Time Team Create a Script for the Time Team Programme about a Roman broach find. RE- Roman Gods and beliefs. (KP)	History - Time Team Create a Script for the Time Team Programme about a Roman broach find. RE - Roman Gods and beliefs. (KP)	History - Time Team Create a Script for the Time Team Programme about a Roman broach find. PSHE - Animal Rights Who are the organisations that we can turn to for help?

Curriculum areas covered

Curriculum - Planned

Language, Literacy & Communication Year 3

LOS01 explain information and ideas using relevant vocabulary

LOS02 organise what they say so that listeners can understand, e.g. emphasising key points, sequencing an explanation

LOL01 listen carefully and make connections between what they are learning and what they already know

LOL02 check understanding by asking relevant questions or making relevant comments

LOC01 contribute to group discussion, sharing ideas and information

LOC02 express basic opinions about topics and written texts, e.g. discuss topics that are within their scope of

experience, discuss a character in a story

LOC03	use talk purposefully to complete a task in a group
LRR01	use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context
LRR02	read short information texts independently with concentration
LRR03	with support, begin to recognise and understand the basic features of continuous and non-continuous texts in terms of language, structure and presentation, e.g. story structure, the layout of a letter
LRR04	read aloud using punctuation to aid expression
LRR07	identify different purposes of texts, e.g. to inform, instruct, explain
LRR10	locate information on web pages using screen features, e.g. toolbars, side bars, headings, arrows
LRC01	accurately identify the topic and main ideas of a text, e.g. by highlighting, using key words of the text
LRRA04	develop their ability to read continuous and non-continuous texts with fluency, accuracy, and enjoyment; respond to them orally and in writing
LRRA05	with prompting, consider what they read/view, responding orally and in writing to the ideas, language and presentation
LRRA06	understand that texts change when they are adapted for different media and audiences, e.g. a written text and a film/cartoon version
LRRA07	make links between what they read and what they already know and believe about the topic
LWM01	write for different purposes and readers choosing words for variety and interest
LWM03	include relevant details, information or observations in their writing
LWM04	note down ideas to use in writing
LWM05	use on-screen functions, e.g. font, colour, cut, paste, size, to present their work in ways to interest the reader and enhance meaning
LWM06	proofread and give an opinion about their own written work and that of others; identify ways to improve and begin to edit
LWM07	review and improve sections of their work
LWS01	use a basic structure for writing
LWS02	write using an introduction to the topic and a conclusion
LWS03	present processes, event or reports in a clear sequence
LWS04	use visual information if relevant, e.g. labelled diagrams
LWL01	use language appropriate to writing, including standard forms of English
LWL02	use vocabulary related to the topic or subject context
LWH01	Produce legible handwriting and present work appropriately joining letters in some words
LWH02	start sentences in a variety of ways
LWH03	use adjectives and adverbs to expand simple sentences and phrases
LWH04	Use full stops, question marks, exclamation marks and commas for lists
LWH05	Use connectives for causation and consequence, e.g. because, after
LWH06	Use nouns, pronouns, adjectives, adverbs, prepositions, connectives and verb tenses in their writing
LWH07	use past tense of verbs consistently, e.g. consonant doubling before -ed
LWH08	Spell plural forms, e.g. -s, -es, -ies
LWH09	Use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, e.g. most common polysyllabic words
LWH10	produce legible handwriting and present work appropriately joining letters in some words
LKS2RO01	orally rehearse for writing
LKS2RO02	respond orally to continuous and non-continuous texts
LKS2RO03	see and hear different people talk (including people with different dialects) and respond to what is being seen and heard
LKS2RO04	

increase their confidence in language use by drawing on their knowledge of English (including standard English), Welsh and other languages

LKS2RO05

respond orally to a variety of stimuli and ideas, including written and dynamic texts, e.g. a painting, music, film, still and moving images

LKS2RO06

communicate for a range of purposes, e.g. recount and present information, instruct, argue and explain a point of view, discuss an issue, persuade, question and explore interpretations, convey feelings/experiences, role play, improvisation and drama techniques

LKS2RO07

speak and listen individually, in pairs, in groups and as members of a class

LKS2RO09

present, talk and perform in formal and informal contexts and for a variety of audiences including teachers, peers, younger/older learners, familiar and unfamiliar adults

LKS2RO11

listen and view attentively, responding to a wide range of communication, e.g. written and dynamic texts, theatre, poetry performance, assemblies, visiting speakers, explanations, instructions

LKS2RR02

read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. This should include: information and reference texts

LKS2RR03

read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. This should include: traditional and contemporary poetry and prose

LKS2RR07

read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. This should include: texts written by Welsh authors, texts with a Welsh dimension and texts from other cultures

LKS2RR08

read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. This should include: texts that have challenging subject matter, which broadens perspectives and extends thinking

LKS2RR10

read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. This should include: texts that demonstrate quality and variety in language use

LKS2RR15

read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. This should include: texts that demonstrate the impact of technology on language use

LKS2RR16

read a wide range of continuous and non-continuous texts, in printed and dynamic format, as a basis for oral and written responses. This should include: texts that present challenge

LKS2RR17

read individually and collaboratively, e.g. paired reading, guided group reading, shared reading

LKS2RW03

write for a variety of purposes, including to: inform

LKS2RW12

write for a range of authentic audiences, real or imagined, e.g. peers, younger learners, teachers, family members, publications, local politicians, historical and fictional characters

LKS2RW14

use a wide range of written and dynamic stimuli, e.g. stories, picture books, images, poems, experiences, film, paintings, music

LKS2RW15

use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, e.g. authors, peers.

Mathematics & Numeracy Year 3

NNN01 read and write numbers to 1 000

NNN02 compare and estimate with numbers up to 100

NNN03 explain the value of a digit in numbers up to 1 000

NNN04 use mental strategies to recall number facts within 20

NNN05	multiply numbers by 10
NNN06	recall 2, 3, 4, 5 and 10 multiplication tables and use to solve multiplication and division problems
NNN07	identify multiples of 2, 3, 4, 5 and 10; use the term multiple
NNN08	identify odd and even numbers up to 1 000
NNF02	halve 2-digit numbers in the context of number, money and measures
NML03	use standard units to estimate and measure weight/mass: use 5g, 10g and 100g weights
NGS01	recognise and classify triangles, squares, rectangles, pentagons and hexagons, including irregular cases
NAN01	explore sequences of whole numbers involving addition and subtraction, e.g. counting in 2s, 3s and 4s from different starting points
NAN02	write the next two (or more) terms in sequences that involve addition or subtraction
NAEI01	list numbers that are 'greater than' or 'less than' another number
NAEI02	find an 'unknown' in one step equations and use this to derive other facts, e.g. $37 + ? = 100$ therefore $100 - 37 = ?$
NAEI03	read statements about numbers expressed using an inequality sign, e.g. $6 > 4$
NDI01	transfer mathematical skills to a variety of contexts and everyday situations
NDI02	identify the appropriate steps and information needed to complete the task or reach a solution
NDI03	select appropriate mathematics and techniques to use
NDI04	select and use suitable instruments and units of measurement
NDI05	choose an appropriate mental or written strategy and know when it is appropriate to use a calculator
NDI06	estimate and visualise size when measuring and use the correct units
NDRC03	use appropriate notation, symbols and units of measurement
NDRC06	visualise and describe shapes, movements and transformations

Digital Competence Year 3

DCF 1.1	Be aware of simple rules for sharing images and data. Use strategies for creating and keeping strong, secure passwords.
DCF 1.2	Acknowledge age restrictions and suitability of digital media and devices e.g. locate and begin to understand PEGI ratings and age restriction guidelines. Identify physical and emotional effects of playing/watching inappropriate content/games.
DCF 1.3	Explain how giving credit is a sign of respect. Recognise watermarks and copyright symbols.
DCF 1.4	Explain the similarities and differences between offline and online communications. Compose clear and appropriate messages in online communities. Identify different forms of bullying, including cyberbullying and begin to suggest strategies for dealing with it.
DCF 2.1	With support, exchange simple online communication. Explain the advantages of communicating electronically.
DCF 2.2	With support, use an online collaborative platform to create or edit a file e.g. word processing, presenting tools, spreadsheets
DCF 2.3	Save files to a specific location using an appropriate file name. Understand the importance of saving work periodically to avoid losing work.
DCF 3.1	Plan how to complete a task in relation to a series of identified success criteria. Use success criteria as a plan for completion of task. Develop strategies for finding information using different key words and techniques.
DCF 3.2	Create and edit multimedia components. Learners will organise a range of text, image, sound, animation and video for selected purposes.
DCF 3.3	Give an opinion about their own work and suggest improvements.
DCF 4.1	Represent a solution symbolically. Detect and correct mistakes in sequences of instructions. Identify repetitions or loops in a sequence.
DCF 4.2	Database - Search and sort a given and online database following a simple line of enquiry. Spreadsheet - Use a spreadsheet to store and interrogate information. Create a graph using a spreadsheet.

Curriculum - Covered

No statements found.
