

Challenge description

DATE: Summer 2017		YEAR GROUP: e.g Y3			TERM THEME: CELTS & ROMANS		
TERM 2 2nd Half Term							
	w/b 12.6.17 (7)	w/b 19.6.17 (8)	w/b 26.6.17 (9)	w/b 3.7.17 (10)	w/b 10.7.17 (11)	w/b 17.7.17 (12)	
	TIME TEAM REPORT	SKOMER	ROMAN BANQUET	ROMAN BANQUET			
EVENTS TO BE AWARE OF e.g. assemblies, trips/visits/deadlines etc	(14th Yr 4 Class Assembly) (15th Yr N Class Assembly) (15th Governor Curriculum Meeting)	BOOK WEEK (21st Yr3 Visit Skomer) (22nd Yr2 Class Assembly) (23rd Dress Up in Character Day) (23rd Book Swap Day)	(26th Performance for Yr6 at Bishopston) (Yr3 Class Assembly) (29th Lollipop Sale) (29th Full Governing Body Meeting)	(3rd Yr 6 Induction Day at Bishopston + Class Swap Day) (3rd New YN +Yr Parents Meeting at 9am) (5th New YN/R visits PM) (6th Lollipop Sale)	(14th Reports go out) (15th Camp Out Festival - TBC)	(20th Yr6 Graduation 5pm) (21st LAST DAY)	4.9.17. Back to School
LITERACY, LANGUAGE AND COMMUNICATION	Chronological Writing Create a Script for the Time Team Programme Film the script and review. Grammar - Adventurous vocabulary	Recount To write a recount of our trip to Skomer. Rehearse for class assembly Grammar- Proper nouns Full stops and capital letters	Report Writing Newspaper Report Oil spill off the coast of Skomer. Grammar - Adjectives	Report Writing Newspaper Report Oil spill off the coast of Skomer. Grammar - Adventurous vocabulary	Poetry Writing Haiku Poetry Sensory Poetry (Double page tracker) Grammar - Similes	Finish off any outstanding work Grammar - Time Connectives	
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 -	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 -	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 -	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 -	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 -	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 -	
WELSH	To write a diary account of a Roman Slave. (Final draft)	Rehearse for class assembly	To write a recount in Welsh about their trip to Skomer	Weather Report in Welsh	Weather Report in Welsh	Weather Report in Welsh	
DAILY DRILIO	Beth welais ti? (Gwelais i...)	Beth fwytai ti? (Bwytais i...)	Ble est ti? Es i Skomer.	Beth welais ti? (Gwelais i...)	Beth fwytai ti? (Bwytais i...)	Beth wisgais ti? (Gwisgais i...)	

MATHEMATICS AND NUMERACY			<p>Problems relating to money and 'real life'</p> <p>Building Blocks - Split the Bill (Joint Project with Year 4)</p> <p>Use different combinations of money to pay for items up to £2 and calculate the change</p> <p>order and compare items up to £10</p> <p>Select appropriate number operations and calculation methods to solve, in one or more steps, 'real life' or money-related problems expressed in words, including record money spent and saved</p>	<p>Making decisions, verifying results</p> <p>Explain and record method</p> <p>Verify results.</p> <p>i.e. Check subtraction using addition</p> <p>check halving using doubling</p> <p>check multiplication using repeated addition</p>	<p>Number reasoning</p> <p>Solve number puzzles</p> <p>Give oral and written explanation of methods and reasoning</p>	<p>Fractions</p> <p>Compare two familiar fractions</p> <p>Know that $\frac{1}{2}$ lies between $\frac{1}{4}$ and $\frac{3}{4}$</p> <p>Estimate simple fraction (proportion) of shape</p>	
DAILY COUNTING AND REMEMBERED	TTRS 3x a Week State subtraction fact corresponding to addition fact and vice versa Count in threes from zero and back to zero	TTRS 3x a Week Derive doubles of multiples of 5 up to 50, and corresponding halves	TTRS 3x a Week Derive doubles of multiples of 50 up to 500	TTRS 3x a Week Recall multiplication facts in 3x table and begin to derive division facts	TTRS 3x a Week Add/subtract 9, 19, 29, and 11, 21, 31	TTRS 3x a Week Multiply numbers by 10	
SCIENCE AND TECHNOLOGY	Science - How are birds and animals adapted to their environment ICT - Find Skomer using Google Maps	Science ICT - Databases -Collect appropriate information using a data-capture sheet. -Input accurate data into a prepared Database. -Add/remove records.	Science - Plan an Enquiry to find out how the amount of liquid in a container can affect the sound produced. (Tips of each stage of the Enquiry online) ICT - Databases -Collect appropriate information using a data-capture sheet. -Input accurate data into a prepared Database. -Input accurate data into a prepared Database. -Add/remove records.	Science - Investigate the sounds you can make using different lengths of drinking straws. Think about and discuss the sounds you make and how they might change. Make your own musical instruments using different lengths of straw. ICT - Databases -Plot and interpret a simple chart/graph. -Interrogate the database using Simple questions. -Sort fields in a database	Science - Continued from last week. Report on the findings. ICT - Media	ICT - Media	
HEALTH AND WELLBEING	Team Games: Cricket/Rounders To focus on catching (KP) PE - Relay	Team Games: Cricket/Rounders To focus on hitting (KP) To focus on spatial awareness PE - High Jump	Team Games: Cricket/Rounders To focus on catching (KP) To focus on spatial awareness PE - High Jump	Team Games: Cricket/Rounders To focus on hitting (KP) To focus on spatial awareness PE - Hurdles	Team Games: Cricket/Rounders To focus on spatial awareness (KP) PE - Long Jump	Team Games: Cricket/Rounders To focus on spatial awareness (KP) PE - Long Jump	
EXPRESSIVE ARTS	Art - Design a poster for Book Swap Day (Next Friday 23rd June) (KP)			Music - Appraising a piece of work (KP)	Music - Appraising a piece of work (KP)	Finish off any outstanding work. (KP)	

HUMANITIES	History - Roman Houses PSHE - Friendships	History - Roman Houses RE - Special Books (KP) (Christian, Muslim, Hindu)	History - Roman Food RE - Special Books (KP) (Christian, Muslim, Hindu)	History - Roman clothing	History - Roman Artefacts. What can they tell us?		
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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
LOS03	speak clearly varying expression to help listeners
LOS04	use language appropriate to more formal situations, e.g. during an assembly, talking to a visitor
LOS05	begin to develop their understanding of when it is appropriate to use standard English and begin to use formal and informal language
LOS06	develop their ability to use a range of syntax structures, vocabulary and terminology in their talk
LOS07	keep in role and support others in role play
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
LRR05	skim to gain an overview of a text, e.g. topic, purpose
LRR06	look for specific information in texts using contents, indexes, glossaries, dictionaries
LRR07	identify different purposes of texts, e.g. to inform, instruct, explain
LRR08	identify how texts are organised, e.g. lists, numbered points, diagrams with arrows, tables and bullet points
LRR09	use visual clues, e.g. illustration, photographs, diagrams and charts, to enhance understanding
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
LRC02	deduce ideas and information by linking explicit statements, e.g. cause and effect
LRC03	take an interest in information beyond their personal experience
LRRA01	use information from texts in their discussion or 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
LWL03	use an increasingly imaginative vocabulary
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
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
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
LKS2RO13	use appropriate vocabulary suitable for the situation or purpose
LKS2RO14	use appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, e.g. authors, peers.
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
LKS2RR04	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: classic children's fiction and poetry

LKS2RR12

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 with a variety of social, historical and cultural contexts

LKS2RR13

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 extend learners' intellectual, moral and emotional understanding

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

LKS2RR19

develop appropriate vocabulary and terminology to discuss, consider and evaluate their own work and that of others, e.g. authors, poets, peers in written and dynamic texts.

LKS2RW03

write for a variety of purposes, including to: inform

LKS2RW13

produce poetic writing, using imagery and poetic devices

LKS2RW14

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

Mathematics & Numeracy Year 3

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

NNF01 use halves and quarters

NNF02 halve 2-digit numbers in the context of number, money and measures

NNF03 find fractional quantities linked to known multiplication facts, e.g. $\frac{1}{3}$ of 18, $\frac{1}{5}$ of 15

NNF04 recognise a quarter as a half of a half

NNC01 find differences within 100

NNC02 use mental strategies to add and subtract 2-digit numbers

NNC03 use partitioning to double and halve 2-digit numbers

NNE01 check subtraction using addition AND check halving using doubling

NNE02 check multiplication using repeated addition

NNM01 use different combinations of money to pay for items up to £2 and calculate the change

NNM02 order and compare items up to £10

NAN01 explore sequences of whole numbers involving addition and subtraction, e.g. counting in 2s, 3s and 4s from different starting points

NDC02 represent data using: bar charts and bar line graphs labelled in 2s, 5s and 10s

NDC05 extract and interpret information from charts, timetables, diagrams and graphs.

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

NDI05 choose an appropriate mental or written strategy and know when it is appropriate to use a calculator

NDRC01 explain results and procedures clearly using mathematical language

NDRC02 refine informal methods of recording written calculations, moving to formal methods of calculation when developmentally ready

NDRC04 select and construct appropriate charts, diagrams and graphs with suitable scales

NDRC05 recognise, and generalise in words, patterns that arise in numerical, spatial or practical situations

NDR01 select from an increasing range of checking strategies to decide if answers are reasonable

NDR02 interpret answers within the context of the problem and consider whether answers, including calculator, analogue and digital displays, are sensible

NDR03 draw conclusions from data and recognise that some conclusions may be misleading or uncertain

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 1.3 Explain how giving credit is a sign of respect. Recognise watermarks and copyright symbols.

Curriculum - Covered

No statements found.
