

QUESTION: HOW DOES LIGHT AND DARK IMPACT OUR LIVES?

Year 3	Week 8: 30/10/17	Week:9 6/11/17	Week:10 13/11/17	Week:11 20/11/17	Week: 12 27/11/17	Week: 13 4/12/17	Week: 14 11/12/17	Week: 15 18/12/17 (3 days)
Special Events/ Launch Day / Visitors.	Firefighters – Guy Fawkes	Linda Brown – lollipop lady Gemma - sustrans Kirstie Carter - Art Trip to Gribben Head		Kirstie Carter		Christingle service	Grand opening of Daymarker	
Outcomes	Fire safety poster	Trip to Gribben Head	Design Daymarker		Mini-lighthouses Lighthouse built	Paint lighthouse	Opening of lighthouse	
Peer critique.				Peer Critique – Invitations				
English	Context: Children learn a problem resolution story (The lighthouse keepers lunch) (imitate week) - IALT identify and discuss themes in a text (how light and dark make you feel); - IALT discuss my understanding and explain the meaning of words in context; - IALT use a dictionary to check the meaning of words I have read; - IALT understand a character's feelings & thoughts from their actions.	Context: Children to innovate their own problem/resolution story. - IALT plan my writing in order to understand and learn the structure, grammar and vocabulary (3.2.a.1) - IALT innovate new characters in our problem/resolution story. - IALT evaluate and edit the effectiveness of my own and others' writing (3.2.c.1)	Context: Children to invent their own problem resolution story. - IALT plan my writing using similar structure, vocabulary and grammar; - IALT create my own characters, setting and plot; - IALT organise characters around a theme. - IALT understand how a character's emotions change over time.	Context: Persuasive text - children to write invites grand opening of Daymarker. - IALT draft and plan my ideas; - IALT use rich and varied vocabulary; - IALT use pronouns accurately in my sentences.	Context: Children to innovate and learn how to write a newspaper report. - IALT innovate and learn the features of a newspaper report. - IALT use simple organisational devices within a newspaper report (3.2.b.5)	Context: Children innovate and plan newspaper report. - IALT organise paragraphs and write my newspaper report.(3.2.b.3) - IALT use subheadings to organise my newspaper report. - IALT use inverted commas to punctuate direct speech (3.3.c.1) - IALT use conjunctions, adverbs and prepositions to express time and cause (3.3.b.3)	Assessments – PIRA Look at paper together and how to answer questions. Look at any misconceptions from assessments – GAP analysis	Christmas poetry Letters to Father Christmas
Maths	Number – multiplication and division - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. - Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x),	Number – multiplication and division - Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.	Number – multiplication and division - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	Number – multiplication and division - Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. - Solving problems	Shape, space and measure - Measure, compare, add and subtract: lengths (m/cm/mm). - Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.	Shape, space and measure - Measure the perimeter of simple 2D shapes. - Continue to measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units.	Assessments – PUMA Recap any misconceptions from PUMA assessment. – GAP analysis Look at paper together and how to answer questions.	Calculating cost of Christmas list Christmas colouring by numbers – solve calculation and colour correctly

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	division (÷) and equals (=) signs.							
Science	Forest schools – safe fire lighting AW Sparklers!?! (Link to art/photography/science)	Context: how light affects plant growth - IALT make systematic and careful observations and record my findings.	Context: Investigating reflection. - IALT find out what reflection is. - IALT understand that light can be reflected.	Context: Investigating reflective clothes/objects. - IALT to understand why colours and materials reflect in the dark. (Link with well being).	Context: Understanding the use of reflective materials. - IALT find out what reflection is. - IALT understand that light can be reflected. IALT to understand why colours and materials reflect in the dark.		Final touches to Daymarker Preparing for opening Tea and coffee Biscuits Speeches	
ICT	- IALT import graphics and create own version; - IALT change font size and colour; - IALT print work using the drop down menu.	Context: Produce an information leaflet about the Gribben head daymarker to hand out at the opening - IALT import graphics and create own version; - IALT change font size and colour; - IALT print work using the drop down menu.						Context:
PE	Outdoor – Net and wall games Indoor - Gymnastics							
RE						RE: Context: Celebrating Christian beliefs IALT the Significance of making Christingles at Christmas.	RE – The real meaning of Christmas	

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Spanish	Answering the register using topic-based vocabulary Wow (word of the week):	Wow (word of the week):	Wow (word of the week):	Wow (word of the week):	Wow (word of the week):	Wow (word of the week):	Wow (word of the week):	Wow (word of the week): El papa Noel (Father Christmas)
Art /DT	Trip to Gribben Head to look at design etc. ready to make our replicate.	Context: Children to design their own bonfire night artwork. - Kirsty Carter- light/dark, shade/tone - IALT use different mediums to create alternative effects;	Design their Daymarker Maths - measure	Kirstie Carter – Make reflective objects – mini lighthouse Site supervisor to help build Daymarker	Site supervisor to help build Daymarker Kirstie Carter – Make reflective objects – mini lighthouse	Context: Celebrating Christian beliefs - DT: Making Christingles Site supervisor to help build Daymarker Begin to paint Daymarker	Finish painting Daymarker Ensure complete ready for grand opening	Christmas cards Holly reef photo frames Lollipop stick decorations.
PSHE/ Wellbeing/ Values	Context: Discussing firework safety. - (Firefighter (Guy Herrington) in to speak to children. - IALT keep myself & others safe during firework events.	Context: Children to learn how to be safe and be seen - create poster. - IALT keep myself safe in the dark. - Linda Brown Lollipop lady visit - Gemma (Sustrans) talk about staying safe in the dark. - Bikes, scooters, helmets, reflectors etc						