

Woolston Autumn Planning 2021/2022 year 3

Wee kNo	writing/ SPAG	Reading / phonics	Maths	History / Geography	PSHE	Science	Computing	RE	French	D&T / Art	PE	Music
1	<p>LO: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>L.O. Look at what letter writing is and what makes a good letter.</p> <p>L.O. I can discuss and record ideas.</p> <p>SPAG: Review of punctuation from year 2 and how it is used.</p>	<p>L.O. I can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Reading Stone Age books to get an understanding of life in that era.</p> <p>Phonics: review of vowel sounds from Appendix 1 Words ending le and el.</p>	<p>LO: I can read and write numbers up to 1 000 in numerals and in words.</p> <p>LO: I can recognise the place value of each digit in a three-digit number (hundreds, tens, and ones).</p>	3-day week.	3-day week.	<p>LO: I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Look at rock samples and get children to use their own way to classify. Then look at using colour, texture or mass to classify</p>	<p>LO: To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively. To understand how a blog can be used to help us communicate with a wider audience.</p>	<p>LO: I can understand what different people say friendship is</p> <p>Introduce the unit: What does a Christian mean by loving your neighbour?</p>	<p>LO: Listen attentively to spoken language and show understanding by joining in and responding</p> <p>I can greet someone and introduce yourself in French</p>	3-day week.	3-day week.	<p>LO: I can Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To sing a ballad and explain what it is</p>
2	<p>L.O. discussing writing similar to that which</p>	<p>L.O. I can identify main ideas drawn from more than one</p>	<p>LO: I can order and compare numbers up to 1000.</p>	<p>LO: I can discuss what I already</p>	<p>LO: I can discuss rules and responsibilities</p>	<p>LO: I can compare and group together different kinds of rocks on the</p>	<p>LO: For children to consider if that they read on websites is</p>	<p>LO: How did Jesus show how to be a Christian?</p>	<p>LO: I can Understand and respond to</p>	<p>LO: I can develop their techniques,</p>	<p>LO: I can throw and catch with control and accuracy.</p>	<p>LO: I can Play and perform in solo and ensemble</p>

	<p>they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>L.O. I can write a letter telling what life is like in the Stone Age.</p> <p>L.O. I can discuss and record ideas.</p> <p>Research material about the Stone age and life in the stone age era. Use the information to write a letter</p> <p>SPAG: Use of commas</p>	<p>paragraph and summarising these.</p> <p>Check understand of what has been read in non-fiction books about the Stone age.</p> <p>Phonics: Adding ed, er, est, ing to root words</p>	<p>LO: I can find 10 or 100 more or less than a given number.</p>	<p>know and what I want to learn about Cave Men.</p> <p>Creating our independent and group KWL charts based around the stone age.</p>	<p>for my class to follow.</p> <p>Coming up with a fair class charter with how we are going to behave.</p>	<p>basis of their appearance and simple physical properties</p> <p>Look at the names of the rock families and see how they are formed.</p>	<p>true? To look at some 'spoof' websites. To create a 'spoof' webpage. To think about why these sites might exist and how to check that the information is accurate</p>	<p>To learn values from a Bible story. Zaccheus Luke 19:1-10</p>	<p>written language from a variety of authentic source</p> <p>I can use the correct French greeting for the time of day</p>	<p>including their control and their use of materials.</p> <p>I can recognise and draw simple geometric shapes found in everyday objects.</p>	<p>Netball</p>	<p>contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>To be able to perform a ballad with an understanding of style</p>
3	<p>L.O. in non-narrative material, using simple organisational devices [for example, headings</p>	<p>L.O. I can retrieve and record information from non-fiction books.</p>	<p>LO: I can identify, represent and estimate numbers using different representations.</p>	<p>LO: To ask questions about periods from the past. To generate questions</p>	<p>LO: I can identify achievements and suggest how my actions will help me achieve.</p>	<p>LO: I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p>	<p>LO: To learn about the meaning of age restrictions symbols on digital media and devices. To discuss why PEGI</p>	<p>L.O.: LO: How did Jesus show how to be a Christian?</p> <p>To learn values from a Bible story.</p>	<p>LO: Engage in conversations, ask and answer questions</p>	<p>LO: I can improve their mastery of Art and design techniques,</p>	<p>LO: I can follow the rules of the game and play fairly.</p> <p>LO: I can maintain</p>	<p>LO: I can Play and perform in solo and ensemble contexts, using their voices and playing</p>

	<p>and sub-headings]</p> <p>LO: I can write instructions for how to make different Stone Age inventions including weaponry and fire.</p> <p>SPAG: Use of time connectives</p>	<p>Use contents and index as ways to find information efficiently.</p> <p>Phonics: Adding ed, er, est, ing to root words</p>	<p>LO: I can count from 0 in multiples of 4, 8, 50 and 100.</p> <p>LO: I can solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p>	<p>LO: I can ask and answer if The Flintstones were like real cavemen.</p> <p>Children watch an episode of 'The Flintstones' and discuss whether it is factual or fiction.</p> <p>Create title page of unit of work.</p>	<p>Reflecting upon my own achievements in life.</p>	<p>sical properties .</p> <p>Carry out an investigation to look at whether all rocks are as hard as each other.</p>	<p>restrictions exist. To know where to turn for help if they see inappropriate content or have inappropriate contact from others .</p>	<p>Zacchaeus Luke 19:1-10</p>	<p>I can ask and answer a question about feelings in French.</p>	<p>including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>I can recognise and apply geometry when drawing</p>	<p>possession of a ball. (netball)</p>	<p>musical instruments with increasing accuracy, fluency, control and expression</p> <p>To be able to perform a ballad with an understanding of style</p>
4	<p>L.O. in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>LO: I can write instructions for how to make different Stone Age</p>	<p>L.O. I can retrieve and record information from non-fiction books.</p> <p>Use contents and index as ways to find information efficiently.</p> <p>Phonics: The /i:/ sound spelt -ey and plurals.</p>	<p>LO: I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p>	<p>LO: I can begin to understand evolution</p> <p>Art: to make careful observational drawings from</p> <p>LO: How do cavemen look different to modern people?</p> <p>LO: I can think of questions I</p>	<p>LO: I can identify personal goals and suggest actions I can take to achieve them.</p> <p>Setting ourselves high aspirations for life.</p>	<p>LO: I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Look at examples of fossils from our samples and pictures of fossils to help understand how fossils are formed.</p>	<p>LO: To review coding vocabulary that relates to Object, Action, Output, Control and Event. • To use 2Chart to represent a sequential program design. • To use the design to write the code for the program</p>	<p>LO: In what way might being a Christian make a difference to the way a person treats others?</p> <p>To recognise how a Christian puts beliefs into actions.</p>	<p>LO: Explore the patterns and sounds of language through songs and rhymes</p> <p>I can perform a finger rhyme in French .</p>	<p>LO: I can improve their mastery of Art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil,</p>	<p>LO: I can pass to team mates at appropriate times. (netball)</p>	<p>LO: I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>To write the lyrics for a ballad</p>

	<p>inventions including weaponry and fire.</p> <p>SPAG: Use of prepositions.</p>			<p>would ask a caveman.</p> <p>Children create questions that they would like to ask a caveman.</p> <p>Hot seating characters and act in role as a caveperson to answer some questions.</p>		<p>Make some clay fossils.</p>				<p>charcoal, paint, clay]</p> <p>I can recognise and apply geometry when drawing</p>		
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5	<p>LO: I can in narratives, create settings, characters and a plot.</p> <p>LO: I can write a narrative story about a Cave man adventure using the information that I have found out about the Stone Age.</p> <p>SPAG: Using apostrophes</p>	<p>LO: I can discuss words and phrases that capture the reader's interest and imagination.</p> <p>Phonics: apostrophes for contraction.</p>	<p>LO: I can add and subtract numbers mentally, including: a three-digit number and ones a three-digit number and tens a three-digit number and hundreds.</p> <p>LO: I can add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p>	<p>LO: I can sequence events in time order.</p> <p>LO: I can find out when Stone Age men existed.</p> <p>Place events on a timeline, using appropriate dates.</p>	<p>LO: I can learn about resolving difficulties</p> <p>Look at how we can resolve difficulties by listening to each other and recognising what agreeing and disagreeing with each other is</p>	<p>LO: I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Look at examples of fossils and see if they can classify and understand how to group them together. Suggest what the environment was like when the fossils were living creatures.</p>	<p>LO: To review coding vocabulary that relates to Object, Action, Output, Control and Event. • To use 2Chart to represent a sequential program design. • To use the design to write the code for the program .</p>	<p>LO: How did Jesus behave towards his enemies?</p> <p>To know that Jesus offered friendship to all..</p>	<p>LO: I can develop accurate pronunciation</p> <p>I can recognise and name colour words</p>	<p>LO: I can develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design</p> <p>To apply even layers of pencil tone when shading</p>	<p>LO: I can choose appropriate tactics to cause problems for the opposition (netball)</p>	<p>LO: I can improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>To write the lyrics for a ballad</p>
6	<p>LO: I can in narratives, create settings, characters and a plot</p> <p>LO: I can write a narrative story about a Cave man</p>	<p>LO: I can listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>LO: I can estimate the answer to a calculation and use inverse operations to check answers.</p> <p>LO: I can solve</p>	<p>LO: To understand the importance of inventions from the Stone age</p> <p>LO: I can understand the difference</p>	<p>LO: I can learn about resolving difficulties</p> <p>Discuss how you can disagree without arguing. Discuss conflict resolution techniques.</p>	<p>LO: I can recognise that soils are made from rocks and organic matter.</p> <p>Look at a variety of soils and compare them. What does it tell us</p>	<p>LO: To design and write a program that simulates a physical system.</p>	<p>LO: What does a Christian do to promote racial harmony?</p> <p>To learn how the followers of Jesus are identified by their attitude</p>	<p>LO: I can present ideas and information orally</p> <p>I can describe shapes by their</p>	<p>LO: I can develop their techniques, including their control and their use of materials, with</p>	<p>LO: I can follow the rules of the game and play fairly.</p> <p>LO: I can maintain possession of a ball. (football)</p>	<p>LO: I can improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>

	<p>adventure using the information that I have found out about the Stone Age.</p> <p>I.O. I can assess the effectiveness of my own and others' writing and suggesting improvement .</p> <p>SPAG: How to use inverted commas.</p>	<p>Look and discuss the difference between the fiction and non-fiction books that we have been looking at with the Stone Age.</p> <p>Phonics: The suffixes –ment, –ness, –ful , –less and –ly</p>	<p>problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>the stone age made to the world.</p> <p>Discuss main inventions and rank into a 'diamond nine'</p> <p>Children discuss and explain reasons for their choices.</p> <p>Is there any evidence of stone age existence in the local area?</p>		<p>about the place it came from? What can be seen in the soil?</p>		<p>to world wide problems.</p>	<p>size and colour</p>	<p>creativity, experimentation and an increasing awareness of different kinds of art, craft and design</p> <p>To apply even layers of pencil tone when shading</p> <p>I can show tone by shading</p>		<p>To be able to write lyrics for a ballad</p>
7	<p>LO: I can write a descriptive poem to accompany a cave painting, describing people, animals or events.</p> <p>I.O. Reading for a range of purposes.</p>	<p>LO: I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Read Ug: Boy Genius</p>	<p>LO: I can count up and down in tenths.</p> <p>LO: I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.</p>	<p>LO: I can understand the importance of inventions from the Stone age</p> <p>LO: I understand what life was like for people during the stone age.</p> <p>Children watch BBC</p>	<p>LO: I can learn about negative pressure and how to manage it.</p> <p>What is negative pressure? Discuss how it can happen and how to deal with it.</p>	<p>LO: I can recognise that soils are made from rocks and organic matter.</p> <p>Devise a way to separate the material that is in soils. Measure the amount of different material that is in each soil sample.</p>	<p>LO: To design and write a program that simulates a physical system.</p>	<p>LO: Introduce to the unit: Why do Christians celebrate Christmas?</p>	<p>LO: I can Engage in conversations, ask and answer question.</p> <p>I can to understand and recognise what are cognates and near cognates</p>	<p>LO: I can Create sketchbooks to record their observations and use them to review and revisit ideas.</p> <p>I can learn how prehistor</p>	<p>LO: I can pass to team mates at appropriate times.</p> <p>football</p>	<p>LO: I can Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To be able to write lyrics for a ballad</p>

	<p>L.O. Preparing poems to read aloud and to perform.</p> <p>Checking that the text makes sense to us, discussing their understanding and explaining the meaning of words in context.</p> <p>SPAG: Use of adverbs.</p>	<p>of the Stone Age by Raymond Briggs – consider how Ug is ahead of his time and identify facts about the Stone Age from within the story.</p> <p>Phonics: The suffixes –ment, –ness, –ful, –less and –ly</p>	<p>LO: I can compare and order unit fractions, and fractions with the same denominators.</p>	<p>history programme to establish what life might have been like in the Stone age for a boy.</p> <p>Writing notes.</p>		<p>Does this help us to know more about where the soil came from?</p>				<p>ic man made art and to reflect this style in their work</p>		
8	<p>LO: I can organise paragraphs around a theme</p> <p>LO: I can write a diary entry in the form of a young person during the Stone Age.</p>	<p>LO: I can identify how language, structure, and presentation contribute to meaning.</p> <p>Look at how language is used in different examples of diary entries.</p>	<p>LO: I can recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>LO: I can add and subtract fractions with the same denominator within one whole (e.g.</p>	<p>LO: I can understand the importance of inventions from the Stone age</p> <p>LO: I understand how farming life changed during the stone age.</p>	<p>LO: I can learn about how to express my feelings.</p> <p>Look at what different feelings there are and words to express it. Recognise that our feelings are ours and not wrong. Look at the importance of</p>	<p>LO: I can compare how things move on different surfaces.</p> <p>Look at what force is and how it is needed to move things or change their shape. Look at objects moving on different surfaces. What</p>	<p>LO: To look at the grid that underlies the design and relate this to X and Y properties.</p> <ul style="list-style-type: none"> To introduce selection in their programming by using the if command. To combine a timer in a program with selection. 	<p>L.O. Understand that art can be sacred and spiritual for believers.</p> <p>What makes Christmas different for a Christian</p>	<p>LO: I can Present ideas and information orally</p> <p>I can follow instructions in French</p>	<p>LO: I can Improve their mastery of art and design techniques, including drawing, painting and sculpture.</p>	<p>LO: I can choose appropriate tactics to cause problems for the opposition</p> <p>(football)</p>	<p>LO: I can Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers</p>

	<p>Look at the language use to show the difference between formal and informal language and how a diary entry is informal.</p> <p>SPAG: review of terms including determiners, prepositions, conjunctions.</p>	Phonics: words ending tion.	$5/7 + 1/7 = 6/7$	Children use a selection of pictures to identify changes in farming.	sharing feelings.	is noticed? Can it be explained? How could we see if some objects move more easily on different surfaces.	.		I can apply and blend charcoal to create tone and texture		and musicians . To write lyrics for a ballad
9	<p>LO: organising paragraphs around a theme</p> <p>LO: I can write a diary entry in the form of a young person during the Stone Age.</p> <p>Look at the language use to show the difference between formal and informal language and how a</p>	<p>LO: I can identify how language, structure, and presentation contribute to meaning.</p> <p>Look at how language is used in different examples of diary entries.</p> <p>Phonics: homophones</p>	<p>LO: I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p>	<p>LO: I can use evidence to understand everyday life.</p> <p>LO: I understand how we know what life was like in the Stone age and the Iron age.</p> <p>Explore the role of an archaeologist through BBC video of Skara Brae. Children explore a set of questions to build up a</p>	<p>LO: I can learn about sharing feelings.</p> <p>Review the need to share feelings and different ways in which we can do this. Learn about ways to express our feelings that are not negative to ourselves or others.</p>	<p>LO: I can compare how things move on different surfaces.</p> <p>Look at what it means to work scientifically. Look at our investigation and see if it will be a fair test.</p> <p>Carry out the investigation and record our results.</p>	<p>LO: To understand what a variable is in programming.</p> <ul style="list-style-type: none"> • To use a variable to create a timer <p>.</p>	<p>L.O. To understand that for a Christian the real meaning of Christmas can sometimes be lost.</p> <p>Has Christmas become too commercialised?</p>	<p>LO: I can present ideas and information orally</p> <p>I can follow instructions in French</p>	<p>LO: I can Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p>	<p>LO: I can show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <p>LO: I can Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians . To write lyrics for a ballad .</p>

	<p>diary entry is informal.</p> <p>SPAG: use of main clause and subordinate clauses.</p>			<p>picture of the past. Is there any evidence of stone age and iron age existence in the local area?</p>						<p>I can experiment with the pigments in natural products to make different colours</p>		
10	<p>LO: I can participate in discussions, presentations, performances, role play, improvisations and debates.</p> <p>LO: I can present and record a TV documentary about Skara Brae, including information about the houses, its people and its discovery.</p> <p>LO: I can speak audibly and fluently with an increasing</p>	<p>LO: I can see the language used in a tv report and know what needs to be in a script to make it easy to understand.</p> <p>Look at example of TV presenters scripts and see how what language is used to make events clearly understood.</p> <p>Phonics: homophones.</p>	<p>LO: I can recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>LO: I can write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal</p>	<p>LO: I can use evidence to understand everyday life</p> <p>LO: I can research what life was like in Skara Brae.</p> <p>Use BBC website to research life in Skara Brae. Complete online activities.</p>	<p>LO: I can learn about different behaviours and how this can make others feel.</p> <p>Look at what is fair and unfair behaviour and how it makes us and others feel.</p> <p>Describe acts of kindness.</p>	<p>LO: I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>LO: I can set up simple practical enquiries, comparative and fair tests.</p> <p>Look at the results from last week. Discuss what this shows us and how we might improve a similar investigation. Design and carry out a similar investigation with shoes on</p>	<p>LO: To understand what a variable is in programming.</p> <ul style="list-style-type: none"> To use a variable to create a timer 	<p>LO: To know mass is a sacred meal of thanksgiving which shows the unity of the church through communion with Jesus.</p> <p>Why do we call it Christmas?</p>	<p>LO: I can describe things orally, speak in sentences using familiar vocabulary, understand basic grammar (adjectives)</p> <p>I can describe my picture in French, using colour and shape vocabulary</p>	<p>LO: I can improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p>I can develop painting skills in painting in a prehistoric painting style.</p>	<p>LO: I can • Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</p> <p>gymnastics</p>	<p>LO: I can understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations</p> <p>I can clap and understand what rhythm is.</p>

	<p>command of Standard English.</p> <p>LO: I can gain, maintain and monitor the interest of the listener(s).</p> <p>Select and use appropriate registers for effective communication.</p> <p>SPAG: Use of apostrophes.</p>		written methods when ready.			different surfaces.						
11	<p>LO: I can write an adventure story where the central character finds himself back in time in the Stone, Bronze or Iron Age.</p> <p>LO: I can compose and rehearse sentences orally (including</p>	<p>LO: I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>Look at books that we have</p>	<p>LO: I can solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n</p>	<p>LO: I can understand what life was like in the past</p> <p>LO: I understand what life was like in Skara Brae.</p> <p>Complete a fact sheet about life in Skara Brae.</p>	<p>LO: I can learn about different behaviours and how this can make others feel.</p> <p>recognise when behaviour is not ok and identify what they can do in such situations and afterwards, including identifying</p>	<p>LO: I can notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>Review what we have noticed about forces so far. Demonstrate how magnets can move objects without touching.</p>	<p>LO: To create a program with an object that repeats actions indefinitely.</p> <ul style="list-style-type: none"> To use a timer to make characters repeat actions. To explore the use of the repeat command and how this differs from the timer. 	LO: recount the nativity story	LO: I can describe things orally, speak in sentences using familiar vocabulary, understand basic grammar (adjectives)	LO: I can Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness	LO: I can move in a clear, fluent and expressive manner.	LO: I can understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and

	<p>dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>LO: I can assess the effectiveness of their own and others' writing and suggesting improvements.</p>	<p>read about a Stone Age story. Discuss how the actions of characters and their words infer meaning. Transfer this knowledge into writing.</p> <p>Phonics: common exception words</p>	<p>objects are connected to m objects.</p>		<p>when and who to tell</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify how someone's behaviour can affect how they feel and how others feel <input type="checkbox"/> give examples of how to behave to affect others positively 	<p>Children try to replicate and discuss why these things have happened.</p>			<p>ss of different kinds of art, craft and design.</p> <p>I can collaborate in small or large groups to create a joint piece of artwork. Hand painting in the prehistoric style.</p>		<p>appropriate musical notations</p> <p>Understand what a crotchet and quaver are and how to clap simple rhythms with them in.</p>	
12	<p>Proof-read for spelling and punctuation errors.</p> <p>SPAG: Use of adjectives and extended noun phrases.</p>		<p>LO: I can measure, compare, add and subtract lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p>	<p>LO: I can understand that artefacts help us to learn about the past.</p> <p>LO: I can identify fossils from the Iron Age.</p> <p>Going on a learning walk discovering Iron Age fossils from around the Discovery Centre.</p>	<p>LO: I can learn how to listen to others and work collaboratively.</p> <p>Describe and demonstrate how to listen. Show how to work collaboratively. Discuss the importance of working with others.</p>	<p>LO: I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>What do children already know about magnets? Show how they can be attracted to a material.</p>	<p>LO: To create a program with an object that repeats actions indefinitely.</p> <ul style="list-style-type: none"> • To use a timer to make characters repeat actions. • To explore the use of the repeat command and how this differs from the timer. 	<p>LO: identify the principal characters and locate the story in the Bible</p>	<p>LO: I can describe things orally, speak in sentences using familiar vocabulary, understand basic grammar (adjectives)</p> <p>I can label my picture with 'Merry Christmas</p>	<p>LO: I can Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of</p>	<p>LO: I can show changes of direction, speed and level during a performance .</p> <p>gymnastics</p>	<p>LO: I can understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>

						Discuss how we will investigate if all materials are attracted to magnets.			s' in French.	art, craft and design. Christmas crafts		I can compose my own rhythm and play it.
13	<p>LO: I can organise paragraphs around a theme.</p> <p>Imagine and write a recount about the Christmas story</p> <p>SPAG: Review of terms and understanding of terms.</p>	<p>L.O. I can identify main ideas drawn from more than one paragraph and summarising these.</p> <p>Use these summarising skills to help in our own writing of the Christmas story.</p> <p>Phonics: common exception words.</p>	<p>LO: I can add and subtract amounts of money to give change, using both £ and p in practical contexts.</p>	<p>LO: I can plan an Iron Age man celebration!</p> <p>Organising our Iron Age celebration day!</p>	<p>LO: I can learn how to listen to others and work collaboratively.</p> <p>Show ways in which we can help and support each other. Show ways that we could use to say we don't need support when offered.</p>	<p>LO: I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Carry out an investigation to see which materials are attracted to magnets. Make a prediction. Record the results systematically and write up what has been found out.</p> <p>LO: I can predict whether 2 magnets will attract or repel each other, depending on</p>	<p>LO: To know what debugging means.</p> <ul style="list-style-type: none"> • To understand the need to test and debug a program repeatedly. • To debug simple programs. • To understand the importance of saving periodically as part of the code development process. 	<p>LO: Understand the extent of Christianity in the world and how the festival is celebrated in different ways.</p> <p>Do all Christians celebrate in the same way?</p>	<p>LO: Review of this terms vocabulary.</p>	<p>LO: I can Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Christmas crafts.</p>	<p>LO: I can Refine movements into sequences</p> <p>gymnastics</p>	<p>LO: I can understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p> <p>I can compose my own rhythm and play it.</p>

