



Year / Class: Y3  
Teacher: Mr Milton

New Hartley First School  
Happy children aiming high

Term: Spring 1 2020  
Dates: 6<sup>th</sup> January – 14<sup>th</sup> February



## Sustainability I

**Key Question:** What can you do to look after our planet?

### English:

**Writing opportunities across the curriculum:** A written letter to Greta Thunberg about pollution levels using data collected from the River Tyne (Geography link – using key words from Knowledge mats, Science link – collecting data), Creative story writing about an animal living on a river polluted by plastic (Geography links), EnvironMENTAL Haiku poem about river pollution, A descriptive commentary to accompany watercolour painting of the River Tyne at sunset (science and geography links).

- Using books for inspiration such as “Plastic Sucks” by Dougie Poynter, “Greta and the Giants” by Zoe Tucker and Zoe Persico and “A Planet Full of Plastic” by Neal Layton.

**Spoken word:** Children will use relevant strategies to build their vocabulary (exploring synonyms with wow word of the week and “magpieing” words from our class novels at the end of the day. Ask relevant questions to extend their understanding and knowledge by working collaboratively in mixed ability groupings when discussing both SPAG aspects and topic based knowledge. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas, maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments, listen and respond appropriately to adults and their peers (speaking with adults when questioning them about pollution along the River Tyne), give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings (vocally constructing sentences and brainstorming features of numerous pieces of writing related to pollution and rivers).

**Word Reading:** Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix I](#), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

**Comprehension:** Pupils will be taught to develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (during class novel time, guided and independent reading as well as focus texts with subject specific links): reading books that are structured in different ways and reading for a range of purposes (a range of fiction and non-fiction texts in class library, modelled text types, reading for information and fact retrieval, as well as pleasure): using dictionaries to check the meaning of words that they have read and discussing words and phrases that capture the reader’s interest and imagination (vocabulary and wow words “magpieed” from the class novel and children encouraged to use them within writing): understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, asking questions to improve their understanding of a text, drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, identifying main ideas drawn from more than one paragraph and summarising these, identifying how language, structure, and presentation contribute to meaning, retrieve and record information from non-fiction, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. (group reading, independent reading and comprehension activities, class discussion during class novel time).

**Writing Composition:** Pupils will be taught to plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and discussing and recording ideas (modelled writing examples, wow words and “magpie” words), draft and write by: composing and rehearsing sentences orally (talk for writing, verbally constructing sentences), evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements, propose changes to grammar and vocabulary to improve consistency, including use of pronouns and proofread for spelling errors (edit and improve using purple polishing pens, collaborative learning), draft and write by creating settings, characters and a plot in narrative writing (creative writing about an animal living on the River Tyne and struggling with plastic pollution), organising paragraphs around a theme (creative writing – beginning, middle, end and constructing points of discussion in Greta Thunberg letter).

**Grammar, Vocabulary and Punctuation:** Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (included in all writing this half term other than the haiku), using the present perfect form of verbs in contrast to the past tense (to include in letter to GT), indicating possession by using the possessive apostrophe with plural nouns (to include during creative writing in reference to characters), using and punctuating direct speech (to include in creative writing)

**Spelling:** Children will be taught one spelling rule each week. This will be taken home and practised along with finding examples of where this rule is used. These examples can be displayed in the classroom and a weekly spelling activity will be completed to compliment this home learning. Two common exception words will also be practised and learned each week. The following spelling rules will be taught in Spring 1: ly adverbs (root words ending in al and ic), ly adverbs (exceptions to the rule), common exception words, short “i” sound using “y”, er, ed and ing suffixes.

### Maths:

#### Multiplication and Division 1 & 2:

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 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 written methods solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Small steps covered: 1 – dividing by 4, 4 times-tables, multiplying by 8, dividing by 8, 8 times tables. 2 – comparing statements, related calculations, multiply 2-digits by 1-digit, divide 2-digits by 1-digit, scaling and how many ways.

**Money:**

Add and subtracts amounts of money to give change, using both £ and p in practical contexts.

Small steps covered: pounds and pence, converting pounds and pence, adding money, subtracting money and giving change.

**Statistics:**

Interpret and present data using bar charts, pictograms and tables, solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Small steps covered: pictograms, bar charts and tables.

**Geography (Thursday):**

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies, use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water, physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time, identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

- Can children correctly label the parts of a river on a self-drawn diagram?
- Can children explain what the water cycle is and draw a diagram?
- Can children label a UK map showing well known rivers?
- Can children write about a famous river (The Nile) – Can children describe how pollution affects the Nile?
- Looking at sustainability, can children see how human beings have affected the environment both in the Amazon (rainforest and river), the Nile and the River Tyne. Is this a global problem? – Link to Greta Thunberg and other global activists.

**PE (Tuesday and Friday):**

Use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending, develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics], compare their performances with previous ones and demonstrate improvement to achieve their personal best.

- Can children play small sided games involving throwing, catching, running, jumping and balancing aimed at improving strength, technique, flexibility, control, agility, coordination and aim?
- Can children keep score in games in order to understand how to improve their own personal best?
- Can children motivate others, whilst focusing on their own intrinsic motivation and develop their growth mindset?

**Music (Tuesday):**

Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression, improvise and compose music for a range of purposes using the inter-related dimensions of music, appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

- Can children identify and recall rhythmic and melodic patterns and apply them to waterfalls, streams and rivers (volume, tempo and pitch).
- Can children compose a piece of descriptive music in groups to match the journey of a river?
- Can children select instruments based on the image/video they are shown?
- Recognise and explore different pitch sounds in reference to the images the music describes.

**Art (Monday):**

Pupils should be taught to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay], to create sketch books to record their observations and use them to review and revisit ideas, about great artists, architects and designers in history.

- Can children observe and critique famous watercolour artists and look closely how to perfect their techniques?
- Children practise in school using watercolour to create different affects?
- Can children practise create observational drawings?
- Can children record their observation of the River Tyne and Tyne Bridge and revisit the idea to create a watercolour sunset painting of the Tyne Bridge.
- Can children evaluate their own work and others work and offer future advice (2 stars and a wish)?

**Science (Wednesday):**

Recognise that they need light in order to see things and that dark is the absence of light, notice that light is reflected from surfaces, recognise that light from the sun can be dangerous and that there are ways to protect their eyes, recognise that shadows are formed when the light from a light source is blocked by a solid object, find patterns in the way that the size of shadows change.

- Can children give examples of various sources of light – look in depth at the moon, windows and mirrors?
- Can children guess what items are hidden within a bag, how can you not see what is inside?
- Can children discover what objects are reflective?

- Can children complete a scientific investigation with mirrors and a light source?
- Can children describe how some reflective materials are used – high visibility jackets?
- Can children understand how the sun can damage skin (UV light)? – creating a poster
- Can children understand how light impacts the function of the eye?
- Can children discover how shadows are formed and can be manipulated? Diagram and physically creating shadows on the yard.

**Visit/Visitors/Resources:**

River Cruise - Tyne

Personal Challenge Festival (PE)

Gymnastic Cup (PE)