

Year 3 Spring 1 Explore and Enquire MTP

Theme: Rainforests
 Driver: Geography and History
 The Big Question: What is life like in a rainforest?

Reading for Pleasure Class Novel: Leonora Bolt



L		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English		<p>Unit: Descriptive writing</p> <p>Supporting Text: The Vanishing Rainforest</p> <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</p> <p>Cross Curricular Link: Geography locational knowledge</p>	<p>Unit: Descriptive writing</p> <p>Supporting Text: The Vanishing Rainforest</p> <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</p> <p>Cross Curricular Link: Geography locational knowledge</p>	<p>Unit: Play script</p> <p>Supporting Text: The Vanishing Rainforest</p> <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using fronted adverbials</p> <p>Cross Curricular Link: Geography locational knowledge</p>	<p>Unit: Play script</p> <p>Supporting Text: The Vanishing Rainforest</p> <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using fronted adverbials</p> <p>Cross Curricular Link: Geography locational knowledge</p>	<p>Unit: persuasive write</p> <p>Supporting Text: The Great Kapok Tree</p> <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar in non-narrative material, using simple organisational devices [for example, headings and sub-headings] using conjunctions, adverbs and prepositions to express time and cause</p> <p>Cross Curricular Link: Geography locational knowledge</p>	<p>Unit: persuasive write</p> <p>Supporting Text: The Great Kapok Tree</p> <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar in non-narrative material, using simple organisational devices [for example, headings and sub-headings] using conjunctions, adverbs and prepositions to express time and cause</p> <p>Cross Curricular Link: Geography locational knowledge</p>	
	Enrichment		<p>Launch: Create rainforest in classroom. Trip to butterfly house. Have own butterfly garden to watch butterflies grow.</p> <p>Key Questions: Can you imagine living in a rainforest? Would you like to live in a rainforest? Why would living in a rainforest be exciting?</p> <p>Media/Visual Literacy: Rainforest videos- set scene of being in a rainforest. Tour of rainforest using maps.</p>					

Visit to	SPAG Focus	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	
	Guided Reading	<p><u>Text: Leonora Bolt</u></p> <p><u>World Braille Day</u></p> <p><u>NC Link:</u> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read 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 identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction</p>	<p><u>Text: Leonora Bolt</u></p> <p><u>Martin Luther King Biography</u></p> <p><u>NC Link:</u> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read 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 identifying how language, structure, and presentation contribute to meaning identifying main ideas drawn from more than 1 paragraph and summarising these drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p><u>Text: Leonora Bolt</u></p> <p><u>Chinese New Year</u></p> <p><u>NC Link:</u> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read 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 identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction identifying main ideas drawn from more than 1 paragraph and summarising these drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p><u>Text: Leonora Bolt</u></p> <p><u>All About Plants</u></p> <p><u>NC Link:</u> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read 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 identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction identifying main ideas drawn from more than 1 paragraph and summarising these drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p><u>Text: Leonora Bolt</u></p> <p><u>NC Link:</u> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read 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 retrieve and record information from non-fiction predicting what might happen from details stated and implied</p>	<p><u>Text: Leonora Bolt</u></p> <p><u>NC Link:</u> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read 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 identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction</p>	

Maths	<p>Unit: White Rose – Length and Perimeter</p> <p>Lesson 1 – Measure in Metres and Centimetres Lesson 2 – Measure in Millimetres Lesson 3 – Measure in Centimetres and Millimetres Lesson 4 – Metres, Centimetres and Millimetres Lesson 5 – Equivalent Lengths (metres and centimetres)</p> <p>NC Link: 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</p>	<p>Unit: White Rose – Length and Perimeter</p> <p>Lesson 6 – Equivalent Lengths (centimetres and millimetres) Lesson 7 – Compare Lengths Lesson 8 – Add Lengths Lesson 9 – Subtract Lengths Lesson 10 – What is Perimeter?</p> <p>NC Link: 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</p>	<p>Unit: White Rose – Length and Perimeter</p> <p>Lesson 11 – Measure Perimeter Lesson 12 – Calculate Perimeter</p> <p>Unit: White Rose – Fractions</p> <p>Lesson 1 – Understand the denominators of unit fractions Lesson 2 – Compare and order unit fractions Lesson 3 – Understand the numerators of non-unit fractions</p> <p>NC Link: 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</p>	<p>Unit: White Rose – Fractions</p> <p>Lesson 4 – Understand the whole Lesson 5 – Compare and order non-unit fractions Lesson 6 – Fractions and scales Lesson 7 – Fractions on a number line Lesson 8 – Count in fractions on a number line</p> <p>NC Link: correspondence problems in which n objects are connected to m objects measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes</p>	<p>Unit: White Rose – Fractions</p> <p>Lesson 9 – Equivalent fractions on a number line Lesson 10 – Equivalent fractions as bar models</p> <p>Unit: White Rose – Mass and Capacity</p> <p>Lesson 1 – Use scales Lesson 2 – Measure mass in grams Lesson 3 – Measure mass in kilograms and grams</p> <p>NC Link: solve problems, including missing number measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes</p>	<p>Unit: White Rose – Mass and Capacity</p> <p>Lesson 4 – Equivalent masses (kilograms and grams) Lesson 5 – Compare mass Lesson 6 – Add and subtract mass Lesson 7 – Measure capacity and volume in millilitres Lesson 8 – Measure capacity and volume in litres and millilitres</p> <p>NC Link: measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes</p>	
	Science	<p>Unit: Plants</p> <p><u>Lesson: What are the functions of a flowering plant?</u></p> <p>NC Link: identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>	<p>Unit: Plants</p> <p><u>Lesson: How is water transported throughout a plant?</u></p> <p>NC Link: investigate the way in which water is transported within plants</p>	<p>Unit: Plants</p> <p><u>Lesson: What do plants need to grow well?</u></p> <p>NC Link: explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Cross Curricular Link: Geography physical geography</p>	<p>Unit: Plants</p> <p><u>Lesson: What is pollination and how does it occur?</u></p> <p>NC Link: explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Unit: Plants</p> <p><u>Lesson: How do flowering plants disperse their seeds?</u></p> <p>NC Link: explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Cross Curricular Link: Geography physical geography</p>	<p>Unit: Plants</p> <p><u>Lesson: Why are seeds an important food source for animals?</u></p> <p>NC Link: explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>

Design & Technology	Computing	<p>Teach Computing: Desktop Publishing</p> <p><u>Lesson: Words and pictures</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>	<p>Teach Computing: Desktop Publishing</p> <p><u>Lesson: Can you edit it?</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>	<p>Teach Computing: Desktop Publishing</p> <p><u>Lesson: Great template?</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>	<p>Teach Computing: Desktop Publishing</p> <p><u>Lesson: Can you add content?</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>	<p>Teach Computing: Desktop Publishing</p> <p><u>Lesson: Lay it out</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>	<p>Teach Computing: Desktop Publishing</p> <p><u>Lesson: Why desktop publishing?</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Cross curricular Link: English</p>	
	Art & Design	<p>Unit: COLOUR Plant Art</p> <p><u>Lesson: Colour- Famous Artists</u></p> <p>How did Frida Kahlo use colour?</p> <p>NC Link: about great artists, architects and designers in history. to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Unit: COLOUR Plant Art</p> <p><u>Lesson: Colour- Sketching</u></p> <p>Can I use colour?</p> <p>NC Link: 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]</p>	<p>Unit: COLOUR Plant Art</p> <p><u>Lesson: Colour- Painting</u></p> <p>Can I use colour to create a rainforest picture?</p> <p>NC Link: taught about great artists, architects and designers in history.</p>				

PE	<p>Unit: Gymnastics/Indoor Athletics</p> <p><u>Lesson:</u> Move with control and Precision & Link movements to create basic gymnastic sequences</p> <p>NC Link: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Cross Curricular Link: Maths counting</p>	<p>Unit: Gymnastics/Indoor Athletics</p> <p><u>Lesson:</u> Move with control and Precision & Link movements to create basic gymnastic sequences</p> <p>NC Link: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Cross Curricular Link: Maths counting</p>	<p>Unit: Gymnastics/Indoor Athletics</p> <p><u>Lesson:</u> Move with control and Precision & Link movements to create basic gymnastic sequences</p> <p>NC Link: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Cross Curricular Link: Maths counting</p>	<p>Unit: Gymnastics/Indoor Athletics</p> <p><u>Lesson:</u> Move with control and Precision & Link movements to create basic gymnastic sequences</p> <p>NC Link: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Cross Curricular Link: Maths counting</p>	<p>Unit: Gymnastics/Indoor Athletics</p> <p><u>Lesson:</u> Move with control and Precision & Link movements to create basic gymnastic sequences</p> <p>NC Link: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Cross Curricular Link: Maths counting</p>	<p>Unit: Gymnastics/Indoor Athletics</p> <p><u>Lesson:</u> Move with control and Precision & Link movements to create basic gymnastic sequences</p> <p>NC Link: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Cross Curricular Link: Maths counting</p>		
	RE	<p>Unit: Good Friday</p> <p><u>Lesson:</u> EXPLORE</p> <p>What is good about Good Friday?</p>	<p>Unit: Good Friday</p> <p><u>Lesson:</u> EXPLORE</p> <p>What is good about Good Friday?</p>	<p>Unit: Good Friday</p> <p><u>Lesson:</u> REVEAL</p> <p>What is good about Good Friday?</p>	<p>Unit: Good Friday</p> <p><u>Lesson:</u> REVEAL</p> <p>What is good about Good Friday?</p>	<p>Unit: Good Friday</p> <p><u>Lesson:</u> REVEAL</p> <p>What is good about Good Friday?</p>	<p>Unit: Good Friday</p> <p><u>Lesson:</u> RESPOND</p> <p>What is good about Good Friday?</p>	
	PSHE	<p>Relationships Touch Assessment – Summative</p> <p><i>SG – Protective Behaviours, Anti-Bullying</i> <i>BV – IL, MR, D</i></p>						