

MTP Summer 2 Humshaugh First School Class 3 - Mrs Long/Ms Osborne/Mrs Wilkinson/Mrs Phillips/Mr Hulbert

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SPOTLIGHT ON... Authors/Books	Anthony Browne <i>(Zoo, Gorilla, Little Beauty)</i> Hannah Gould <i>(The Last Bear)</i> Roald Dahl <i>(The Enormous Crocodile)</i> Katherine Rundell <i>(Into the Jungle)</i> National Trust: Tiger, Tiger, Burning Bright!	Anthony Browne <i>(Zoo, Gorilla, Little Beauty)</i> Hannah Gould <i>(The Last Bear)</i> Roald Dahl <i>(The Enormous Crocodile)</i> Katherine Rundell <i>(Into the Jungle)</i> National Trust: Tiger, Tiger, Burning Bright!	Anthony Browne <i>(Zoo, Gorilla, Little Beauty)</i> Hannah Gould <i>(The Last Bear)</i> Roald Dahl <i>(The Enormous Crocodile)</i> Katherine Rundell <i>(Into the Jungle)</i> National Trust: Tiger, Tiger, Burning Bright!	Anthony Browne <i>(Zoo, Gorilla, Little Beauty)</i> Hannah Gould <i>(The Last Bear)</i> Roald Dahl <i>(The Enormous Crocodile)</i> Katherine Rundell <i>(Into the Jungle)</i> National Trust: Tiger, Tiger, Burning Bright!	Anthony Browne <i>(Zoo, Gorilla, Little Beauty)</i> Hannah Gould <i>(The Last Bear)</i> Roald Dahl <i>(The Enormous Crocodile)</i> Katherine Rundell <i>(Into the Jungle)</i> National Trust: Tiger, Tiger, Burning Bright!	Anthony Browne <i>(Zoo, Gorilla, Little Beauty)</i> Hannah Gould <i>(The Last Bear)</i> Roald Dahl <i>(The Enormous Crocodile)</i> Katherine Rundell <i>(Into the Jungle)</i> National Trust: Tiger, Tiger, Burning Bright!	Anthony Browne <i>(Zoo, Gorilla, Little Beauty)</i> Hannah Gould <i>(The Last Bear)</i> Roald Dahl <i>(The Enormous Crocodile)</i> Katherine Rundell <i>(Into the Jungle)</i> National Trust: Tiger, Tiger, Burning Bright!
VIPERS	Guided reading VIPERS Mediterranean Spain Italy Paris	Guided reading VIPERS Mediterranean Spain Italy Paris	Guided reading VIPERS Mediterranean Spain Italy Paris	Guided reading VIPERS Mediterranean Spain Italy Paris	Guided reading VIPERS Mediterranean Spain Italy Paris	Guided reading VIPERS Mediterranean Spain Italy Paris	Guided reading VIPERS Mediterranean Spain Italy Paris
MATHS	JL MULTIPLICATION TABLES(MTC) TIME	JL MULTIPLICATION TABLES (MTC) TIME	JL MULTIPLICATION TABLES(MTC) TIME	JL TIME DECIMALS	JL TIME DECIMALS	JL TIME DECIMALS	JL TIME DECIMALS
	LO Y3 - Pounds & Pence Y4 – Write Money Using Decimals	LO Y3 – Add Money Year 4 – Compare Amounts of Money NRICH How Many Times?	LO Y3 – Find Change Y4 – Calculate with Money	LO Y3 – NRICH Buying a Balloon Y4 – Solve Problems with Money	LO Y3 & 4 – The Puzzling Sweet Shop	LO Y3 & 4 – NRICH Approaching Midnight or How many times? Ext: Twinkl Time Word Problems	WATER FIGHT FUN DAY LEAVER SERVICE

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GEOGRAPHY	<p align="center">MODERN EUROPE</p> <p align="center"><u>Lesson 1-My Europe-Take to the rails!</u></p> <p align="center">Geography</p> <p>To consider our existing knowledge and understanding about Europe. To identify countries and bodies of water in Europe and locate these on a map.</p> <p align="center">Computing</p> <p>To use the internet in a focused and selective way to find out facts about European countries.</p> <p align="center">Enquiry question</p> <p>What countries are in Europe and where are they located?</p>	<p align="center">MODERN EUROPE</p> <p align="center"><u>Lesson 2-River deep, mountain high</u></p> <p align="center">Geography</p> <p>To work with others to describe and locate mountain ranges and rivers in Europe. To apply our learning to create a board game featuring European mountains and rivers.</p> <p align="center">Computing</p> <p>To develop skills in using the internet and other information sources for research purposes.</p> <p align="center">Enquiry question</p> <p>What can we find out about Europe's mountains and rivers?</p>	<p align="center">MODERN EUROPE</p> <p align="center"><u>Lesson 3-Cracking Capitals</u></p> <p align="center">Geography</p> <p>To learn the names and locations of some of the major European capital cities. To use atlases and digital maps to explore Europe's capital cities.</p> <p align="center">English</p> <p>To retrieve, record and present information from non-fiction texts.</p> <p align="center">Enquiry question</p> <p>Where are Europe's capital cities and what facts can we find out about them?</p>	<p align="center">MODERN EUROPE</p> <p align="center"><u>Lesson 4-Pack your bags!</u></p> <p align="center">Geography</p> <p>To investigate the climate in different countries in Europe. To identify food items, national specialities and other exports associated with different European countries. To make links between the food grown in a country and its climate and topography.</p> <p align="center">Enquiry question</p> <p>What can we learn about different climates and industries in Europe?</p>	<p align="center">MODERN EUROPE</p> <p align="center"><u>Lesson 5-On the move</u></p> <p align="center">Geography</p> <p>To explore reasons why people might move between or within countries and recognise that people may or may not have choice in this movement. To use role-play to explore different situations in which someone might feel welcome or unwelcome. To consider ways in which we could take action to make our school a welcoming place for others.</p> <p align="center">Enquiry question</p> <p>Why do people move?</p>	<p align="center">MODERN EUROPE</p> <p align="center">ASSESSMENT QUIZ</p>	<p align="center">MODERN EUROPE</p> <p align="center">ADDRESS MISCONCEPTIONS</p>
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SCIENCE	<p>Local Habitat Survey</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things by identifying changes and dangers in the local habitat.</p> <p>I can recognise positive and negative changes to the local environment.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and table by recording observations on a map and in a table.</p> <ul style="list-style-type: none"> • I can record my observations in different ways. 	<p>Environmental Changes</p> <p>To recognise that environments can change and that this can sometimes pose dangers to living things by learning about environmental dangers and endangered species.</p> <p>I can describe environmental dangers to endangered species.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions by writing about and orally presenting findings from research.</p> <p>I can present my findings orally and in writing</p>	<p>Scientists & Inventors – David Attenborough</p>	<p>Carbon Footprint</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things (Y4).</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>To make recommendations to reduce our carbon footprint</p>	<p>Water Waste</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things (Y4).</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings. To analyse rainfall data and use it to answer a scientific question.</p>	<p>Sustainability Outdoors</p> <p>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 (Y3). Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. To use results from a comparative test to draw conclusions.</p>	<p>Assessment</p>

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ART Formal elements and Field	5 MINUTE SKETCHING	5 MINUTE SKETCHING	5 MINUTE SKETCHING	5 MINUTE SKETCHING	5 MINUTE SKETCHING	5 MINUTE SKETCHING	5 MINUTE SKETCHING
DT						FOOD TECH	
RE	L2.9 What are the deeper meanings of festivals? Core	L2.9 What are the deeper meanings of festivals? Core	L2.9 What are the deeper meanings of festivals? Core	L2.9 What are the deeper meanings of festivals? Core	L2.9 What are the deeper meanings of festivals? Core	L2.9 What are the deeper meanings of festivals? Core	L2.9 What are the deeper meanings of festivals? Core
FRENCH	Days of the Week Listen attentively to spoken language and show understanding by joining in and responding; in the context of the days of the week. I can recognise, say and respond to a set of vocabulary.	Months of the Year Read carefully and show understanding of words, phrases and simple writing; in the context of months of the year. I can listen, read and respond to a set of vocabulary.	My Birthday! Speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of birthday dates. I can speak in sentences using known vocabulary and grammar.	What's the Date Today? Present ideas and information orally to a range of audiences; in the context of talking about festivals. I can use known language to present information about French festival dates	Yesterday, Today, Tomorrow Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences; and how these differ from or are similar to English; in the context of saying the date. I can begin to conjugate the verb 'to be' for past and future tenses	Recap & Revise	French Café

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PE	Striking and Fielding Swimming	Striking and Fielding Swimming	Striking and Fielding Swimming	Striking and Fielding Swimming	Striking and Fielding Swimming	Striking and Fielding Swimming	Striking and Fielding Swimming
MUSIC	SHAKESPEARE ROCKS! RECORDER-JL	SHAKESPEARE ROCKS! RECORDER-JL	SHAKESPEARE ROCKS! RECORDER-JL	SHAKESPEARE ROCKS! RECORDER-JL	SHAKESPEARE ROCKS! RECORDER-JL	SHAKESPEARE ROCKS! RECORDER-JL	SHAKESPEARE ROCKS! RECORDER-JL
COMPUTING	<p align="center">NCC/360 Scheme Unit 3.6 Programming B-Events and actions</p> <p align="center">Moving a sprite</p> <p>To explain how a sprite moves in an existing project I can explain the relationship between an event and an action I can choose which keys to use for actions and explain my choices I can identify a way to improve a program</p>	<p align="center">NCC/360 Scheme Unit 3.6 Programming B-Events and actions</p> <p align="center">Maze movement</p> <p>To create a program to move a sprite in four directions I can choose a character for my project I can choose a suitable size for a character in a maze I can program movement</p>	<p align="center">NCC/360 Scheme Unit 3.6 Programming B-Events and actions</p> <p align="center">Drawing lines</p> <p>To adapt a program to a new context I can use a programming extension I can consider the real-world when making design choices I can choose blocks to set up my program</p>	<p align="center">NCC/360 Scheme Unit 3.6 Programming B-Events and actions</p> <p align="center">Adding features</p> <p>To develop my program by adding features I can identify additional features (from a given set of blocks) I can choose suitable keys to turn on additional features I can build more sequences of commands to make my design work</p>	<p align="center">NCC/360 Scheme Unit 3.6 Programming B-Events and actions</p> <p align="center">Debugging movement</p> <p>To identify and fix bugs in a program I can test a program against a given design I can match a piece of code to an outcome I can modify a program using a design</p>	<p align="center">NCC/360 Scheme Unit 3.6 Programming B-Events and actions</p> <p align="center">Making a project</p> <p>To design and create a maze-based challenge I can make design choices and justify them I can implement my design I can evaluate my project</p>	<p align="center">NCC/360 Scheme Unit 3.6 Programming B- Events and actions REVIEW</p>

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PSHE	1Decision	1Decision	1Decision	1Decision	1Decision	1Decision	1Decision
VISITS & VISITOR		Y3 TRIP TO HMS	Y4 LEAVER SERVICE FRAGILE EARTH-SIMONBURN	LES ANIMEAUX OLYMPIQUE-FRENCH PERFORMANCE KIRKLEY HALL ZOO TRANSITION ROUNDERS-MIDDLE SCHOOL		TRANSFER DAY	FUN DAY LEAVER SERVICE