

MTP Spring 1 Humshaugh First School Class 3 - Mrs Long/Ms Osborne/Mrs Wilkinson/ Mr Hulbert

	Week 1 6.1.25	Week 2 13.1.25	Week 3 20.1.25	Week 4 27.1.25	Week 5 3.2.25	Week 6 10.2.25	Week 7 17.2.25
TOPIC	EXTRA TERRESTIAL	EXTRA TERRESTIAL	EXTRA TERRESTIAL	EXTRA TERRESTIAL	EXTRA TERRESTIAL	EXTRA TERRESTIAL	EXTRA TERRESTIAL
SPELLING SPAG	YEAR 3-6 SPELLING LISTS SPAG Test	YEAR 3-6 SPELLING LISTS Compound words Y3	YEAR 3-6 SPELLING LISTS Prefix mis, un, dis Y3	YEAR 3-6 SPELLING LISTS Inverted commas Y3	YEAR 3-6 SPELLING LISTS Homophones Y4	YEAR 3-6 SPELLING LISTS Commas after Fronted adverbials Y4	YEAR 3-6 SPELLING LISTS Mr Whoops Y4
WRITING (Core Texts/Animation)	The Iron Man <i>by Ted Hughes</i> The Write Stuff Experience Session BBC Two - English Express, Texts - Imaginary Beasts, 'The Iron Man' by Ted Hughes (animation) Watch film and retell the first part of the story. Seagulls In Flight. 1080HD - YouTube	The Iron Man <i>by Ted Hughes</i> The Write Stuff	The Iron Man <i>by Ted Hughes</i> The Write Stuff	The Iron Man <i>by Ted Hughes</i> The Write Stuff	The Iron Man <i>by Ted Hughes</i> The Write Stuff	The Iron Man <i>by Ted Hughes</i> INDEPENDENT WRITE	The Iron Man <i>by Ted Hughes</i> INDEPENDENT WRITE

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GEOGRAPHY	<p align="center">SOUTH AMERICA</p> <p align="center">Focus on Brazil</p> <p align="center">Where is Brazil? An Identification of the human and physical features</p> <p align="center">Key questions</p>	<p align="center">SOUTH AMERICA</p> <p align="center">Focus on Brazil</p> <p align="center">The climate of Brazil</p>	<p align="center">SOUTH AMERICA</p> <p align="center">Focus on Brazil</p> <p align="center">Urbanisation: the great tug of war (push/pull)</p>	<p align="center">SOUTH AMERICA</p> <p align="center">Focus on Brazil</p> <p align="center">A city of two halves</p>	<p align="center">SOUTH AMERICA</p> <p align="center">Focus on Brazil</p> <p align="center">The indigenous people of the Amazon rainforest</p>	<p align="center">SOUTH AMERICA</p> <p align="center">Focus on Brazil</p> <p align="center">What is life like in Brazil?</p>	<p align="center">SOUTH AMERICA</p> <p align="center">Focus on Brazil</p> <p align="center">Assessment for learning</p>
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SCIENCE	<p align="center">LIGHT Changing Shadows</p> <p>To find patterns in the way that the size of shadows change by investigating what happens when you change the distance between the object and the light source. I can find patterns when investigating how shadows change size</p> <p>Start with a Concept Cartoon.</p> <p>Introduce the terminology 'Transparent, Translucent and Opaque' (See PLAN docs) (How will this affect how the light is blocked?)</p> <p>Children create a bank of objects that are either Transparent, Translucent or Opaque. Then write a description of each using a word bank (see planning). Illustrate with a picture.</p>	<p align="center">LIGHT Shadows</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object. I can investigate which materials block light to form shadows What is darkness? If I turned the lights off would we be in complete darkness? What do you call animals that come out at night? We're going to create shadow puppets of nocturnal animals. How many nocturnal animals can you name? Show example – does anyone know what this animal is called? What do you think would happen if I shone a light behind this puppet into our shadow theatre? (set up with toy theatre) Let's try it... You're going to make your puppet and you can choose to use a material that's opaque, translucent or transparent. What do you think will happen to the size of the shadow when the puppet is closer to the paper/light source? What do you notice?</p>	<p align="center">LIGHT Ski Goggles</p> <p>Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes.</p> <p>To design and make a pair of ski goggles considering carefully which materials would be most suitable to help protect the eyes.</p> <p align="center">(See PLAN Docs)</p>	<p align="center">LIGHT ASSESSMENT</p> <p>Retrieval Practice: Light Interactive Quiz Twinkl Go!</p> <p>Y3 Light - End of Unit Assessment (teacher made) - Twinkl</p> <p align="center">SPOTLIGHT ON SCIENTIST</p> <p>Mae Jemison/Katherine Johnson</p>	SEE DT	SEE DT	SEE DT

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ART	<p>Inspiration – Nemo Gould & Shaun Tan Watch the film The Lost Thing by Shaun Tan and discuss the genre ‘Steampunk’. Explore the work of Nemo Gould.</p> <p>Children play the surrealist drawing game ‘Exquisite Corspe’ then turn an object into a fantasy creature or robot.</p>	<p>Steampunk Worlds</p> <p>Create a steampunk world using collage and paint.</p> <p>Thunderbirds Are Go - The Secrets Behind the Set - Bing video</p>	<p>Steampunk Worlds</p> <p>Create a steampunk world using collage and paint.</p>	<p>Design a Lost Thing</p>	<p>Make a Steam Punk inspired Lost Thing</p>	<p>Make a Steam Punk inspired Lost Thing</p>	<p>Paint Lost Thing</p>
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FRENCH	<i>Je voudrais</i> with food Phonemes e and an Numbers 1-15 Months Numbers 16-31 French maths: division and multiplication April fool's day (<i>poisson d'avril</i>)	<i>Je voudrais</i> with food Phonemes e and an Numbers 1-15 Months Numbers 16-31 French maths: division and multiplication April fool's day (<i>poisson d'avril</i>)	<i>Je voudrais</i> with food Phonemes e and an Numbers 1-15 Months Numbers 16-31 French maths: division and multiplication April fool's day (<i>poisson d'avril</i>)	<i>Je voudrais</i> with food Phonemes e and an Numbers 1-15 Months Numbers 16-31 French maths: division and multiplication April fool's day (<i>poisson d'avril</i>)	<i>Je voudrais</i> with food Phonemes e and an Numbers 1-15 Months Numbers 16-31 French maths: division and multiplication April fool's day (<i>poisson d'avril</i>)	<i>Je voudrais</i> with food Phonemes e and an Numbers 1-15 Months Numbers 16-31 French maths: division and multiplication April fool's day (<i>poisson d'avril</i>)	<i>Je voudrais</i> with food Phonemes e and an Numbers 1-15 Months Numbers 16-31 French maths: division and multiplication April fool's day (<i>poisson d'avril</i>)
PE	Gymnastics Swimming	Gymnastics Swimming	Gymnastics Swimming	Gymnastics Swimming	Gymnastics Swimming	Gymnastics Swimming	Gymnastics Swimming
MUSIC	Spring and Easter songs Charanga Unit: Stop!	Spring and Easter songs Charanga Unit: Stop!	Spring and Easter songs Charanga Unit: Stop!	Spring and Easter songs Charanga Unit: Stop!	Spring and Easter songs Charanga Unit: Stop!	Spring and Easter songs Charanga Unit: Stop!	Spring and Easter songs Charanga Unit: Stop!
COMPUTING	NCC/360 Scheme Programming A – Sequence in Music Introduction to Scratch	NCC/360 Scheme Programming A – Sequence in Music Programming sprites	NCC/360 Scheme Programming A – Sequence in Music Sequences	NCC/360 Scheme Programming A – Sequence in Music Ordering Commands	NCC/360 Scheme Programming A – Sequence in Music Looking Good	NCC/360 Scheme Programming A – Sequence in Music Making an instrument	NCC/360 Scheme Unit 3.4 Programming A – Sequence in Music Explore

PSHE	1Decision Our World/ The Working World/ Circle Tim	1Decision Our World/ The Working World/ Circle Time	1Decision Our World/ The Working World/ Circle Time	1Decision Our World/ The Working World/ Circle Time	1Decision Our World/ The Working World/ Circle Time	1Decision Our World/ The Working World/ Circle Time	1Decision Our World/ The Working World/ Circle Time

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