



Wow Starter: Introduce the Solar System.
Remind children of the Tim Peake blast off.

Final Event: To present their PowerPoint presentations to the rest of the class.

EXPRESSIVE ARTS AND DESIGN

- LKS2**
- **ad10** I can show in my sketch book how I have developed techniques and ideas
 - **ad11** I can describe the range of materials I have used since being in KS1
- Design LKS2**
- **dt29** I can make a model of my design
- Make LKS2**
- **dt33** I can measure, mark, cut and shape a range of materials accurately
 - **dt34** I can join, assemble and combine components with precision
 - **dt35** I can use appropriate finishing techniques to strengthen and improve the appearance of my product
- Evaluate LKS2**
- **dt39** I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons
- **dt40** I have asked for the views of others, especially the intended users, to help to improve my design

- LKS2**
- **mu12** I can play instruments with accuracy and control
 - **mu15** I can compose pieces of music using the dimensions and elements of music expressively
 - **mu16** I can listen carefully and perform accurately from memory
 - **mu19** I can describe, compare and evaluate different kinds of music
 - **mu20** I can identify music from different traditions
 - **mu21** I can talk about some famous composers and musicians and express my opinions of their music using appropriate vocabulary

LITERACY

- Reading - word reading LKS2**
- **e135** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
 - **e136** read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Reading - comprehension LKS2**
- **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - **e142** identifying themes and conventions in a wide range of books
 - **e147** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 - **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - **e150** predicting what might happen from details stated and implied
 - **e152** identifying how language, structure, and presentation contribute to meaning
 - **e154** 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.
- Writing - transcription - Spelling LKS2**
- **e156** spell further homophones
 - **e158** place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Writing - composition LKS2**
- **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - **e168** organising paragraphs around a theme
 - **e169** in narratives, creating settings, characters and plot
 - **e173** proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - **e174** proof-read for spelling and punctuation errors
- Writing - vocabulary, grammar and punctuation LKS2**
- **e179** choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - **e185** indicating possession by using the possessive apostrophe with plural nouns
 - **e186** using and punctuating direct speech

COMMUNICATION AND LANGUAGE

- LKS2**
- **fl2.1** I can spell and pronounce the words correctly in the songs and poems I know
 - **fl3** I can have a conversation including asking and answering questions
 - **fl3.2** I can ask for clarification of information or for help
 - **fl4** I can speak in grammatically correct sentences
 - **fl6** I can communicate and be understood in different situations
 - **fl11** I can speak and write about everyday life
- **sl15** use relevant strategies to build their vocabulary
- **sl17** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **sl19** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **sl20** speak audibly and fluently with an increasing command of Standard English
- **sl22** gain, maintain and monitor the interest of the listener(s)

OUTDOOR LEARNING

RRSA- Continuing RRSA rights and responsibilities through classroom lessons.

Whole School assembly Article focus.

CBBC news round- We will be watching global news daily and discuss our rights based on the up to date news.

Science- Most lessons require outdoor observations and exploring due to working with rocks and fossils.

PE- Year 3 have PE on Tuesdays and Thursdays with Miss Dix and Dance on a Wednesday with Arts NK

SMSC
RE
Assemblies
PSHE
Class Charter
Circle Time
Partner talk

Moon Landing (Michael Foale) (Y3T5)

ENGLISH
This term in English we are looking at a novel called 'Monkey Madness' by Jan Burchett. This novel is a crazy fun-filled adventure of a space pet visiting Earth. Year 3 will be designed their own space pets and describing their character then writing a short crazy narrative about their adventure on Earth. This will then lead onto writing instructions how to care for their pet on Earth including what special requirements it may need to survive. These will be very exciting to read to see what crazy adventures they get up to!

FRENCH
We are continuing to learn French with Miss Melloy, we will continue to practise our simple phrases and answering questions asked in French. We will also look at family members and who we have in our family and be able to tell our partner in French.

PE
In PE this term the children will be learning through Athletics and Games. In Athletics they will be developing running for speed and distance, running over obstacles and different types of throw. In Games the children will be looking at a Striking and Fielding game (Rounders). They will be developing throwing, catching and batting skills as well as learning the rules of the game.

ART/ D&T
In D&T this term we are going to designing and making our own rockets. This will include a can, yogurt pot and a small cardboard box. We will have to follow instructions how to make a rocket that could be the next model to blast off into space!
After completing our rockets, we are going to focus on 'Peter Thorpe' who is an abstract artist all based around Space. Peter creates abstract paintings of landscapes and figures around this theme! Year 3 will get a go at creating one of these.

MUSIC
This term we will be looking at a Reggae by Bob Marley called 'Three Little Birds'. We will be looking at a range of games, looking at the different dimensions of music e.g. pulse, rhythm and pitch and singing and playing instruments all related to this song.

PSHE
This term we are looking at Relationships, we will focus on how we feel when we lose something or someone and how to celebrate their life. We will look at how we can remember people even though we cannot see them.

RE
This term we are looking at religion in our local area- Christianity. We will look at the beliefs and lifestyles of Christians and where they can go if they need a special place. Year 3 will learn about what special acts Christians worship. Also we will find out what is in a church and what it is used for.

SCIENCE
This term we are continuing to look at rocks and fossils. We will continue to understand why rocks are useful around school and know that there is rock under all surfaces. We will be able to describe what happens when a volcano erupts and how rocks are broken down. We will then look at fossils, understanding how they are formed and even make our own!

HISTORY
Year 3 are learning about a significant figure from our area. 'Michael Foale' was an astronaut who went on a range of space missions including the ISS, from Louth in Lincolnshire. We will be learning about his different missions in space and why he decided to become an astronaut. Also, we will look at the Space Race between USA and Russia, understanding the solar system, the big moon landing with Neil Armstrong and then creating our own space passports.

MATHS
In Maths this term, we are working on properties of shapes. This will include looking at 2D and 3D shapes and their properties and their angles; whether they are right angles or greater than or less than. Next we will be looking at parallel and perpendicular lines and turns; particularly when using a compass.

ICT
In ICT this term, Year 3 will be creating a PowerPoint presentation using their research skills to find out about Michael Foale and creating a biography about him. The children will be encouraged to use different layouts, fonts, pictures and text types in their presentations. These will then be presented to the rest of Year 3.

PSED & RELIGIOUS EDUCATION

- PSED Developing confidence and responsibility and making the most of their abilities LKS2**
- **pc25** Be able to talk about their views on issues that affect themselves and their class.
- PSED Developing good relationships and respecting the differences between people LKS2**
- **pr25** Understand that their actions affect themselves and others.
 - **pr27** Consolidate understanding of differences and similarities between people.
- RE - Learning From Religion LKS2**
- **rf21** Reflect on what it means to belong to a faith community.
- Learning About Religion LKS2**
- **ra20** Begin to describe the variety of practices and ways of life in religions.
 - **ra22** Investigate the importance of religion in the local community.

UNDERSTANDING THE WORLD

- Working scientifically LKS2**
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
 - **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
 - **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Rocks LKS2**
- **sc47** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
 - **sc48** describe in simple terms how fossils are formed when things that have lived are trapped within rock
- **sc49** recognise that soils are made from rocks and organic matter.
- Core Skills across the Key Stage LKS2**
- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
 - **hi22** I can ask and answer questions about change and cause and effect
 - **hi23** can ask and answer questions about similarities and differences and their significance
 - **hi24** I can draw informed conclusions by using a range of research skills
 - **hi26** can use sources of information, including ICT, to find out about events, people and changes in the past
 - **hi51** I know about the history of my local area, how it has changed over time and some of the major events and significant people associated with it

MATHEMATICS AND COMPUTING

- Number - number and place value LKS2**
- **m80** count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
 - **m82** compare and order numbers up to 1000
 - **m83** identify, represent and estimate numbers using different representations
- Number - addition and subtraction LKS2**
- **m88** a three-digit number and tens
 - **m89** a three-digit number and hundreds
 - **m91** estimate the answer to a calculation and use inverse operations to check answers
- Geometry - properties of shapes LKS2**
- **m110** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
 - **m111** recognise angles as a property of shape or a description of a turn
 - **m112** identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- LKS2**
- **co24** I can use search technologies effectively
 - **co25** I am aware that information from some sources may not be accurate
 - **co28** I can use a variety of software to present data and information (including combining images and text, multi-media presentations and data-bases)
 - **co29** I know the rules for keeping safe on the internet and how to be a responsible internet user
 - **co30** I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour

PHYSICAL EDUCATION

- LKS2**
- **pe4** I can tell you how I have developed my athletic skills, and which is strongest and which athletics events I prefer
 - **pe5** I can play competitive net, striking, fielding and invasion games
 - **pe6** I can identify the techniques I need to practice to improve my strength and performance in athletic activities
- **pe9** I can show you my record of sporting performances
- **pe9.2** I can tell you my personal best in a particular activity and my aspirations for the future

Moon Landing (Michael Foale) (Y3T5) - Stage Coverage

UNDERSTANDING THE WORLD

Working scientifically LKS2

- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Rocks LKS2

- **sc47** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- **sc48** describe in simple terms how fossils are formed when things that have lived are trapped within rock
- **sc49** recognise that soils are made from rocks and organic matter.

LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi22** They should regularly address and sometimes devise historically valid questions about change and cause,
- **hi23** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- **hi24** They should construct informed responses that involve thoughtful selection
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources
- **hi51** a local history study For example:

MATHEMATICS AND COMPUTING

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- **m80** count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- **m82** compare and order numbers up to 1000
- **m83** identify, represent and estimate numbers using different representations

Number - addition and subtraction LKS2

- **m88** a three-digit number and tens
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Geometry - properties of shapes LKS2

- **m110** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
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- **m112** identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
- **m113** identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

LKS2

- **co24** use search technologies effectively
- **co25** be discerning in evaluating digital content
- **co28** select, use and combine a variety of software (including internet services) on a range of digital devices presenting data and information.
- **co29** use technology safely, respectfully and responsibly
- **co30** recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

PHYSICAL EDUCATION

LKS2

- **pe4** use running, jumping, throwing and catching in isolation
- **pe5** play competitive games, modified where appropriate
- **pe6** develop flexibility, strength, technique, control and balance, for example through athletics
- **pe9** compare their performances with previous ones.
- **pe9.2** demonstrate their personal best.

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad10** to create sketch books to record their observations and use them to review and revisit ideas
- **ad11** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

Design LKS2

- **dt29** generate, develop, model and communicate their ideas through prototypes

Make LKS2

- **dt33** use a wider range of tools and equipment to perform practical tasks accurately
- **dt34** use a wider range of tools and equipment to perform practical tasks, such as joining accurately
- **dt35** select from and use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately

Evaluate LKS2

- **dt39** analyse a range of existing products
- **dt40** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

LKS2

- **mu12** play musical instruments with increasing accuracy
- **mu15** improvise and compose music using the inter-related dimensions of music
- **mu16** listen with attention to detail and recall sounds with increasing aural memory
- **mu19** appreciate a wide range of high-quality live and recorded music
- **mu20** understand music drawn from different traditions
- **mu21** appreciate some great composers and musicians

LITERACY

Reading - word reading LKS2

- **e135** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- **e136** read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

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Writing - vocabulary, grammar and punctuation LKS2

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- **e186** using and punctuating direct speech

COMMUNICATION AND LANGUAGE

LKS2

- **fi2.1** link the spelling, sound and meaning of words
- **fi3** engage in conversations; ask and answer questions
- **fi3.2** engage in conversations and seek clarification and help
- **fi4** peak in sentences, using familiar vocabulary, phrases and basic language structures
- **fi6** present ideas and information orally to a range of audiences
- **fi11** describe people, places, things and actions orallyand in writing
- **si15** use relevant strategies to build their vocabulary
- **si17** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **si19** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **si20** speak audibly and fluently with an increasing command of Standard English
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PSED & RELIGIOUS EDUCATION

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PSED Developing good relationships and respecting the differences between people LKS2

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