

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

	Week 1 1.6.26	Week 2 8.6.26	Week 3 15.6.26	Week 4 22.6.26	Week 5 29.6.26	Week 6 6.7.26	Week 7 13.7.26
TOPIC	ANIMALS	ANIMALS	ANIMALS	ANIMALS	ANIMALS	ANIMALS	ANIMALS
SPELLINGS SPAG	YEAR 3-6 SPELLING LISTS Homophones	YEAR 3-6 SPELLING LISTS Word families	YEAR 3-6 SPELLING LISTS Place and Cause Conjunctions	YEAR 3-6 SPELLING LISTS Apostrophes	YEAR 3-6 SPELLING LISTS Paragraphs	YEAR 3-6 SPELLING LISTS SPAG test	YEAR 3-6 SPELLING LISTS
WRITING (Core Texts/Animation)	Persuasion & Argument – Animals in Captivity Introduction to Zoos Considering a Contrasting Point of View	Persuasion & Argument – Animals in Captivity Expressing a Point of View in a Letter Using Adverbials	Persuasion & Argument – Animals in Captivity Plan & Deliver a Speech – Exploring Features of Persuasive Texts	Persuasion & Argument – Animals in Captivity Plan & Deliver a Speech – Exploring Structure	Persuasion & Argument – Animals in Captivity Planning a Persuasive Speech Preparing & Performing a Persuasive Speech	Zoo by Anthony Persuasion & Argument – Animals in Captivity Write a Persuasive Article for a Website Write a Persuasive Article for a Website	WATER FIGHT FUN DAY LEAVER SERVICE

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GENRES	NARRATIVE/ NON-FICTION Story Balanced Argument Biography	NARRATIVE/ NON-FICTION Story Balanced Argument Biography	NARRATIVE/ NON-FICTION Story Balanced Argument Biography	NARRATIVE/ NON-FICTION Story Balanced Argument Biography	NARRATIVE/ NON-FICTION Story Balanced Argument Biography	NARRATIVE/ NON-FICTION Story Balanced Argument Biography	NARRATIVE/ NON-FICTION Story Balanced Argument Biography
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	Guided reading VIPERS Mediterranean Spain Italy	Guided reading VIPERS Mediterranean Spain Italy	Guided reading VIPERS Mediterranean Spain Italy	Guided reading VIPERS Mediterranean Spain Italy	Guided reading VIPERS Mediterranean Spain Italy	Guided reading VIPERS Mediterranean Spain Italy
MATHS	JL FRACTIONS MULTIPLICATION TABLES(MTC)	JL FRACTIONS MULTIPLICATION TABLES(MTC)	JL FRACTIONS MULTIPLICATION TABLES(MTC)	JL FRACTIONS DECIMALS	JL FRACTIONS DECIMALS	JL FRACTIONS DECIMALS	JL FRACTIONS DECIMALS

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	LO Tell the time to the minute	LO Use a.m. and p.m.	Friends from the Village	LO Hours, minutes and seconds	LO Years, months, weeks and days	LO NRICH Approaching Midnight or How many times? Ext: Word Problems	Water fight & Fun Day
GEOGRAPHY	<p>MODERN EUROPE <u>Lesson 1-My Europe-Take to the rails!</u> Geography To consider our existing knowledge and understanding about Europe. To identify countries and bodies of water in Europe and locate these on a map. Computing To use the internet in a focused and selective way to find out facts about European countries. Enquiry question What countries are in Europe and where are they located?</p>	<p>MODERN EUROPE <u>Lesson 2-River deep, mountain high</u> Geography 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. Computing To develop skills in using the internet and other information sources for research purposes. Enquiry question What can we find out about Europe's mountains and rivers?</p>	<p>MODERN EUROPE <u>Lesson 3-Cracking Capitals</u> Geography 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. English To retrieve, record and present information from non-fiction texts. Enquiry question Where are Europe's capital cities and what facts can we find out about them?</p>	<p>MODERN EUROPE <u>Lesson 4-Pack your bags!</u> Geography 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. Enquiry question What can we learn about different climates and industries in Europe?</p>	<p>MODERN EUROPE <u>Lesson 5-On the move</u> Geography 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 act to make our school a welcoming place for others. Enquiry question Why do people move?</p>	<p>MODERN EUROPE ASSESSMENT QUIZ</p>	<p>MODERN EUROPE ADDRESS MISCONCEPTIONS</p>

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<p align="center">SCIENCE ANIMALS INCLUDING HUMANS</p>	<p>Art Competition – Garden</p> <p>Chn create a birds eye view patchwork piece for a nature garden.</p> <p>Watch part of the Chelsea Flower Show and discuss this years winners with their emphasis on biodiversity and nature.</p> <p>What elements would a garden have to be a haven for nature and a relaxing space to be in...</p> <p>Flowers Borders Grasses Wild areas A pond Bug Hotels Bird Feeders</p> <p>Children choose one element then create a A4 page based on that.</p>	<p>TRIP TO KIRKLEY HALL</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). Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. 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. 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). Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. 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. 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	Kwik Cricket Swimming	Kwik Cricket Swimming	Kwik Cricket Swimming	Kwik Cricket Swimming	Kwik Cricket Swimming	Kwik Cricket Swimming	Kwik Cricket Swimming
MUSIC	PETER PAN	PETER PAN	PETER PAN	PETER PAN	PETER PAN	PETER PAN	PETER PAN
COMPUTING	Drawing & Desktop Publishing - Objects	TRIP TO KIRKLEY HALL	Drawing & Desktop Publishing – Ordering and Grouping	Drawing & Desktop Publishing – Manipulating Objects	Drawing & Desktop Publishing - Posters	Drawing & Desktop Publishing – Combining Text & Images	Drawing & Desktop Publishing – Effective Layouts
PSHE	OAK ACADEMY HEALTHY RELATIONSHIPS Are all friends the same?	OAK ACADEMY HEALTHY RELATIONSHIPS Are all friends the same?	OAK ACADEMY HEALTHY RELATIONSHIPS Are all friends the same?	OAK ACADEMY HEALTHY RELATIONSHIPS Are all friends the same?	OAK ACADEMY HEALTHY RELATIONSHIPS Are all friends the same?	OAK ACADEMY HEALTHY RELATIONSHIPS Are all friends the same?	OAK ACADEMY HEALTHY RELATIONSHIPS Are all friends the same?
VISITS & VISITOR		KIRKLEY HALL ZOO Y3 TRIP TO HMS	Y4 LEAVER SERVICE	TRANSITION ROUNDERS- MIDDLE SCHOOL		TRANSFER DAY	FUN DAY LEAVER SERVICE