

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

	Week 1 26.2.24	Week 2 4.3.24	Week 3 11.3.24	Week 4 18.3.24	Week 5 25.3.24
TOPIC	RAINFOREST	RAINFOREST	RAINFOREST	RAINFOREST	RAINFOREST
SPELLINGS SPAG	YEAR 3-6 SPELLING LISTS Adverbs	YEAR 3-6 SPELLING LISTS Prefixes im-, il-, in-, ir-	YEAR 3-6 SPELLING LISTS Suffix -ation	YEAR 3-6 SPELLING LISTS FANBOYS Co-ordinating Conjunctions	YEAR 3-6 SPELLING LISTS SPAG TEST
WRITING (Core Texts/Animation)	FAIRTRADE FORTNIGHT Forest Friendly Farming (have some Divine Chocolate) Write about a day in the life of Gbassay Watch Guardians of the Rainforest. Make notes on what Gbassay and his family do throughout the day. Recap bullet points!	WORLD BOOK DAY Rainforest Experience in the Library	Miniscule Describe a rainforest setting from the perspective of an insect Miniscule Plot Point 1: First impressions of the rainforest. Miniscule Plot Point 2: Bizarre bugs.	Miniscule Describe a rainforest setting from the perspective of an insect Miniscule Plot Point 3: Deeper into the forest Miniscule Plot Point 4: The Trap	Miniscule Describe a rainforest setting from the perspective of an insect Miniscule Independent Write Plan and Independent Write
GENRES	Diary Entry Instructions Adventure story Setting	Diary Entry Instructions Adventure story Setting	Diary Entry Instructions Adventure story Setting	Diary Entry Instructions Adventure story Setting	Diary Entry Instructions Adventure story Setting

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SPOTLIGHT ON... Authors/Books	Alistar Humphreys (The Boy Who Biked the World: Riding the Americas) Emma Carroll (Escape to the Riversea)	Alistar Humphreys (The Boy Who Biked the World: Riding the Americas) Emma Carroll (Escape to the Riversea)	Alistar Humphreys (The Boy Who Biked the World: Riding the Americas) Emma Carroll (Escape to the Riversea)	Alistar Humphreys (The Boy Who Biked the World: Riding the Americas) Emma Carroll (Escape to the Riversea)	Alistar Humphreys (The Boy Who Biked the World: Riding the Americas) Emma Carroll (Escape to the Riversea)
VIPERS	Guided reading VIPERS Stage 5-Rainforests Types of Rainforest- Information Text	Guided reading VIPERS Stage 5-Rainforests Layers of Rainforest- Information Text	Guided reading VIPERS Stage 5-Rainforests Strange Forests- Information Text *READING TEST	Guided reading VIPERS Stage 5-Rainforests Crashed—Diary Entry	Guided reading VIPERS Stage 5-Rainforests Threats-Information Text
MATHS	DIVISION FRACTIONS GEOMETRY MEASUREMENT	DIVISION FRACTIONS GEOMETRY MEASUREMENT	DIVISION FRACTIONS GEOMETRY MEASUREMENT	DIVISION FRACTIONS GEOMETRY MEASUREMENT	DIVISION FRACTIONS GEOMETRY MEASUREMENT
GEOGRAPHY	BIOMES What is a Rainforest? Types of Rainforest	BIOMES The different layers of a Rainforest	BIOMES Animals and Plants	BIOMES People of the Rainforest	BIOMES The threat to Rainforests e.g. deforestation and climate change

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<p align="center">SCIENCE States of Matter/Sound</p>	<p>Evaporation Investigation To associate the rate of evaporation with temperature by investigating the effect of temperature on drying washing.</p> <p>To make systematic, careful and accurate observations and measurements and report on findings from enquiries by displaying results and conclusions by investigating the effect of temperature on drying washing.</p> <ul style="list-style-type: none"> • I can investigate how water evaporates. 	<p>The Water Cycle To identify the part played by evaporation and condensation in the water cycle by creating a model of the water cycle.</p> <ul style="list-style-type: none"> • I can identify and describe the different stages of the water cycle. <p>The Water Cycle Song - Bing video</p>	<p>Good Vibrations To identify how sounds are made, associating some of them with something vibrating, by identifying and explaining sound sources around school.</p> <ul style="list-style-type: none"> • I can describe and explain sound source 	<p>Hearing Sounds To identify how sounds are made, associating some of them with something vibrating, by performing a dramatization of how sounds travel.</p> <p>To find patterns between the volume of a sound and the strength of the vibrations that produced it, by performing a dramatization of how sounds travel.</p> <p>To recognise that vibrations from sounds travel through a medium to the ear, by performing a dramatization of how sounds travel.</p> <ul style="list-style-type: none"> • I can explain how different sounds travel. 	<p>Higher and Lower To recognise that vibrations from sounds travel through a medium to the ear, by exploring how high and low sounds are created.</p> <p>To find patterns between the pitch of a sound and features of the object that produced it, by exploring and creating musical instruments, and explaining how they change pitch.</p> <ul style="list-style-type: none"> • I can explore ways to change the pitch of a sound
<p align="center">ART Painting</p>	<p>Leaf Collagraphs Explore the work of Glen Alps. Chn create their own tropical leaf inspired collagraph printing plate using a variety of materials.</p>	<p>Print Making. Chn use a variety of techniques to print their collagraphs.</p>	<p>Rainforest Leaves Chn make giant willow leaves and cover with cling film.</p>	<p>Rainforest Leaves Chn collage their leaves with tissue paper</p>	<p>Warhol inspired Press Printing Chn create observational drawings of food packaging and tins (e.g. sardines, fentimans, soup cans etc) then turn into a press print.</p>

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DT Design		FOOD TECH DT DAY Test existing cereal bars, children design their own fairtrade bar. Make Fairtrade Cereal bars on Monday 4 th .	FOOD TECH DT DAY Evaluation		
RE	SALVATION (UC) Why do Christians call the day Jesus died Good Friday? Core	SALVATION (UC) Why do Christians call the day Jesus died Good Friday? Core	SALVATION (UC) Why do Christians call the day Jesus died Good Friday? Core	SALVATION (UC) Why do Christians call the day Jesus died Good Friday? Core	SALVATION (UC) Why do Christians call the day Jesus died Good Friday? Core
FRENCH	Pets To develop strategies for remembering new language. To match subject and verb correctly when talking about pets.	Alphabet To recognise and repeat sounds and words with increasing accuracy. To use songs or rhymes to help me remember new language	What's His Name? To use a range of vocabulary to create different sentences.	How Do You Spell...? To use French pronunciation of the alphabet to spell words	Recap
PE	Football Swimming	Football Swimming	Football Swimming	Football Swimming	Football Swimming
MUSIC	Easter songs Recorder	Easter songs Recorder	Easter songs Recorder	Easter songs Recorder	Easter songs Recorder

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COMPUTING	<p align="center">NCC/360 Scheme Unit 4.1 Computing systems and networks- Connecting computers Connecting networks To describe how networks physically connect to other networks I can describe the internet as a network of networks I can demonstrate how information is shared across the internet I can discuss why a network needs protecting</p> <p align="center">*ADOBE EXPRESS CREATE INFOGRAPHICS ABOUT LAYERS OF THE RAINFOREST-LINKED WITH GEOGRAPHY</p>	<p align="center">NCC/360 Scheme Unit 4.1 Computing systems and networks- Connecting computers What is the internet made of? To recognise how networked devices make up the internet I can describe the different networked devices and how they connect I can explain how the internet allows us to view the World Wide Web I can recognise that the World Wide Web is the part of the internet that contains websites and web pages</p>	<p align="center">NCC/360 Scheme Unit 4.1 Computing systems and networks- Connecting computers Sharing information To outline how websites can be shared via the World Wide Web I can explain the types of media that can be shared on the World Wide Web (WWW) I can describe where websites are stored when uploaded to the WWW I can describe how to access websites on the WWW</p>	<p align="center">NCC/360 Scheme Unit 4.1 Computing systems and networks- Connecting computers What is a website? To describe how content can be added and accessed on the World Wide Web I can create media which can be found on websites I can recognise that I can add content to the WWW I can explain that new content can be created online</p>	<p align="center">NCC/360 Scheme Unit 4.1 Computing systems and networks- Connecting computers Who owns the web? To recognise how the content of the WWW is created by people I can explain that websites and their content are created by people I can suggest who owns the content on websites I can explain that there are rules to protect content</p> <p align="center">*ADOBE EXPRESS CREATE POSTERS RAISING AWARENESS OF THE IMPACT OF DEFORESTATION- LINKED WITH GEOGRAPHY</p>
PSHE	1Decision Keeping Healthy/Staying Healthy	1Decision Keeping Healthy/Staying Healthy	1Decision Keeping Healthy/Staying Healthy	1Decision Keeping Healthy/Staying Healthy	1Decision Keeping Healthy/Staying Healthy

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VISITS & VISITOR		DT FOOD TECH Y4 BIKEABILITY WORLD BOOK DAY FRIENDS FROM THE VILLAGE	ASPIRATIONAL VISIT TO ST JAMES PARK STADIUM	BRITISH SIGN LANGUAGE WEEK QUEENS HALL THEATRE PERFORAMNCE OF FISHING FOR RAINBOWS EASTER SERVICE	
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