

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

	<b>Week 1 2.6.25</b>	<b>Week 2 9.6.25</b>	<b>Week 3 16.6.25</b>	<b>Week 4 23.6.25</b>	<b>Week 4 30.6.25</b>	<b>Week 6 7.7.25</b>	<b>Week 7 14.7.25</b>
<b>TOPIC</b>	<b>TRADITIONAL TALES</b>	<b>TRADITIONAL TALES</b>	<b>TRADITIONAL TALES</b>	<b>TRADITIONAL TALES</b>	<b>TRADITIONAL TALES</b>	<b>TRADITIONAL TALES</b>	<b>TRADITIONAL TALES</b>
<b>SPELLING SPAG</b>	<b>YEAR 3-6 SPELLING LISTS <i>ed</i> endings</b>	<b>YEAR 3-6 SPELLING LISTS SPAG TEST</b>	<b>YEAR 3-6 SPELLING LISTS Y3 Possessive apostrophes</b>	<b>YEAR 3-6 SPELLING LISTS Y4 Inverted commas</b>	<b>YEAR 3-6 SPELLING LISTS Y3 Suffix -ation</b>	<b>REHEARSALS</b>	<b>REHEARSALS</b>
<b>WRITING (Core Texts/Animation)</b>	<b>Lillidori – the Thing that followed us...</b>	<b>Lillidori - the thing that followed us...</b>	<b>Three Little Pigs</b>	<b>Three Little Pigs</b>	<b>Jack and the Beanstalk</b>	<b>REHEARSALS</b>	<b>REHEARSALS</b>
<b>GENRES</b>	<b>FIRST PERSON REPORTS NEWSPAPER REPORTS</b>	<b>FIRST PERSON REPORTS NEWSPAPER REPORTS</b>	<b>FIRST PERSON REPORTS NEWSPAPER REPORTS</b>	<b>FIRST PERSON REPORTS NEWSPAPER REPORTS</b>	<b>FIRST PERSON REPORTS NEWSPAPER REPORTS</b>	<b>REHEARSALS</b>	<b>REHEARSALS</b>
<b>SPOTLIGHT ON... Authors/ Books</b>	<b>TRADITIONAL AND ALTERNATIVE TALES AND FAIRY TALES</b>	<b>TRADITIONAL AND ALTERNATIVE TALES AND FAIRY TALES</b>	<b>TRADITIONAL AND ALTERNATIVE TALES AND FAIRY TALES</b>	<b>TRADITIONAL AND ALTERNATIVE TALES AND FAIRY TALES</b>	<b>TRADITIONAL AND ALTERNATIVE TALES AND FAIRY TALES</b>	<b>REHEARSALS</b>	<b>REHEARSALS</b>

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<b>VIPERS</b>	<b>VIPERS</b> Stage 3-The Legend of Robin Hood Stage 4-British Inventions	<b>VIPERS</b> Stage 3-The Legend of Robin Hood Stage 4-British Inventions	<b>VIPERS</b> Stage 3-The Legend of Robin Hood Stage 4-British Inventions	<b>VIPERS</b> Stage 3-The Legend of Robin Hood Stage 4-British Inventions	<b>VIPERS</b> Stage 3-The Legend of Robin Hood Stage 4-British Inventions	<b>REHEARSALS</b>	<b>REHEARSALS</b>
<b>MATHS</b>	<b>MTC</b> <b>REVISE ALL</b> <b>METHODS</b> <b>TESTS/</b> <b>ASSESSMENT</b> <b>TIME</b> <b>MONEY</b> <b>ROMAN</b> <b>NUMERALS</b> <b>NEGATIVE</b> <b>NUMBERS</b>	<b>MTC</b> <b>REVISE ALL</b> <b>METHODS</b> <b>TESTS/</b> <b>ASSESSMENT</b> <b>TIME</b> <b>MONEY</b> <b>ROMAN</b> <b>NUMERALS</b> <b>NEGATIVE</b> <b>NUMBERS</b>	<b>MTC</b> <b>REVISE ALL</b> <b>METHODS</b> <b>TESTS/</b> <b>ASSESSMENT</b> <b>TIME</b> <b>MONEY</b> <b>ROMAN</b> <b>NUMERALS</b> <b>NEGATIVE</b> <b>NUMBERS</b>	<b>MTC</b> <b>REVISE ALL</b> <b>METHODS</b> <b>TESTS/</b> <b>ASSESSMENT</b> <b>TIME</b> <b>MONEY</b> <b>ROMAN</b> <b>NUMERALS</b> <b>NEGATIVE</b> <b>NUMBERS</b>	<b>MTC</b> <b>REVISE ALL</b> <b>METHODS</b> <b>TESTS/</b> <b>ASSESSMENT</b> <b>TIME</b> <b>MONEY</b> <b>ROMAN</b> <b>NUMERALS</b> <b>NEGATIVE</b> <b>NUMBERS</b>	<b>REHEARSALS</b>	<b>REHEARSALS</b>

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<b>GEOGRAPHY</b>	<p><b>THIS IS MY UK</b> Countries and Cities To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world in the context of describing the position of UK cities.</p>	<p><b>THIS IS MY UK</b> Rivers and Seas To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of the UK's rivers and seas. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the UK's rivers and seas.</p>	<p><b>THIS IS MY UK</b> Around the Counties To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of maps of UK counties. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of counties of the UK.</p>	<p><b>THIS IS MY UK</b> Hills and Mountains To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of UK hills and mountains. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of UK hills and mountains.</p>	<p><b>THIS IS MY UK</b> How London Grew To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of London's growth. To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) in the context of London's history.</p>	<p><b>REHEARSALS</b></p>	<p><b>REHEARSALS</b></p>

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<b>SCIENCE</b>	<p><b>Parts of Plants</b> To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers by labelling the parts of a plant. (continued in Forest School)</p> <p><b>Y4 HMS MEETING</b></p>	<p><b>What Do Plants Need to Grow Well?</b> To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) by investigating what plants need to grow well.</p> <ul style="list-style-type: none"> <li>• I can set up an investigation to find out what plants need to grow well</li> </ul>	<p><b>Y4 DIOCEAN LEAVER SERVICE</b> <b>What Have You Found Out?</b> To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables by observing and recording plant growth.</p> <ul style="list-style-type: none"> <li>• I can record my observations.</li> </ul> <p>To report on findings from enquiries, including oral and written explanations and presentations of results and conclusions by presenting findings to the class.</p> <ul style="list-style-type: none"> <li>• I can present the results of my investigation using scientific language.</li> </ul>	<p><b>Moving Water</b> To investigate the way in which water is transported within plants by observing the transport of food colouring through a flower stem.</p> <ul style="list-style-type: none"> <li>• I can investigate how water is transported in plants</li> </ul>	<p><b>Life Cycle</b> To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal by ordering and describing the stages of the life cycle of a flowering plant.</p> <ul style="list-style-type: none"> <li>• I can understand and order the stages of the life cycle of a flowering plant</li> </ul>	<p><b>Y4 TRANSITION SESSION</b> <b>Pollination Board Game</b> Year 3's create a simple board game where players act as bees, collecting nectar and pollen, while avoiding rain, pesticides, or predators.</p>	<b>SUMMER SHOW</b>
<b>ART</b>	<b>ART COMPETITION</b>	<b>ART COMPETITION</b>					

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<b>RE</b>	<b>L2.10 How and why do believers show their commitments during the journey of life?</b>	<b>L2.10 How and why do believers show their commitments during the journey of life?</b>	<b>L2.10 How and why do believers show their commitments during the journey of life?</b>	<b>L2.10 How and why do believers show their commitments during the journey of life?</b>	<b>L2.10 How and why do believers show their commitments during the journey of life?</b>	<b>REHEARSALS</b>	<b>REHEARSALS</b>
<b>FRENCH</b>	<b>Memorise a short text (Talk4writing) Food, opinions, months, numbers and personal descriptions Assessments French food project</b>	<b>Memorise a short text (Talk4writing) Food, opinions, months, numbers and personal descriptions Assessments French food project</b>	<b>Memorise a short text (Talk4writing) Food, opinions, months, numbers and personal descriptions Assessments French food project</b>	<b>Memorise a short text (Talk4writing) Food, opinions, months, numbers and personal descriptions Assessments French food project</b>	<b>Memorise a short text (Talk4writing) Food, opinions, months, numbers and personal descriptions Assessments French food project</b>	<b>REHEARSALS</b>	<b>REHEARSALS</b>
<b>PE</b>	<b>Tennis and Racquet skills Swimming</b>	<b>Tennis and Racquet skills Swimming</b>	<b>Tennis and Racquet skills Swimming</b>	<b>Tennis and Racquet skills Swimming</b>	<b>Tennis and Racquet skills Swimming</b>	<b>Tennis and Racquet skills Swimming</b>	<b>Tennis and Racquet skills Swimming</b>
<b>MUSIC</b>	<b>End of year production</b>	<b>End of year production</b>	<b>End of year production</b>	<b>End of year production</b>	<b>End of year production</b>	<b>REHEARSALS</b>	<b>REHEARSALS</b>

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<b>COMPUTING</b>	<b>ART COMPETITION</b>	<b>ART COMPETITION</b>	<b>GREEN SCREEN</b> Understand what Green Screen is and how it works.	<b>GREEN SCREEN</b> Create a still image using Green Screen.	<b>GREEN SCREEN</b> Film a Green Screen Scene using iMovie. (Link with English Newspaper report writing).	<b>GREEN SCREEN</b> Select appropriate digital backgrounds (Link with English Newspaper report writing).	<b>GREEN SCREEN</b> Edit Green Screen b==video using simple tools (Link with English Newspaper report writing).
<b>PSHE</b>	<b>1Decision Circle Time</b>	<b>1Decision Circle Time</b>	<b>1Decision Circle Time</b>	<b>1Decision Circle Time</b>	<b>1Decision Circle Time</b>	<b>REHEARSALS</b>	<b>REHEARSALS</b>
<b>FOREST SCHOOL</b>	<b>Lillidori</b> Something has followed us back from Lillidori and the Heartstone is missing. Mysterious happenings are occurring in the forest – it's time for Class 3 to investigate!	<b>Lillidori</b> Then they make a home or a trap for the Hidden Folk.  Use Field Sketchbooks to Invent a mythical creature - draw and describe your creatures.	<b>Three Little Pigs House Building Competition</b> Who can build a house that can survive the wolf's puff?	<b>Gingerbread Manhunt</b> The Gingerbread man is on the loose. The chn need to use their orienteering skills to find him!	<b>Gingerbread Man Boat Building</b> Can you build a raft to get the gingerbread man safely across the river?	<b>Fairytale Picnic</b> (Whole School) Fun afternoon in the woods, with dressing up, storytelling and picnic.	<b>SCHOOL CLOSSES @ 1PM</b>