Year: 3 **Term**: 3 **Topic(s)**: Appearances can be deceiving **Hook(s)**: Watch Iron Giant Film

	Week 1 w/b 03.01.17	**Week 2** w/b 09.01.17	**Week 3** w/b 16.01.17	**Week 4** w/b 23.01.17	**Week 5** w/b 30.01.17	**Week 6** w/b 06.01.17
Wider curriculum	HALL DISPLAYS (FROM ART ENRICHMENT DAY 1) UP BY END OF WEEK.	**09.01.17** **All Day Maths Assessment KS2 Course - JE** **AM - Maths Moderation Workshop - HG** PM - Epiphany Assemblies at St George's church 13:30-16:15 Learning Environment Working Party	SET HOME LEARNING FOR CORIDOR DISPLAYS (LINKED TO YOUR TOPIC). UP BY THE END OF TERM. **16.01.17** **Lesson Monitoring Round 2** **All Day - Inference Training Course - JE** **10.40 - 12.00 Maths Monitoring** **1.45 Rock Steady Assembly Yrs1-6** 15:30-16:00 Year 5/6 Mini Basketball (Folkestone Sports Centre)	**23.01.17** **All Day - Assessment CPD - HG** **2.00 - 4.00 Science Network Meeting - AL**	**30.01.17** Art Enrichment Day 2/3 (Migrant Help Project Focus) 09:30-11:30 Y1/2 Fairytale and Fable Workshop (Small Hall) **PM - PE Drop-ins (Nvdw) Yr4/Yr1**	**06.02.17** 09:00-12:00 AM Peer review with collaboration - MG
	03.01.17	**10.01.17** **All Day - PPMs** **10.00 - KS1 TA meeting** **10.20 - KS2 TA meeting** **15:30 - 16:30 SM - English**	**17.01.17** **Lesson Monitoring Round 2** **Vision and Hearing School Health - Foundation** 15:30-16:30 SM – Migrant Help	**24.01.17** 09:30 – 12:00 Y5/6 Pulse Festival (Three Hills) **10.00 - KS1 TA Meeting** **10.20 - KS2 TA Meeting** 13:30 Subject Leaders moderation reading with collaborators **15:30 - 16:30 SM - Using the outside environment**	**31.01.17** 08:30 Premises Committee Meeting 09:30 Finance Committee meeting 13:30 Five to Survive MG (Battle of Britain, Capel) **PM - PE Drop-ins (Nvdw) Yr3/Yr5** **15:30 - 16:30 SM - Maths**	**07.02.17** **Safer Internet Day** 09:00 All Day – F Balanceability (Parents invited) **10.00 - KS1 TA Meeting** **10.20 - KS2 TA Meeting** 13:00 Y1/2 Infant Agility Nvdw (Three Hills) 18:30 FGB Meeting
	04.01.17 13:00-13:30 Nvdv SST FA Skills Coaching	**11.01.17** 13:00 Planning for Mastery VW Lady Joanna Thornhill, Wye **PM - PPMs**	**18.01.17** 09:30 FLO Network meeting WH **09:30 Primary NQT Conference - BSF** 12:00 STS Directors Meeting MG 13:30 Gov Strategy Meeting 15:30 Y3/4 Handball (Three Hills)	**25.01.17** **Vision and Hearing School Health - Foundation**	**01.02.17** **PM - PE Drop-ins (Nvdw) Yr2/Yr6**	**08.02.17** 08:30 KP out AM (minutes) **Kent Sports Hall Athletics Finals** 13:30 -14:00 Planning for Mastery VW Lady Joanna Thornhill, Wye
	05.01.17 **PM - Yr 2 Swimming**	**12.01.17** **AM - Quality Mark Renewal, Anne Cameron - LJ/RS** **AM - Shanghai Teacher Exchange, Blean - SJ** 09:00-11:30 KMTSN MG (tbc) **PM - Yr 2 Swimming**	**19.01.17** **School Pupil Census** 15:30-17:00 STS management meeting **PM - Yr 2 Swimming**	**26.01.17** 08:30 – 09:00 SENCo Forum - JW **All Day - Mastery Specialist Residential - SJ** **PM - Yr 2 Swimming** **PM - NQT Training - BSF**	**02.02.17** **All Day Primary Maths Conference - SJ** 09:00-12:00 Primary Head Teacher's meeting (Hythe Imperial) 14:00-15:30 MG meeting Paula Stone at STS **PM - Yr 2 Swimming**	**09.02.17** 09:0-11:30 SST KS1 Healthy Kids **PM - Yr 2 Swimming**
	06.01.17 **All Day Primary Science Conference - AL** 11:00 MG meeting J Doherty 13:30 MG / RF update meeting	**13.01.17** **AM - PPMs** 13:30 STS LEX Course RS/LJ/JW/HT (Community Room) 13:30 MG / RF update meeting	**20.01.17** **AM - Maths Monitoring - SJ** 11:00 MG meeting J Doherty 13:30 STS LEX Course RS/LJ/JW/HT (Community Room) 13:30 MG / RF update meeting	**27.01.17** **All Day - Mastery Specialist Residential - SJ** **AM - Yr 4 The Thompson' War Show (Small Hall)** 08:30 Tiempo Dance and Fitness Day Yr2/Yr1/Yr3 Nvdw 13:30 STS LEX Course RS/LJ/JW/HT (Community Room) 13:30 MG / RF update meeting	**03.02.17** 09:00 SST Fun Factory – KS1 11:00 MG to meet J Doherty 13:30 STS LEX Course RS/LJ/JW/HT (Community Room) 13:30 MG / RF update meeting	**10.02.17** 13:30 STS LEX Course RS/LJ/JW/HT (Community Room) 13:30 MG / RF update meeting

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Writing	**FICTION UNIT: Suspense Writing** **IMITATION & IMMERSION** Introduce the core writing principles (non-negotiables). • Capitals • Full Stops • Handwriting • Accurate simple sentence. Introduce model text, using drama to assist. Targets set and given to children.	**FICTION UNIT: Suspense Writing** **IMITATION & IMMERSION** Text map created and oral telling of text to internalise text. Box up model text and use to create own plan for scaffolded writing. Working with model text; learning through drama and role play, and integrated SPAG activities.	**FICTION UNIT: Suspense Writing** **INNOVATION** Shared writing, guided writing and independent writing of class version of journey story. Redrafting to occur as necessary. Feedback linked directly to targets set from Cold Task	**FICTION UNIT: Suspense Writing** Shared writing, guided writing and independent writing of class version of journey story. Redrafting to occur as necessary. Feedback linked directly to targets set from Cold Task.	**FICTION UNIT: Suspense Writing** To invent own narrative. Focus on planning strategies, and all choices available to an author e.g. Setting, character, plot (plot largely same as class and model text structures) Children to write own invented narrative.	**FICTION UNIT: Suspense Writing** **INVENTION** Children to write own invented narrative. Redrafts of narratives feedback marked and peer reviewed Planning of Hot Task. Completion of Hot Task.
	Extended writing opportunity: **Complete Cold Task**	**Extended writing opportunity:** **Going for Goals** **Inspirational People** **Link to R.E and PSHE** Write a story about a regular person who makes a difference to other people's lives? How and why do they do this?	**Extended writing opportunity** **Going for Goals** **Link to PSHE :** You must write about what job and what type of person you wish to be when your older. What is your goal and how will you get there?	**Extended writing opportunity:** **Extreme Earth** **Link to Geography** You are a superhero and you must write a diary entry of your day in which you saved the world from extreme earth conditions.	**Extended writing opportunity:** **What Next?** Imagine you find a tatty old story book washed up on a beach. You flip through the pages and find that someone has started to write a story in it. But then, the story stops… it is up to you to finish it.	**Extended writing opportunity:** **Hot Task**
Reading	The Iron Giant Chapter 1 Discussion points and activities.	The Iron Giant Chapter 2 Discussion points and activities.	The Iron Giant Chapter 3 Discussion points and activities.	The Iron Giant Chapter 4 Discussion points and activities.	The Iron Giant Chapter 5 Discussion points and activities.	The Iron Giant Chapter 6 Discussion points and activities.
SPAG	**SPELLING** Spelling patterns: c and k **Punctuation & Grammar** Ensure the prerequisites are met: • CL for proper nouns CL & FS to demarcate	**SPELLING** Spelling patterns: x and ex **Punctuation & Grammar** Ensure the prerequisites are met: • CL for proper nouns CL & FS to demarcate	**SPELLING** More 'or' spelling **Punctuation & Grammar** Ensure the prerequisites are met: • CL for proper nouns CL & FS to demarcate	**SPELLING** More 'ur' spelling **Punctuation & Grammar** Ensure the prerequisites are met: • CL for proper nouns CL & FS to demarcate	**SPELLING** More 'oo' and 'yoo' **Punctuation & Grammar** Ensure the prerequisites are met: • CL for proper nouns CL & FS to demarcate	**SPELLING** More 'oo' and 'yoo' **Punctuation & Grammar** Ensure the prerequisites are met: • CL for proper nouns CL & FS to demarcate
Maths	**Number – multiplication and division** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.	**Number – multiplication and division** Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which *n* objects are connected to *m* objectives.	**Number – multiplication and division** Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.	**Measurement** Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute.	**Measurement** Record and compare time in terms of seconds, minutes and hours. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.	**Measurement** Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events (for example to calculate the time taken by particular events or tasks).
Science	**Forces and Magnets** **Pushes and Pulls** To notice that some forces need contact between two objects by identifying the different types of forces acting on objects.	**Forces and Magnets** **Faster and Slower** To compare how things, move on different surfaces by investigating the speed of a toy car over different surfaces.	**Forces and Magnets** **Scrapyard Challenge** To notice that magnetic forces can act at a distance and attract some materials and not others by sorting materials. To compare and group	**Forces and Magnets** **Magnet Strength** To observe how magnets, attract or repel each other and attract some materials and not others by investigating the strength of	**Forces and Magnets** **Magnetic Poles** To describe magnets as having two poles and to predict whether two magnets will attract or repel each other, depending on which poles	**Forces and Magnets** **Marvellous Magnets** To observe how magnets, attract or repel each other and attract some materials and not others by making, playing and evaluating a

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	• I can identify the forces acting on objects.	• I can investigate how a toy car moves over different surfaces.	materials according to whether they are magnetic by sorting materials. • I can sort magnetic and non-magnetic materials. *Linked to Appearances can be deceiving.*	different magnets. • I can investigate the strength of magnets.	are facing by making a compass to hunt for treasure. • I can explore magnetic poles.	magnetic game. • I can observe how magnets attract some materials.
RE	**Islam** **Who and Where?** I can explain where Islam was founded and who founded the Muslim faith.	**Islam** **Main Beliefs** I can explain the key beliefs held by Muslims.	**Islam** **Special Places** I can explain the key features in a Muslim's place of worship.	**Islam** **Special Festivals** I can name and explain the key Muslim festivals.	**Islam** **Holy Book** I can explain what the Muslim holy book is and how it is used.	**Islam** **Symbols and Meanings** I can recognise the main symbol associated with Islam
Indoor PE	**Gymnastics** To explore jumping techniques and link them with other gymnastic actions. *Linked to Iron man and suspense music.*	**Gymnastics** To explore jumping techniques and to link them with other gymnastic actions. *Linked to Iron man and suspense music.*	**Gymnastics** To select and adapt gymnastics actions to meet the task. *Linked to Iron man and suspense music.*	**Gymnastics** To work with a partner or a small group to create a sequence that develops jumping skills. *Linked to Iron man and suspense music.*	**Gymnastics** To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. *Linked to Iron man and suspense music.*	**Gymnastics** To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music. *Linked to Iron man and suspense music.*
Outdoor PE	**Football** I can keep control of the ball while travelling	**Football** I can pass and receive the ball accurately	**Football** I can turn accurately whilst in possession of the ball/ I can tackle and keep possession of the ball.	**Football** I can shoot at a target/ I can defend a goal.	**Football** I can play as part of a team.	**Football** I can play as part of a team.
Computing	**Collecting and analysing data** Planning the survey.	**Collecting and analysing data** Developing questions.	**Collecting and analysing data** Create an online survey.	**Collecting and analysing data** Collecting data.	**Collecting and analysing data** Analysing and evaluating data.	**Collecting and analysing data** Presenting Data.
History						
Geography	**Extreme Earth** **Under Our Feet** To describe and understand key aspects of physical geography in the context of what is under the Earth's surface. • I can describe what you find underground	**Extreme Earth** **Volcanoes** To describe and understand key aspects of physical geography in the context of volcanoes. • I can explain how volcanoes are formed.	**Extreme Earth** **More Volcanoes** To describe and understand key aspects of physical geography in the context of volcanoes. • I can explain how volcanoes affect people's lives.	**Extreme Earth** **Earthquakes** To describe and understand key aspects of physical geography in the context of earthquakes. • I can explain what causes earthquakes and how they are measured.	**Extreme Earth** **Tsunamis** Describe and understand key aspects of physical geography in the context of tsunamis. • I can explain what causes tsunamis and how they affect people.	**Extreme Earth** **Under Our Feet** Describe and understand key aspects of physical geography in the context of tornadoes. • I can explain what causes tornadoes and the effects they have.
PSHE/P4C	**Wellbeing** To recognise opportunities to make their own choices about food/ a balanced diet		**Wellbeing** To understand that bacteria and viruses can affect health and following simple routines can reduce their spread.			**Wellbeing** To develop strategies for keeping physical and emotionally safe – including online safety

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Art	**Portraits** **Drawing Self-Portraits** To develop a wide range of art and design techniques, such as using drawing to create a self-portrait. • I can draw a self-portrait. *Linked to Appearances can be deceiving.*	**Portraits** **Using Colours in Portraits** To know about the work of a range of artists, looking at the work of a Pablo Picasso. • I can explain that Picasso was a famous artist who painted portraits. *Linked to Appearances can be deceiving.*	**Portraits** **Making a Collage Portrait** To know about the work of a range of artists, looking at the work of Pablo Picasso. • I can talk about Picasso's abstract portraits. *Linked to Appearances can be deceiving.*	**Portraits** **Watercolour Backgrounds** To know about the work of a range of artists, looking at portraits by Paul Klee. • I can talk about portraits by Paul Klee. *Linked to Appearances can be deceiving.*	**Portraits** **Line Drawings** To know about the work of a range of artists, looking at work by Paul Klee. • I can talk about the work of Paul Klee. *Linked to Appearances can be deceiving.*	**Portraits** **Pop Art Portraits** To know about the work of a range of artists, looking at portraits by Pop Artist, Andy Warhol. • I can talk about portraits by Pop Artist, Andy Warhol. *Linked to Appearances can be deceiving.*
DT						
Music	**Glockenspiel – Stage 2** Playing and improvising. *Linked to Iron man and suspense music.*	**Glockenspiel – Stage 2** Notation (C-D). *Linked to Iron man and suspense music.*	**Glockenspiel – Stage 2** Performing. *Linked to Iron man and suspense music.*	**Glockenspiel – Stage 2** Notation, improvisation and performing *Linked to Iron man and suspense music.*	**Glockenspiel – Stage 2** Notation (D-E-F). *Linked to Iron man and suspense music.*	**Glockenspiel – Stage 2** Performing. *Linked to Iron man and suspense music.*
Spanish						