**Owls Term 3 2021-2022**

**Mrs. Groves, Mrs. Somerville and Mrs. Marshall**

Theme: Europe What makes Europe Special?

Significant Person: Queen Elizabeth II

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| **English****SPaG*** Morning task covering range of SPaG skills.
* Indirect Speech
* Writing using verbs and adverbs
* Simple past, present and future tense.
* Passive and Active Voice
* Direct Speech
* Modal verbs
* Adverbs of Possibility
* Synonyms
* Relative pronouns and clauses

**Class reader*** European short adventure stories (various) Europeisnotdead.com

**Handwriting*** Transferring handwriting skills to everyday work

**Writing*** Adventure Story

**Comprehension*** Making comparison within text
* Summarising text
* Making inferences, explaining and justifying inferences with evidence from the text.

**Spelling*** Common Confusions - nouns and verbs
* Homophones and near homophones
* Tricky topic words
* Adding suffixes to reads ending l.
* Adding suffixes to words ending fer.
* Adding ate, ify, ise and en.

**Writing/SPaG Interventions*** Relative Clauses
* Subordinating Clauses
* Expanded Noun Phrases
* Fronted Adverbials
* Uplevelling Sentences
 | **Maths****Interventions*** Long Division
* Missing Numbers in Short Division
* Long Multiplication
* Negative Numbers
* BODMAS
* Roman Numerals

**Class Lessons*** Identify properties of 2D shapes, classify them and draw.
* Name and describe properties of 3 D shapes.
* 3D shape nets.
* Read and plot coordinates in 4 quadrants.
* Reflect shapes in the x and y axis.
* Translate shapes in the x and y axis.
* Read and interpret data from tables, graphs and charts.
* Compare, classify and find unknown angles of all polygons.
* Use formula to calculate volume.
* Solve worded problems.
* Solve multi-step =, - and x problems.
* Focus on arithmetic skills.
 | **Geography****Theme:** Europe**Key question:** What makes Europe special? **Significant person:** Queen Elizabeth II**Geography*** Label a map of the UK with the countries that make it up, major cities, major rivers, seas that surround it and mountain ranges.
* Name the continents of the world and locate them on a world map.
* Name and identify on a map the seas that surround Europe.
* Name the countries that make up Europe and label these on a world map.
* Research interesting facts about Europe including facts about the EU.
* Match flags to their European country.
* Identify the major cities of Europe.
* Compare the two capital cities of London and Paris, researching similarities and differences.
* Research the human and physical features of a European country and produce a double page spread.
 | **P.S.H.E.****Unit:** Dreams and Goals* Personal Learning Goals (Setting two goals, one school based learning and one outside school.)
* Steps to Success (Looking at the steps needed to achieve their school learning based goal.)
* My Dream World (Exploring our thoughts on global issues such as natural disaster, poverty and disability.)
 | **Art/D.T.****Unit:** Textiles/collage* Design and create a new flag for England post Brexit by using fabrics and sewing joins.

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| **Spanish*** Say name, age and birthday.
* Say it is or isn’t a certain pet.
* Use colours to describe pets.
 | **RE*** Bible Stories

**Unit:** Creation and Science: Complementary or Conflicting?* Outline the importance of Creation on the timeline of the ‘big story’ of the Bible.
* Identify what type of text some Christians say Genesis 1 is, and its purpose.
* Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
* Make clear connections between Genesis 1 and Christian belief about God as Creator.
* Show understanding of why many Christians find science and faith go together.
* Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.
* Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

**CW**Weekly whole school and class collective worship. | **Computing****Unit:** Creating media – web page creation* To review an existing website and consider its structure.
* Plan the features of a web page on Google Sites.
* Consider the ownership and use of images (copyright).
* Recognise the need to preview pages to evaluate how a web page appears on different devices.
* Learn about the need for navigation pathways.
* To recognise the implications of linking to content owned by other people.
 | **Science****Unit:** Light* Create a model of light travelling and a light documentary.
* Investigate angles of incidence and reflection.
* Make a periscope and explain how it works.
* Learn about refraction.
* Explore prisms and colour wheels.
* Investigate how light enables us to see colours.
* To perform a shadow puppet show about Isaac Newton.
 | **Music****Listening:****Unit:** Metre of 7* Understand that music can be played in different metres.
* Perform from graphic notation and in a metre of 7.
* Play rhythms in combination with others, keeping to a steady pulse.
* Understand different ways in which music can be organised and played.
* Create a piece of rhythmic music in a metre of 7, organise how it is to be played and perform it in time to a steady pulse.
* Use dynamics to enhance performance.

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| **PE*** Netball skills with Dauntsey’s Outreach Sport Programme
* PH Sports

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