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