
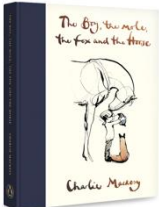





Medium Term Planning


Year 3 Autumn Term

Inspire Curriculum	Core Text Hook	Diversity, Community and Global Project Outcome for the Term
	 <p>'The Boy, the mole, the fox and the Horse' by Charlie Mackesy</p>	<p><u>Museum of Hope Exhibition</u></p> <p>A presentation incorporating a range of different expressions of hope, through dance, drama, role play and readings of the writing outcome, a letter from the older boy to his younger self. This will be a visual display that will be filmed.</p>
	<p>Art Outcomes Display Ideas</p>	<p>Trips/Visitors</p>
	<p>Sketching of trees- focus on shading, texture inspired by the images of the core text. Trees offer hope. Every tree has a story.</p> <p>Trees have the power to symbolise, inspire and express our deepest feelings of love, gratitude, protection and happiness.</p> 	<p>Trip to Local park (e.g. Maryon park) to create observational drawings of trees, collect leaves, bark that have fallen onto ground.</p>

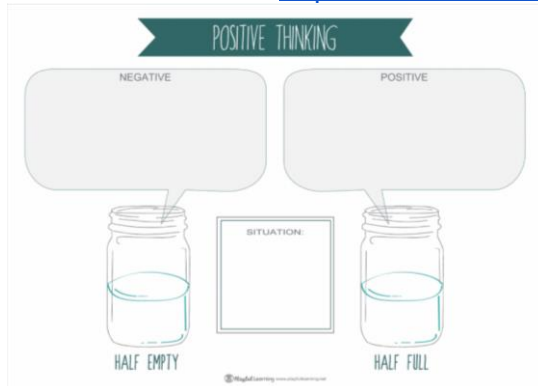
		
Knowledge and Understanding	Skills	Attitudes
Identity and Diversity	Self-awareness and reflection <ul style="list-style-type: none"> Identify connections between personal decisions and issues affecting people locally and globally Explore reasons for negative feelings towards others and in new or difficult situations Informed and reflective action <ul style="list-style-type: none"> Contribute to the well-being of the wider community Share opinions and evidence on issues with others including decision-makers and elected representatives 	Sense of identity and self-esteem <ul style="list-style-type: none"> Positivity about the ways in which one is both similar to others and uniquely different Value what contributes to own identity



	Diversity, Community and Global Project Learning Journey
Week 1 7 th September	<p>Exploring</p> <p>Hook lesson:</p> <p>LI: To consider different viewpoints (could potentially be split into 2 lessons)</p> <p>Circle time - Chn to discuss the phrase “glass half full or empty” and its meaning. How you could look at a situation positively or negatively.</p> <p>Start out by looking at your glass of water. Explain that how they view the glass can teach them a lot about them themselves and how they see the world. Ask the chn what they see; is this glass half empty or half full? Explain that while both answers are correct, they have the power to choose how they view the glass—through a positive, “half-full” perspective or a negative “half-empty” point of view. Next you can explain that when they choose to see things in a positive light, they will tend to be happier throughout their lives.</p> 

	<p>Bring in the link that this year we have faced lots of difficult times because of the corona virus but now we want to think about how we can begin to look at a positive view and not dwell on the negative. This half term, we are going to be using our curriculum time to learn about how we view things, cope with difficult situations, how mindfulness and positivity can help us in life and to celebrate all the good things that we can look towards in the future, as well as reflect on what we are grateful for. Explain we want to remind our school of all the great things that are happening in life to make everyone feel happier and excited for the future. We will be celebrating this with an end of half term assembly/virtual assembly/Video?</p> <p>Can you think of a time when maybe you looked at the negative rather than the positive in things? Negative that we had to finish our school year early but what could be a positive from this? Spent more time with our family, learnt new skills/knowledge etc. What about a time in school?</p> <p>Chn to look at a variety of people who looked at the situation of Covid-19 with glass half full (Captain Tom- raising money for the NHS) and how some people were more negative (Blaming China/ burning of 5G towers) Which ones do we think were a better way to react and why? How do we think Captain Tom feels knowing he made such an impact on people?</p> <p>Chn to reflect on which reactions had a more positive outlook and why. How did these reactions influence others? (Tom influencing people to raise money/Trump blaming China has caused people to have a negative view on China)</p> <p>Chn to reflect on the power of their own reactions to difficult scenarios “One of our greatest freedoms, is how we choose to react to things” Why is it important to consider how we might react to a situation?</p>
<p>Week 2 14th September</p>	<p>Exploring</p> <p>LI: To explore the power of positive thinking</p> <p>Chn to explore the power of positive thinking. Link back to the phase glass half full or half empty and recap how we are in control of how we view different situations in a positive or negative way. Explain that yes, sometimes life sends us challenging situations, but we have the ability to make a choice about how we are going to feel about them.</p> <p>Provide cut outs of negative and positive responses to situations and chn decide whether they think it's a half full outlook or half empty - Provide a range of examples such as: -Make these scenarios relevant to school/cohort</p> <ul style="list-style-type: none"> • A child was finding their learning challenging, they decided to give it another go. They still found it tricky so decided to ask a friend for help. (either chn generate negative/positive or you provide and they sort). • A child feels like they never get chosen for a game on the playground. They decide to stop asking if they can play and sit by themselves. <p>Chn to organise these scenarios into half full or half empty (context learning)</p> <p>Reflection- choose one of the scenarios from today and explain why their response is either half full or half empty using the template below.</p> 

The Wolf Inside Me- <https://urbanbalance.com/the-story-of-two-wolves/>



Week 3
21st
September

Exploring

LI: To explore emotions

Pose question - **What makes you happy?** Chn have time to reflect and think about different things in their lives that bring them happiness. Generate answers as a class. Examples - family, friends, playing with friends, being at school, maths, games, pets, foods, holidays, visiting family, a favourite book, being kind to others etc.

Make the link with chn that a lot of these things are material objects and although this can bring us happiness we also want to think a little deeper. Such as being kind to others.



THE BIG QUESTION

Link this back to the theme of this half term and explain to chn that in this lesson we want to reflect on all the things that bring us happiness.

In our core text, what do you think brings the little boy happiness? Discuss with chn that sometimes we can find it hard to remember all the things that make us happy and we might spend more of our time thinking about what we wish we had instead or what we don't like. But if we concentrate on things that make us happy we might feel better about ourselves or with something that is going on. (we don't have to be happy all of the time but reminding ourselves and reflecting can help us if we are feeling down)

Explain to chn that although we've looked at what makes us happy we want to also think about the things we are grateful for. Explain what gratitude means and how we can still be grateful for things despite "bad storms" happening in our lives.

Chn to generate ideas to create their own gratitude list (SEN chn to be filmed explaining what they're grateful for)

Week 4
28th
September

Deepening

LI: To collate information

Last week we explored what makes us happy, now it will be interesting to learn about what makes other people happy in our community. We are going to explore this idea within our school and this will also be something we share in our final celebration at the end of term.

Pose question "What makes you feel happy?"

	<ul style="list-style-type: none"> Explain we will be carrying out research across school/year group to find out the answer. In a group, children will prepare a tally chart. Children will generate potential answers via a placemat consensus, where the children create the multiple choice answers together. <p><i>For example:</i> <i>playtime, spending time with friends, fish and chip friday,</i></p> <p>Carry out survey through a tally chart - do this via asking different adults, asking at home where possible, asking peers in different working groups, Zoom with another class from another year group. Different groups within the class could explore different year groups to get some research from across the school/ks2.</p>
Week 5 5 th October	<p>LI: To interpret information</p> <p>Chn will be using the information collected from the previous lesson to create a graph/chart</p> <ul style="list-style-type: none"> Computing session - create graphs from their tally of results on excel (simple bar graph/pie chart and tally input) differentiation - GD/ex - focus on specific groups/ ages below/sen - look as a whole using visual basic bar chart. <p>Reflect on these results in order to present this in their assembly “we researched what made people happy and these were our results...”</p> <p>e.g. the most popular thing to make people happy was... the least popular thing to make people happy was.. In year 4 the most popular was... Amongst the adults the most popular was...going to share in the video. They will need to consider the audience and the intended impact of these quotes when creating them.</p>
Week 6 12 th October	<p>Planning and delivering</p> <p>LI: To organise an event (across two lessons)</p> <p>Explain to the chn that they will be presenting their learning (by exhibition or assembly). Mindmap and discuss what makes a good assembly/exhibition (if doing exhibition, chn may need more examples shown as this will not be something they have had experience with)</p> <p>Key questions: Where will we host our event? What time will we host our event? How will we spread our message? Who will we invite? How can we involve our wider community? (e.g. film to put onto twitter)</p> <p>Once the event is planned, chn will need time to practise their presentation and reflect on how it can be improved throughout.</p>



Week 7
19th
October

Evaluating

Celebration of learning

Chn will share their outcomes for the term through either an assembly/ virtual assembly or exhibition/ video exhibition

“When the dark clouds come...keep going”

Things to include:

Reading their letters from English

Sharing Art work

Sharing their findings on what makes our school and community happy.

Gratitude list


Reflection postcard

Children to reflect on the learning over the half term with a focus on their useful learning mistakes. Children to use the scaffolds on the postcards and articulate when they have encountered useful learning mistakes and how those were overcome.



Question or Learning Challenge	Speaking Frames and Support
Was there any moment in this lesson that helped you ...How did it help you?	<p>“When the teacher ...”</p> <p>After I made a mistake I realised ...”</p> <p>“The learning wall helped me ...”</p>
This will help me build...	Suggested Support Strategy
<ul style="list-style-type: none"> synthesis of learning ideas reflection skills ability to define moments of learning with precision 	<ol style="list-style-type: none"> Verbalise the question/task. Identify key learning Reflect on which resources can help (e.g. learning wall/my partner's learning) Ask myself “can I tackle this another way?” Talk through thinking with a partner Review: “Am I trying my very best? What am I doing well/not so well?”

Art

<p>Week 1</p> <p>w/c 7th</p> <p>September</p>	<p>To make observational drawings of natural forms</p> <p>Chn to go into the playground/local area to observe trees and create observational drawings. – Maryon Park?</p> <p>Resources - Charcoal, sketching pencils, cartridge paper, sketchbooks.</p> <p>Activities – Sit in circle around a tree, or small groups stand close up to observe bark or leaves. Timed drawings- 2 mins quick drawings, repeat and draw over previous drawing. X 4 Different techniques. Large scale, small scale. Blind drawing, Collaborative drawing, line drawing, shading, leaf and bark rubbings.</p> <p>Collect twigs, leaves etc for sketch books and final pieces.</p>
<p>Week 2</p> <p>w/c 14th</p> <p>September</p>	<p>To create a mood board that explores a range of tree art.</p> <p><i>Trees can symbolise hope as they lose their leaves but can then regrow.</i></p> <p>Carpet – Have a selection of tree artwork for chn to collage in books discussing what they like about them</p> <p>Resources – Physical leaves, sticks, bark for rubbings, charcoal, pencils, oil pastels, water colours, paints, inks, tissue paper etc.</p> <p>Activity – Explore through mood board how different artists explore natural forms Layered sketch book with annotations using pictures, materials, natural resources (twigs, leaves).</p> <p>Artists - Andy Goldsworthy – physical trees -Melissa mckinnon – bright painted trees David hockney – draws trees on ipads. Mondrian – dark and gloomy, twigs and lines</p> 



Week 3
w/c 21st
September

To practise shading techniques to create texture

Carpet –

Into the forest –Book cover

Discussing different textures in the trees, light and dark shades etc.

Explore close up pictures of bark

Bark – shading techniques

Starter –

Scrunch up paper and draw what you can see for 4 mins – sketching

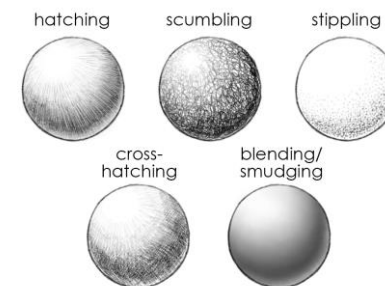
Activity -

Close up pictures of trees to focus on different textures.

Shading technique for trees – contorting making it look 3d to make it look like twigs


Chn will now have tree sketches to look at specifically and have a go at either drawing a section or full tree in books focussing on sketching











<p>Week 4 w/c 28th September</p>	<p>To practice shading for perspective</p> <p>Carpet –</p> <p>Picture of Melissa Mckinnon landscape trees and label fore ground, mid ground and background and discuss how things get darker and more detail as they come from the background to the foreground.</p> <p>Starter-</p> <p>Dark to light pressure with charcoal and pressure with smudging and repetition.</p> <p>Activity -</p> <p>Step by step, charcoal drawings of trees.</p> <p>Steps for perspective: (can just be blocks rather than trees to make it easier for focus on techniques)</p> <p>Darker as they move forward and adding details.</p> <p>Faint lines in background.</p> <p>Midground smudging, more pressure.</p> <div data-bbox="1753 186 2136 472">  </div>
<p>Week 5 w/c 5th October</p>	<p>To develop final piece background</p> <p>Relationship character skills – collaboration with partner to create background on A3 piece.</p> <p>1</p> <p>Colour wash over whole page – blues, whites (from book) or multi-coloured (from artist Mckinnon) -Watered down acrylic or water colours.</p> <p>2</p> <p>Acrylic white paint - Using card to print background trees (one line) and midground trees (slightly thicker prints or two lines to then fill)</p>
<p>Week 6 w/c 12th October</p>	<p>To develop foreground for final piece</p> <p>1</p> <p>Draw out trees with trunk and 2 twigs on white card and cut out.</p>

	2 Shade trees using charcoal and bark rubbings or dragging black acrylic using credit card shapes to create shadows.
	3 Collage using string, leaves, sponge printing, twigs with paints, bark rubbings (on the dark shaded parts of tree). Can add in detailed drawings using charcoal and acrylic paints.
Week 7 w/c 19 th October	To develop final piece foreground 1 Add in more mid ground trees – either painted on with card or stick on more white card and detail with charcoal. 2 Stick on main foreground trees. 3 Add some leaves bright colours - sponge on paint, paint splats, bottle lids printing shapes, collage paper (just at the top of page)

English Learning Journey

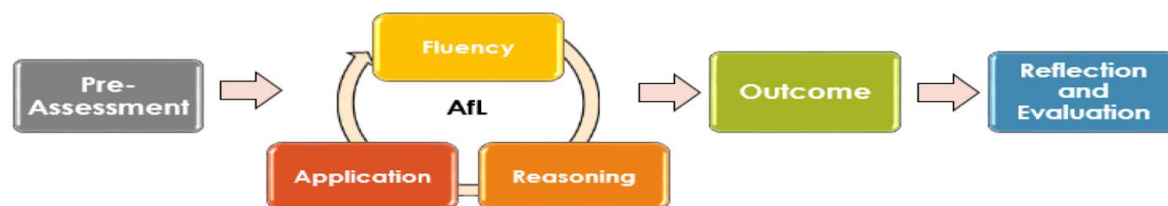
Week 1 7 th September	Week 2 14 th September	Week 3 21 st September	Week 4 28 th September	Week 5 5 th October	Week 6 12 th October	Week 7 19 th October
SPaG Focus: Suffixes	SPaG Focus: Suffixes	SPaG Focus: Prefixes	SPaG Focus: Expressing time, place and cause using conjunctions	SPaG Focus: prepositions	SPaG Focus: prepositions	SPaG Focus: inverted commas
LI: To explore the concept of positive thinking Hook lesson - Chn to be given a glass of juice/water- ask chn	LI: To infer from a piece of text Chn to be given the extracts from the text. <i>What can you infer about how the</i>		LI: To identify the features of an informal letter Chn to look at modelled write (reflective letter)	LI: To compare two pieces of writing Chn to be given two different letters. <i>Which do you prefer?</i> <i>Why? Why is this</i>	LI: To organise ideas into a cohesive structure <ul style="list-style-type: none"> Chn to plan and write 	Chn to use their plans and sentences generated to write their letter to themselves from the perspective of the


<p>to drink half of the glass. Look at your cup. Describe it. Explore the phrase of your cup being half full of half empty.</p> <p>Ll: To generate predictions using visual stimuli Chn to be shown the image from the cover and make predictions. <i>What do you think the story is about? Who do you predict the main character is?</i></p>  <p>Ll: To generate a prediction Chn to be given a variety of extracts from the text. <i>Has your prediction changed? What do you now predict will happen?</i></p> 	<p><i>characters are feeling? What is the key message of the text? How do you know?</i></p> <p>Ll: To explore characters' thoughts and feelings. Context lesson where chn answer questions from the story. Hotseating. <i>What's your best discovery? What do we do when our hearts hurt? When have you been at your strongest. What is the bravest thing you've ever said? What do you want to be when you grow up? What do you think success is?</i></p> <p>Ll: To consider differing viewpoints <i>Conscience alley</i> Chn to be given the dilemma of the fox and the mole (the fox being trapped in a snare section)</p>	<p>Ll: To generate descriptive language using the five senses Chn to look at the image above and use their five senses to describe from the perspective of the boy. <i>From the tree, I could see... I could hear...</i> Generate a class word bank of vocab and phrases.</p> <p>Ll: To generate descriptive sentences chn to use words generated from previous day to create descriptive sentences.</p> <p>Ll: To create a vivid image for the reader (context: setting description) chn to use the image and sentences generated to create a shared write. Chn to then write their own setting descriptions.</p>	<p>outcome of the older boy to his younger self) Chn to circle discuss the features that are included (past tense, emotive language, paragraphs etc) Create a shared class WMG to refer to later in the writing process. Chn to circle vocabulary they would like to magpie for their own letter.</p> <p><i>Key questions when exploring the text: Who are they writing to? Pick up some effective vocabularly. Why do you like that word/phrase?</i></p> <p>Ll: To explore a variety of tenses Chn to explore past and present tense. Explain that they will be writing their letter to that past selves as the boy. Chn to begin to explore going between past and present tense.</p> <p>Ll: To explore a variety of clauses</p>	<p><i>letter more successful? How do you know?</i></p> <p>Ll: To uplevel a piece of writing Chn to use the letter from previous lesson (the worst example) to innovate and improve, reflecting on what made the other letter more effective/successful including the skills that they have been taught e.g. range of clauses and fronted time adverbials.</p> <p>Ll: To reflect on a character's journey. Chn will be mapping out what the boy learnt along the way and identify examples from the core text of when this learning took place. <i>I learnt to be kind... I learnt to be brave... I learnt life isn't always perfect...</i></p> <p>Ll: To organise ideas for a piece of writing 2x Planning in detail each paragraph Story map- use a story map</p>	<p>intro and paragraph 1</p> <ul style="list-style-type: none"> • Edit (purple pen) • Write paragraph 2 • Edit (purple pen) • Paragraph 3 and ending <p>Ll: To reflect on a piece of writing Chn to use depth prompts to reflect on their letter. Chn to refer back to the WMG to ensure they have included a range of skills in their letter.</p> 	<p>young boy reflecting on what he has learnt on his journey.</p> <p>Publishing/ Edit/ Presenting</p> 
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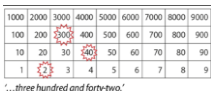
 <p>LI: To explore and make connections Chn to be given a range of pages from the text to explore in their teams. <i>Which page is your favourite and why?</i> <i>How does this link to your own life?</i> <i>What is the meaning?</i> <i>Which one would you choose to share with a friend/family member? Why?</i> Chn to explore the meaning of the words in the text and make connections to their own lives. “Sometimes I feel...I can remind myself that...”</p> <p>LI: To infer from an image Chn to be shown a range of images from the text. <i>What can we infer from these images?</i> <i>How are the characters feeling?</i> <i>What is the</i></p>	<p>Should the mole help the fox get out of the snare? Why/why not?</p> <p>LI: To sequence events through role play Chn to be split into groups to role play key events from the story. The chn will then perform their role play to recreate the story as a whole. Discuss use of body language and facial expressions to represent how the characters are feeling/thinking</p>  <p>LI: To compare character feelings at different parts of the story. Emotion graph lesson Chn to be given key events from the story and identify the emotion that each of the characters are feeling. Possible opportunity for freeze frames for</p>	<p>LI: To reflect on a piece of writing Chn to use depth prompts and sentence frames to reflect on word choices for effect/editing.</p>  <p><i>When I used...I wanted the reader to...</i> <i>I wanted my writing to be...so I used...</i></p>	<p>Chn to be introduced to subordinating clauses. Chn to be given a range of main clauses and subordinating clauses linked to the model text. Chn to work collaboratively with cut up clauses, matching the main and subordinating clauses.</p> <p>LI: To generate sentences with a subordinating clause. Chn to use subordination to join clauses to generate sentences that they can then use in their letter (when/if/that /because)</p> <p>LI: To generate sentences using fronted time adverbials Chn to explore the purpose of fronted time adverbials. What is their purpose? What do we want to include them in our letter?</p>	<p>for each section of the letter.</p> 		
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<i>relationship between the boy and the animals?</i>	SEND children or looking at emoji's to match to the correct emotion.					
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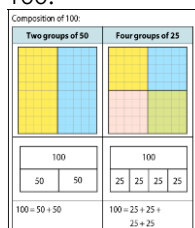
Maths Learning Journey



	Week 1 7 th September	Week 2 14 th September	Week 3 21 st September	Week 4 28 th September	Week 5 5 th October	Week 6 12 th October	Week 7 19 th October
	2-week Baseline Assessment using 2019 Y2 SATs (10-20-minute independent sessions – test broken down into non-testing style sessions e.g. quizzes, bingo, jeopardy, carousel etc.)  						
Stages:	Focus for the week:	Focus for the week:	Focus for the week:	Focus for the week:	Focus for the week:	Focus for the week:	Focus for the week:

Pre-assessment Fluency Reasoning Application Outcome Reflection & Evaluation	Place Value	Place Value	Multiplication	Multiplication	Fractions	Fractions	Fractions
	Arithmetic focus: Complete 1-2 assessment questions per day, children to do this independently (but not in strict test conditions). Where possible take children in groups out to complete assessment questions.	Arithmetic focus: Complete 1-2 assessment questions per day, children to do this independently (but not in strict test conditions). Where possible take children in groups out to complete assessment questions.	Arithmetic focus:  Use the gattengo chart on slides on PD materials 1.18 to practise counting in 100s, 10s and 1s	Arithmetic focus: Comparing numbers to 1000 I know ____ is greater than ____ because...	Arithmetic focus: Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones	Arithmetic focus: Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones	Arithmetic focus: Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones
	Mental oral starters: Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20. Know that is $7 + 3 = 10$, then $17 + 3 = 20$	Mental oral starters: Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20. Know that is $7 + 3 = 10$, then $17 + 3 = 20$	Mental oral starters: Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20. Know that is $7 + 3 = 10$, then $17 + 3 = 20$	Mental oral starters: Counting in 2,5 and 10- alongside times tables	Mental oral starters: Counting in 3s and 4s alongside times tables	Mental oral starters: Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones	Mental oral starters: Partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones
	Pre-assessment Fluency Day 1: PD Materials 1.17 Teaching point 1 Looking at knowledge of 10s	Day 6: Number Line to 1000 using PD materials 1.18 teaching point 2: Each number from 0-1000 as a unique place on a	Pre-assessment Day 1: To solve multiplication (2,5 and 10) problems using	Fluency/reasoning Day 6: Count in steps of 8s using concrete example (octopus etc)	Pre assessment Day 1: identify equal and non-equal parts (shapes and numbers)USE concrete materials/real life	Fluency /reasoning Day 6: concrete - context	Day 11: adding fractions with the same denominator Concrete 1:10 PD materials:

100s and how to compose 100. Range of counting in 10s and 100s, exploring using a hundred grid how they can compose 100. Utilise slides to make this lesson. Context exploratory lesson explaining what they noticed about 100.

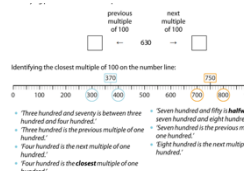


Right now I am feeling....
I am confident with..
I still need to improve on...



Something I did well was...
Something I found harder was..

number line



Using sentence stems to support from materials

Reasoning
Day 7: Comparing objects and numbers using < >

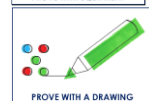
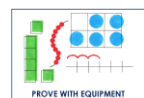
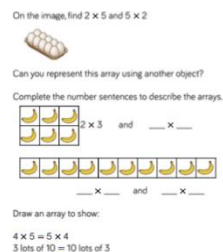
= PD materials 1.18 teaching point 3 – use number line on powerpoint to support visually – lows have print outs of those hundreds number lines.

STEM: I know this because..... is greater/less than. The number has a greater/less value than ...



arrays/concrete/pictorial

-practise counting in 2,5 and 10 to begin with
-discuss patterns noticed
-context session - concrete materials, pictorial on whiteboards
- Commutative law with arrays - prove with equipment, with a drawing



How can you use counting in 4s to help you count in 8s?



Can you think of other real life examples where you would count in 8s?

Fluency

Day 7: 50s: count forward and backward in steps of 50s and 100
using concrete/pictorial

materials (fruit, toys, cubes)

context

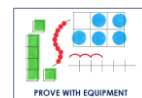
Model	Day	Write	Notation
Unit	The object has been divided.	Write the division fact.	
Unit	... into equal parts...	Write '1' as the denominator.	
Unit	... and use 1 as the numerator.	Write '1' as the numerator.	



Right now I am feeling....
I am confident with..
I still need to improve on...

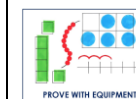
Fluency

Day 2: to identify $\frac{1}{2}$ and $\frac{1}{4}$ of shape-
Explain the differences between the two - find the odd one out - compare $\frac{1}{2}$ with $\frac{1}{4}$ and non unit fractions to see the difference.



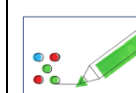
Create a Fraction wall

Begin comparing fractions using their wall



Day 7: Reasoning

reasoning: true or false statements
comparing fractions of shapes/amounts



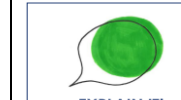
Day 8: Pictorial.- Identifying $\frac{1}{2}$, $\frac{1}{3}$,

<https://www.ncetm.org.uk/resources/53430>

Day 12: adding fractions with the same denominator,
pictorial/abstract
1:10 PD materials:
<https://www.ncetm.org.uk/resources/53430>

Day13: subtracting fractions with the same denominator,
concretely
2.1 PD materials:
<https://www.ncetm.org.uk/resources/53430>

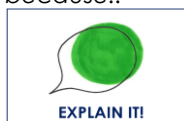
Day 14: subtracting fractions with the same denominator,
pictorial/abstract
2.1/2.2 PD materials:
<https://www.ncetm.org.uk/resources/53430>



Something I need to work on it..
I showed mindset today by...

Fluency

Day 2: counting on in 100s in numerals and words but more challenging in terms of 500 = 5 tens etc. GD –can they do some explaining around composing 100s in different ways. If I know 100 is 4 25s then I know 200 has ___ 25s because..



Fluency

Day 3: Identifying, estimate and represent 3 digit numbers in a variety of ways – Using PD material slides starting with sentence scaffold. Children need to also represent in different ways to understand 342 isn't just 3 hundreds 4 tens and 2 ones.

542 ○ 342 624 ○ 644
442 ○ 342 634 ○ 644
342 ○ 342 644 ○ 644
242 ○ 342 654 ○ 644

321 ○ 322
322 ○ 322
323 ○ 322
324 ○ 322

Can do reasoning around the close numbers esp GD

Application

'To compare three-digit numbers, we need to compare the hundreds digits; if the hundreds digits are the same, we need to compare the tens digits; if both the hundreds and the tens digits are the same, we need to compare the ones digits.'

(Explain It Sticker)
Day 8: Order 3 digit numbers least to greatest (ascending order) Using sentence stems from previous lessons to explain. I know that 342 is the greatest because it's tens number is closer to ... etc

Fluency Reasoning



Outcome

Right now I am feeling....
I am confident with..
I still need to improve on...

Day 2:

Fluency/ Reasoning
To recognise multiplication facts for the 2 times table.

Count in 2s to calculate how many eyes there are:
Three eyes... eyes in total.
→

Complete the number track:
2 4 6 8 10
14 16 18 20
2 4 6 8

How many wheels are there on five bicycles?
If there are 14 wheels, how many bicycles are there?

Use counters to make each number and share them into two equal groups. How does this help you decide whether a number is odd or even? Show this in the table:

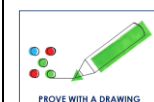
odd	even
9	10
6	8

Can you see any patterns?

Which number pieces are odd? Explain why. Find or draw other odd and even pieces. What do you notice?

Spot the mistakes:
odd: nine, 6, 3, 5, 1
even: eight, 20, 10000

Can you make your own odd and even sets?



What error did _____ make when counting in 50s/100?

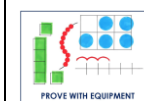


How did you show your mindset today?
What did you find challenging?
What did you do to overcome this?

Fluency

Day 8: Multiplying by 3 and 4 pictorially include number line to show jumping in steps. (small steps doc 2.7 p.6) commutativity

Day 3: identify $\frac{1}{3}$ of the shape



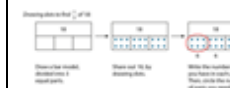
find the odd one out - compare $\frac{1}{2}$ with $\frac{1}{4}$ and non unit fractions to see the difference.

Day 4: to identify equal parts ($\frac{2}{4}$, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{4}$, $\frac{3}{4}$ of shapes- context lesson



$\frac{2}{4}$, $\frac{1}{4}$ and $\frac{3}{4}$ of a number.

Still use concrete materials where possible alongside pictorial



Day 9: abstract

Identifying $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{4}$, $\frac{1}{4}$ and $\frac{3}{4}$ of a number.



Day 10:










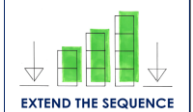
Outcome















Reflection & Evaluation


Provide a recipe and the children will follow the recipe in pairs/groups to create a fruit salad. E.g. $\frac{3}{4}$ of an apple $\frac{2}{3}$ of juice $\frac{1}{4}$ of the grapes



At first I was feeling.... but now i'm feeling... because... I think I have made good progress in... I still need to practise...

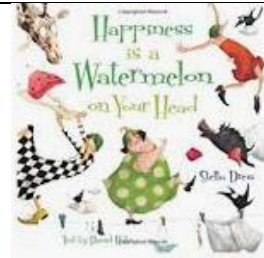
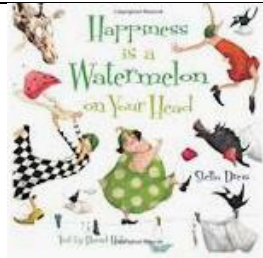
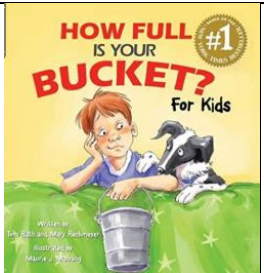
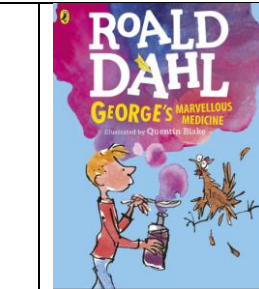
<p>It's also 34 tens and 2 ones...etc Explore this on slides</p> <p>' is ones.' ' is hundreds and ones.' ' is tens and ones.' ' is hundreds, tens and ones.'</p> <p>Sen/belows should participate in this practical part but may just record as 100s 10s and 1s.</p> <p>Part-part-whole diagrams and equations:</p>  <p>Use part part whole cherry model to help them record GD- try some missing ones too</p>  <p>Fluency Day 4: Identifying, estimating and representing 3 digit numbers pictorially numbers and words – building on yesterday's knowledge can they use the same sentence stems when they've counted. Can they say how many 100s and ones? How many tens and ones even though 3 digit.</p>	<p>Day 9: LI: Counting/finding 100 more/less than any number to 1000 context</p> <p>Use the materials from 5.13 where they look closely at bridging tens. Again this can be a same different lesson looking at the patterns</p> <p>Base this lesson as a what's the same and what's different lesson? Focusing on the pattern and sentence stems</p> <p>When I count in 100s the ____ stays the same and ____ changes etc..</p> <p>Explore when digits change</p> <p>Create a mini coaching lesson with your partner for another group using all your knowledge of place value. Explain what patterns you noticed, a step by</p>	<p>What do you notice about the 2 times table? Can you use it to work out any other times table?</p> <p>Day 3: Fluency/ Reasoning To recognise multiplication facts for the 5 times table How many petals altogether? Write the calculation. There are 35 fingers. How many hands? ... x 5 = 35</p>  <p>What do you notice about the 5 times table? Can you use it to work out any other times table?</p> <p>Day 4: Fluency/ Reasoning To recognise multiplication facts for the 10 times table How many legs are there altogether? There are ____ crickets altogether. ... x 10 = ____ Altogether there are 30 beetles. How many walls are there? ... x 10 = 30 Think of a multiplication fact for 10s in each row.</p> 	<p>WORD PROBLEMS GD: word problems</p> <p>Fluency</p> <p>Day 9: multiplying pictorially by 8 – use multiplication facts (GD: Word problems)</p>  <p>WORD PROBLEMS</p>  <p>Outcome Reflection & Evaluation</p> <p>Design a game in groups using knowledge of times tables - e.g. simple board game where</p>	<p>Application</p> <p>Day5: to identify equal parts (2/4, 1/2, 3/4) shapes. Odd one out, reasoning</p>  	<p>Counting in fractions to 1 and beyond</p> <p>PD materials (Step 3.2 to visualize counting in fractions)</p>  	
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	<p><u>Introduce trash bin game here that the can play throughout term</u></p> <p>Application</p>  <p>Day 5: Identify and understand the place value of 3 digit numbers – the 2 in 523 represents 2 tens or 20 etc <i>This is a good moment to capture error spotter around 500 has 0 tens. Is that true? Just because there is 0 in the place holders doesn't mean there's no tens so exploring this through that lesson, especially with GD</i></p>	<p>step for a question and a real life context question (linked to book if possible) they design themselves, for their friends and the teacher to answer.</p> <p>e.g. the horse found 234 trees, then came across 100 more. How many now?</p>      <p>I showed leadership today by....</p>	 <p>Day 5 Fluency Count in steps of 4s using concrete example (cars)</p>  <p>What do you notice about counting in 4s?</p>     <p>What do you notice when counting in 4s?</p> <p>Can you give a tip to a friend who</p>	<p>they roll the dice and answer questions to each other/snap cards with arrays etc / create own flashcards to test each other on times tables</p>  <p>Day 10: At first I was feeling.... but now i'm feeling... because... I think I have made good progress in... I still need to practise...</p>  <p>How did you work well with your team today?</p>			
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		<p>I worked well with my team because...</p> <p>Reflection & Evaluation</p>  <p>Day 10: At first I was feeling.... but now i'm feeling... because... I think I have made good progress in... I still need to practise...</p>	<p>finds counting in 4s tricky?</p> <p>Can you think of any real life examples where you might found in 4s?</p>				
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Wider Curriculum

	Week 1 7 th September	Week 2 14 th September	Week 3 21 st September	Week 4 28 th September	Week 5 5 th October	Week 6 12 th October	Week 7 19 th October
Whole Class Reading	Strategy Focus: Prediction	Strategy Focus: inference	Strategy Focus: Inference	Strategy Focus: clarifying	Strategy Focus: Clarifying	Strategy Focus: Summarise	Strategy Focus: Summarise

							
	Genre: Fiction	Genre: Fiction	Genre: Fiction	Genre: Fiction	Genre: Fiction	Genre: Fiction	Genre: Fiction
Well being	<p><u>Listening game</u></p> <p>Teacher will give instructions to the class, but will do different actions. children will need to pay attention as the instructions will conflict the actions the teacher does</p> <p>Children to do this with their partners, or in groups</p>	<p><u>Friendly wishes</u></p> <p>mindfulness and friendly wishes to everyone</p> <p>Children to listen to the recording and follow step by step</p> <p>Annika Harris - https://annakaharris.com/mindfulness-for-children/</p> <p>Write a friendly wish on a piece of paper to someone they'd like to send a friendly wish to</p> <p>Listen to the friendly wish for everyone and the world and discuss</p>	<p><u>Mindful hearing</u></p> <p>Annika Harris - https://annakaharris.com/mindfulness-for-children/</p> <p>Listen to the sounds around you in the room.</p> <p>What can you hear? What do you notice?</p> <p>I'm going to play a sound and you will put up your hand when the sound ends.</p> <p>Did you notice any other sounds around the room?</p>	<p><u>Mindful seeing</u></p> <p>Children reflect on mindful listening they did last week. Reflect on how it made them feel.</p> <p>Annika Harris - https://annakaharris.com/mindfulness-for-children/</p> <p>Children to sit in a circle - place a rock on the middle of the circle</p> <p>Complete some mindfulness activities around the rock. Notice the rock, focus on the rock, Look at the</p>	<p><u>Mindful eating</u></p> <p>Children reflect on mindful listening they did last week. Reflect on how it made them feel.</p> <p>Children to have a small piece of chocolate each.</p> <p><u>Eat the chocolate as slowly as possible. What is the difference when you eat it slowly? Does it taste better/different? What do you like about mindfulness eating?</u></p>	<p><u>Mindful breathing</u></p> <p>Annika Harris - https://annakaharris.com/mindfulness-for-children/</p> <p>Children to listen to the clip and breathe in slowly and out.</p> <p>Listen to the sounds and breathe in the rhythm</p> <p>Discuss the ZOR and how they are now feeling after completing mindfulness</p>	<p><u>mindful colouring/imagination</u></p> <p>Annika Harris - https://annakaharris.com/mindfulness-for-children/</p> <p>Children to listen to clip around imagining a mountain / climbing the mountain</p> <p>complete mindfulness colouring by taking time/colouring within lines. Whats the difference</p>

		friendly wishes for the world	How do you feel now?	<p>detail/lines on the rock.</p> <p>Repeat with a beautiful flower/plant</p> <p>Reflect/discuss things they noticed that they may not normally notice</p> <p>consider how they are feeling/use zones of regulation to discuss feelings.</p>		activity.	between this and quickly colouring? How do you feel when you focus on this ?
Science	<p><u>LI: To identify different types of rock and how they are formed</u></p> <p>HOOK LESSON</p>  <p>Big question: Where do rocks come from?</p>	<p><u>LI: To identify and describe different uses for rocks.</u></p> <p>Local area walk (WH could walk to the thames and back) / walk around school.</p> <p>Chn identify rocks in their everyday environments. Take pics as you go to reflect on in class.</p>	<p><u>LI: To record results in a clear and accurate way.</u></p> <p>Recap the different types of rocks looked at from week 1</p> <p>Reflect on OOO from end of last session.</p> <p>How could we describe rocks? What might their</p>	<p><u>LI: To record results in a clear and accurate way.</u></p> <p>Reflect on last week's task and methods, what worked well? What could we do better?</p>  <p>Character traits</p> <p>Communication/coll</p>	<p><u>LI: To classify rocks using their properties</u></p> <p>Hook: have a ready-made venn diagram of rocks to show chn – how have I sorted these rocks? Is there more than one answer? Discuss and debate.</p> <p>Recap properties</p>	<p><u>LI to identify and describe how fossils are formed</u></p> <p>Children to create a diagram and write descriptions about the formation of fossils.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped</p>	

	<p>Chn have a few mins to record their thoughts in their books, then share with their friends. Sentence stems to support.</p> <p>Introduce the different types of rocks (Igneous, Sedimentary and Metamorphic) by making chocolate rocks.</p> <p>Chn to write a short description of how these rocks are formed.</p> <p>SEND – match rock to image</p> <p>Odd one out sticker</p> <p>GD – image of rock with striations. ‘I think this rock is a ____ rock.’ ACB?</p>	<p>Record in table in books:</p> <table><tr><td>Where it was used</td><td>Why do you think they used it?</td></tr><tr><td></td><td></td></tr></table> <p>Chn can complete the second column back in class.</p> <p>Explain it</p>	Where it was used	Why do you think they used it?			<p>properties be? Discuss properties, their opposites and their meanings. Misconception * waterproof/absorbent – should be permeable/impermeable*</p> <p>How could we know if rocks are hard/soft? Generate methods orally. Model how to record results in the table. – what are we looking at to see if it’s hard or not? What criteria means it’s hard/soft? What will we record in our table?</p> <p>What if.. all rocks were soft?</p> 	<p>aboration</p> <p>How could we test if a rock is permeable/impermeable?</p> <p>Generate methods.</p> <p>Generate methods.</p> <p>Model how to record results in the table.</p> <p>Chn test rocks and record in results - – what are we looking at to see if it’s permeable or not? What criteria means it’s permeable/impermeable? What will we record in our table?</p> <p>Reflection: mini conclusion</p>	<p>Chn to work in kagan groups to sort and classify rocks based on their properties, chn can choose which properties they use.</p>  <p>Character traits</p> <p>Communication/collaboration</p> <p>ACB sticker – I think ____ would be best for making a park bench.</p>  <p>AGREE, CHALLENGE OR BUILD?</p>	<p>within rock</p> <p>http://www.youtube.com/watch?v=TVwPLWOo9TE</p> <p>http://www.youtube.com/watch?v=3rkGu0BItKM</p> <p>http://www.bbc.co.uk/nature/fossils/Amber#p00ckj8</p>  <p>Mindset</p>	
Where it was used	Why do you think they used it?										
PE	<u>LI: To use movement to express emotion</u>	<u>LI: explore transitions between movements</u>	<u>LI: Begin to create a sequence of movements</u>	<u>LI: Create a sequence of</u>	<u>LI: Create and adapt a sequence of movements</u>		<u>LI: perform a sequence of movements</u>				

	<p>Activity:</p> <p>Explain that we will be showing emotion through our movements. Call out different emotions, chn to move around the hall expressing this emotion through their movement. e.g. disappointed, hunched over shoulders, moving slowly Happily skipping</p> <p>In pairs, sequence of movements moving between different emotions. Share with another pair and feedback which emotions they were showing and why they think that. What were they doing with their body to show how they</p>	<p>Activity:</p> <p>Watch two performances on YouTube which show contrasting emotions.</p> <p>What do you notice about the way they are moving? Which emotions do you think they are portraying? How are they moving from one movement to another?</p> <p>Introduce chn to different levels of movement and the transition from high to low movements.</p> <p>Chn to work in pairs or groups to create a sequence of movements showing moving from one emotion to the other.</p>	<p>Activity:</p> <p>Introduce the songs to the chn. Chn to listen to the songs and begin to explore which songs represent which mood.</p> <p>Explain to the chn that there is a beginning, middle and end to their sequence and today we will be thinking about the beginning.</p> <p>Chn to start with floor work to represent the beginning of the song (the storm arriving)</p> <p>Some chn may choose to represent being the storm and others the people in the storm.</p> <p>What are you representing?</p>	<p><u>movement in a group</u></p> <p>Activity: Chn to continue to develop their sequence of movements, transitioning to the middle.</p>	<p>Activity:</p> <p>In same groups, chn to continue to choreograph their sequences, incorporating the ending.</p> <p>Chn to perform and take on feedback and have time to adapt their performance.</p>		<p>Activity:</p> <p>Practice and perform final dance to music as part of the curriculum outcome</p>

			How can your movements represent this?				
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