

RE	<ul style="list-style-type: none">• Contents and Significance of the Bible• learn that many religions have holy books• learn that there are different styles of writing and types of books for different purposes• familiarity with some parables of Jesus• some awareness of the significance of the Torah in Judaism	PSHCE	<ul style="list-style-type: none">• Circle time activities• PSHE: First aid• E Safety.	Music	<ul style="list-style-type: none">• Charanga• Concordia music training.
History:	<ul style="list-style-type: none">• changes in Britain from the Stone Age to the Iron Age• a.late Neolithic hunter-gatherers and early farmers, for example, Skara Brae• b.Bronze Age religion, technology and travel, for example, Stonehenge• c.Iron Age hill forts: tribal kingdoms, farming, art and culture	<div>Year 3 Term 2a</div> <div>Is it important to know about the past?</div> <div>How does history affect our lives?</div>		ICT	<ul style="list-style-type: none">• Scratch• We are computer programmers and animators
Science:	<ul style="list-style-type: none">• recognise that they need light in order to see things and that dark is the absence of light• notice that light is reflected from surfaces• recognise that light from the sun can be dangerous and that there are ways to protect their eyes• recognise that shadows are formed when the light from a light source is blocked by a solid object• find patterns in the way that the size of shadows change.	Art/ DT	<ul style="list-style-type: none">• Colour mixing, using water colours.• Cave paintings.• Using different media to create images• Work in 2d and 3d.	Geography	<ul style="list-style-type: none">• 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• describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Literacy - writing	<ul style="list-style-type: none">• Formal and informal letters• T4W• Recount• Descriptions.• Reports and leaflets.• Diary entries	PE	<ul style="list-style-type: none">• Monday –Gymnastics• Wednesday – indoor fundamentals, Skills cards 5 and 9• (Linked to fun cards.)	Maths opportunities	<ul style="list-style-type: none">• Reasoning• Weighing• Measuring distances• Time• Shape
Drama convention	<ul style="list-style-type: none">• Freeze frame• Notion of the other, with phone calls and letters• Ch. in role. 2 different groups• Conversation overheard....	Grammar	<ul style="list-style-type: none">• •To use subordination in sentence structure (because etc) to create compound sentences• •To use sentences with different forms: statement, question, exclamation, command• •To use the present and past tenses correctly and consistently including the progressive form• •To use conjunctions, adverbs and prepositions to express time and cause	Trips and visits:	<ul style="list-style-type: none">• Pippa to come into school and make links to art and stone age.• That History Woman in school.

Please don't forget to look at the school website. Every week I add more on to the class blog. www.stjohns.newcastle.sch.uk/

Steps and Episodes

Step 1	<p><u>Prior knowledge:</u></p> <ul style="list-style-type: none"> Use the Tunnel by Anthony Browne as a stimulus. Stop at the section ch. go out to the park, Look at images, in small groups ch. to write they see, describe etc. who would use it currently? What might they see / hear / etc. If you were there, what would you like ot see etc. How would you improve it? Large piece of paper, start by adding things on..... ch. to add their own thoughts and ideas on paper.
Step 2	<p><u>Notion of the 'other':</u></p> <ul style="list-style-type: none"> Letters from council and the locals Drama.....2 sides, yes / no , for and against
Step 3	<p><u>Invent the spoken language</u></p>
Step 4	<p><u>Introduce a presence, something happened or about to happen</u></p>
Step 5	<p><u>Teach and introduce the idea of the 'team'</u></p>

<p>Episode 1</p> <p>Client: Council, Parks and open spaces.</p>	<p>We have been commissioned to design a park.</p> <p>Ch to think about what they want etc . Focus on the idea of helping people etc.</p> <p>Large map, letters to and from the council,</p>
Episode 2	<p>We have been given the approval, and hopefully we'll be excited etc.</p>

Client: Council, Parks and open spaces.	<p>However, ch. will come in to large hole, earth etc, and glimpses of shiny stones, crystals etc.</p> <p>What does this mean? Can we possibly go ahead with the development. If we know that there is the possibility of fossils, precious stones etc?</p> <p>Who do we need to get in touch with?</p>
<p>Episode 3.</p> <p>Week beginning 03:11:14</p>	<p>Mr Oldroyd has been advised to close the park temporarily, as it keeps flooding.</p> <p>If we are to continue with this work, we will need to advise him on the soil that has the best drainage.</p> <p>Discuss how we tested, look at new vocab, or it maybe that this session is used to do the investigation, and write up in pm session.</p>
Episode 4	
Episode 5	

