

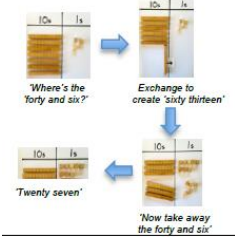
Term 2 Medium Term Planning Millbrook - Year 3 – Rubbish Christmas!

Year Group 3

Term 2

	Week 1 31/10 (4 days)	Week 2 6/11	Week 3 13/11	Week 4 20/11	Week 5 27/11	Week 6 4/12	Week 7/8 11/12
<p>TOPIC</p> <p><i>Key questions</i></p>	<p>What a load of rubbish!</p> <p>UK</p> <p>Where did it come from?</p> <p>Why is it here?</p> <p>How could we sort it?</p> <p>How could we measure it?</p> <p>Is it our problem?</p> <p>What is this? Is it rubbish?</p> <p>Display key questions, chn to write their thoughts on post it notes.</p> <p>https://www.bbc.co.uk/cbbc/quizzes/recycling-expert</p> <p>HA: challenge worldwide</p> <p>ipads for research Tues pm/Weds am Give chn QR codes for websites</p>	<p>What a load of rubbish!</p> <p>Where waste goes</p> <p>The process of recycling.</p> <p>How could we use this stuff?</p> <p>Christian aid paper bag game</p> <p>https://www.christianaid.org.uk/schools/paper-bag-game</p> <p>Compare and contrast with another country (use Global Explorers, Christian aid) – minimum wage/how much do they get paid per item?</p>	<p>Rubbish Christmas!</p> <p>Fabric and paper: evaluate products (against a success criteria) that could be made in order to identify maths skills needed ranking the products.</p> <p>Children will use the maths skills taught in order to make the products.</p> <p>PUMA maths links: shape re-cap – halves/symmetry/measuring.</p> <p>By end of Week 4:</p> <p>all children have produced product for Christmas Fayre</p> <p>Classes have decided on final re-cycled product for selling to parents.</p> <p>Market research around school – how much would you pay for this item?</p> <p>Prices for each product/price per hour</p>		<p>Making prototypes on a production line – learning a skill</p>		
<p>Product</p>	<p>3MB Class assembly</p> <p>https://www.bbc.co.uk/cbbc/quizzes/recycling-expert</p>	<p>A diagram for the UK/non-UK showcasing their knowledge about where our rubbish goes and how it can be recycled.</p>	<p>Identifying maths skills in instructions for application.</p>	<p>Make items to sell at Christmas craft fayre</p> <p>(25/11)</p>	<p>Prototypes for recycled craft orders</p> <p>Parents to place orders and see workshop at process open morning (Tues 28th Nov)</p>	<p>Theatre Trip</p>	<p>Evaluation</p>

		Groups focus on plastic/glass/metal/fabric/paper			Musical instruments made from recycled materials		
		Research ideas to use paper and fabric to create new items.					
Role	Introduce roles: investigators/campaigners	Investigators/campaigners	evaluators/ sales people	product designers/sales people	product designers/sales people	retailers	retailers
English	INFORM Reading – research structured note-taking Posters - top tips for the 3 R's	INFORM/ENTERTAIN Pen pal letters – answering individual questions, reflecting on old topic, informing about new topic, asking new questions. planning, drafting, up-level and publish (3 days) Story map and step a WAGOLL persuasive flyer	PERSUADE Deepening: Deconstruct a WAGOLL persuasive flyer. <ul style="list-style-type: none"> • Language of persuasion: rhetorical questions, superlatives, emotive language facts from research • recap suffixes • Adverts – 5 minutes to convince – pester power, voice-overs, videos 	Persuasive flyer to invite and encourage parents to come and place orders for recycled craft – include time slots on return slip for viewings – to include pictures and order form. Plan, draft, up-level and publish (5 days).			
Discussion	Targets – EYES, looking carefully at LO and EYES – review topic was it your best? How many EYES will you tick off this term?	Paper bag challenge – reflecting and comparing our lives to theirs.					

Spelling	How can we change words? Investigate word classes using topic words in order to create word banks	The /r/ sound spelt wr at the beginning of words.	The /s/ sound spelt c before e, i and y.	The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y.	The /ɔ:/ sound spelt ar after w.	The /ʒ/ sound spelt s. Examples: television, treasure	
	What is/isn't it? prove it/Venn diagrams noun, adjective, verb, adverb	Suffixes: -ness, -ment, -ful	The /n/ sound spelt kn and (less often) gn at the beginning of words.				
Grammar	noun, adjective, verb, adverb	Present perfect e.g. "You have thrown away 65 tonnes of plastic since you were 5 years old."	noun, adjective, verb, adverb				
SMSC	Children learned games for homework over half term in order to have more activities for happy break times.	Our topic covers SMSC by: making the children aware of the issues caused by rubbish around the world, they will be considering the impact of recycling on the environment across the world and considering the moral question of "Why is it our problem?" as well as how other cultures deal with their rubbish. Discussions about choices within the classroom are values based. Handwriting books: Weekly reflection: What mistakes have you made? What did you learn?					
Reading Workshop	The Borrowers Writing a story opening? Product: in project books in full sentences Predictions Questions	Author's descriptive language: adjectives/adverbs EYE3: 10	<ul style="list-style-type: none"> • Settings • Character Descriptions • Dialogue • Write an opening • Diary entry 				
Guided Reading	A carousel of activities to include: Guided Teacher Focus Group: interactive bookmark reading; independent interactive bookmark follow up activity; Independent comprehension activity to be followed up by a focus group; Reading behaviour teaching and free reading						
Maths	Fractions: would you rather have ...? I can compare and order unit and non-unit fractions. Link to multiplication and division	Addition: number lines – what chunks do they use? Bridging 10 and 100 EYE 2: recall and use addition and subtraction facts to 20. Subtraction: number lines -	Column method – written Taking away and exchanging, 73 – 46 	Maths skills related to product topic work – column method problem solving. PUMA maths links: shape re-cap – halves/symmetry/measuring: converting metres to cm e.g. 1.5m	PUMA and analysis	Analyse data from sales, creating graphs	Fractions <ul style="list-style-type: none"> • Recognise a unit fraction of a set of objects • Recognise a non-unit fraction of a set of objects • Write a fraction of a set of objects • Understand a unit fraction as a number • Understand a non-unit fraction as a number

	Counting in fractions. Visual – prove it! Bar Model	what chunks do they use? Bridging 10 and 100 Day 5 - Consolidate by giving mixed problems.	Short tasks to evaluate knowledge of applied skills from instructions.				<ul style="list-style-type: none"> Understand the concept of equivalent fractions Recognise equivalent fractions from diagrams Complete diagrams to show equivalent fractions Create diagrams to show equivalent fractions
Focus table	Recap 2/5/10 tables	Recap 2/5/10 tables	Recap 2/5/10 tables	x3 table	x3 table	x3 table	x3 table
CLIC	<ul style="list-style-type: none"> Recap 2/5/10 tables Fact families – make links between counting and multiplication and division. Where's Mully? 	CLIC <ul style="list-style-type: none"> jigsaw numbers ones = ten and the tens = 9 I.N.N. number bonds Different ways of partitioning numbers within 10 Time assessment: use number words e.g. ten past four 	CLIC Balancing number sentences, missing number sentences I.N.N	CLIC	CLIC	CLIC	CLIC
Science		Forces – identify forces used in recycling process.					
RE	Christianity: The story of Christmas, alternative Christmas stories,						
PE	Netball, Gym, Swimming						
Computing	I-pads and laptops – research skills						
History	Land-use over time						
Geography		Rubbish Case Study: S American country					
Art/DT	Topic based – recycled artist, Christmas crafts, making recycled instruments						
Music	Topic based – assembly song, percussion on recycled instruments						
Spanish	Learn a Spanish Christmas song to perform with recycled instruments						
Enrichment	Theatre trip, reading challenge, visit from the Vicar (the man in charge of Christmas)						

Value	Thoughtfulness	Thoughtfulness	Thoughtfulness	Thoughtfulness	Thoughtfulness	Happiness	Happiness
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