St. Peter's Catholic Primary School	Year 3	Spring 1 2024	Teacher: W. Allen

Core Teaching Principles (Pedagogy)	Sequencing concepts and modelling	Questioning	Reviewing	Stages of practice	Collaborative learning	Communication	Active Participation	Metacognition
	Present new material using small steps. Provide models. Scaffolding.	Ask a range of open and differentiated questions to explore and extend understanding and reasoning skills. Targeted questioning	Revisit prior learning. Build on prior knowledge and experience.	Whole class/shared. Guided practice Independent practice.	Learning partners Kagan strategies	Oracy Speaking and listening activities Explicit teaching of vocabulary Modelling by adults Communicating the Curriculum/Voice 21	No hands up Lolly sticks Targeted questions	Reflection of learning strategies that help them as a learner Modelling/Think aloud by adults Critique/self evaluation/peer evaluation

ENGLISH

Writing

Core text: 'The Fire Mountain'
'Mighty and Majestic' poem by
Purpose: Share with audience at school open afternoon.
Audience: Display/website/twitter/share with author

Non-fiction: various texts
Purpose: Create a fact file on Mount Everest. Double page spread.
Audience: website/twitter.

Reading

Class reading 3 x per week 'Charlotte's Web
Independent reading sessions
Little Wandle Letters and Sounds. KS2 Catch Up.

TERMLY TOPIC FOCUS:

EXPLORE GEOGRAPHY

Enquiry question:

Are mountains the same everywhere?

MATHEMATICS

WHITE ROSE MATHS

Multiplication and Division:
Unit A & B

Length and Perimeter

TT Rock Stars

SPaG
Weekly spelling lesson and practice
Review of phonics/spelling rules and patterns within Handwriting and writing lessons.
Contextualised within writing lesson

GEOGRAPHY

LOCATIONAL KNOWLEDGE
•Locate the highest/most famous mountains across the world.
•Identify the position and significance of the Equator, northern hemisphere, Southern hemisphere.
PHYSICAL AND HUMAN GEOGRAPHY
•Physical: describe and understand key aspects of mountains
•Human: type of settlement and land use, and economic activity. eg tourist activities in mountainous localities.
Offer explanations for the location of human and physical features in different localities.
Identify features of a place using aerial photography.

SCIENCE

FORCES AND MAGNETS
•Compare how things move on difference surfaces.
•Notice that some forces need contact between two objects, but magnetic force can act at a distance.
•Observe how magnets attract or repel each other and attract some materials and not others.
•Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
•Describe magnets as having two poles.
•Predict whether two magnets will attract or repel each other, depending on which poles are facing.

RE

LOCAL CHURCH – COMMUNITY: JOURNEYS
Christian family's journey with Jesus.

EUCHARIST – RELATING: LISTENING & SHARING
Listening to the Word of God and sharing Holy Communion.

HISTORY

Conquests of Mount Everest. Timeline.
Who has climbed the mountain in the past?
How has technology changed a mountaineer's experience?

ART and DESIGN TECHNOLOGY

Textiles-
Weaving- large frame mountain scenery.
To respond to the work of
YARN WALL ART.

To investigate and combine the visual qualities of

PE

Get Set 4 Education

Indoor: gymnastics
Outdoor: tag rugby

	materials and processes and match these to the purpose of their work.	

COMPUTING	PSHE	MUSIC
Teach Computing. Programming A- sequencing sounds. Word processing skills.	TenTen Scheme Module 1: Created and Loved by God	Charanga. Spr 1- unit 3 64weeks. Three Little Birds Ukulele – Mr Merrett