

# YEAR 3 - Term 2 plan (January 2024- April 2024)



Subject: English						
Week	Theme	Reading and Comprehension	Language, Grammar, Spelling, Vocabulary, Phonics, Punctuation	Writing	Speaking and Listening	Resources
1	<b>Our sensational senses</b> (This chapter is from Term 1 continuation)	<b>Poems:</b> Poetry about the senses, <i>The Sound Collector</i> <i>The Young Fox</i>	<ul style="list-style-type: none"> <li>• Unfamiliar words, Definitions</li> <li>• Senses vocabulary</li> <li>• Prefixes: Un-, dis-, re-, pre- and de-</li> <li>• Features of poetry genre</li> </ul>	<b>Playscript:</b> Writing a playscript	<ul style="list-style-type: none"> <li>• Confident talking in discussion</li> <li>• Poetry performance</li> </ul>	<ul style="list-style-type: none"> <li>• Flash cards</li> <li>• Videos on Senses of the body</li> <li>• Songs, Poetry</li> <li>• Activity sheets</li> </ul>
2 & 3	<b>Traditional Tales</b>	<b>Fiction:</b> <i>Traditional Narrative</i> <i>A Balinese Folk Tale</i>	<ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Thesaurus and extension of vocabulary</li> <li>• Alternative words for 'said'</li> <li>• Speech punctuation</li> <li>• Features of traditional tales and legends</li> </ul>	<b>Fiction:</b> Rewriting a traditional story	<ul style="list-style-type: none"> <li>• Questions-develop ideas and extend understanding</li> <li>• Language choices</li> </ul>	<ul style="list-style-type: none"> <li>• Role plays</li> <li>• Traditional stories from different countries across the globe</li> <li>• Thesaurus</li> </ul>
4 & 5	<b>Keep in touch!</b>	<b>Non Fiction:</b> Letter to author from Clarice Bean, letter from author to Clarice and Betty, Letter from Roald Dahl to his mother	<ul style="list-style-type: none"> <li>• Letters vocabulary</li> <li>• Suffixes: -ful, -less, -ly</li> <li>• Singular and Plural</li> <li>• Apostrophes</li> <li>• Features of letters</li> </ul>	<b>Non Fiction:</b> Writing a formal letter	<ul style="list-style-type: none"> <li>• Expressing opinions</li> <li>• Organisation of ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of different types of letters.</li> <li>• Activity sheets</li> </ul>
6 & 8	<b>Sharing Cultures</b>	<b>Playscript:</b> A play based on a Maori legend <b>Maui Catches the Sun.</b>	<ul style="list-style-type: none"> <li>• Irregular verbs 'to be'</li> <li>• Alphabetical ordering</li> <li>• Dictionaries</li> <li>• Features of playscripts and poetry genre</li> </ul>	<b>Poetry:</b> Writing a poem	<ul style="list-style-type: none"> <li>• Poetry performances</li> </ul>	<ul style="list-style-type: none"> <li>• Videos on few different cultural practices</li> <li>• Dictionaries</li> <li>• Activity sheets</li> </ul>

# YEAR 3 - Term 2 plan (January 2024- April 2024)



Subject: Maths			
Week	Topic	Contents	Resources
1,2 & 3	<b>Multiplication and Division</b>	<ul style="list-style-type: none"> <li>• Multiplying and dividing numbers</li> <li>• Multiplying teen numbers by 3 and 5</li> <li>• Dividing numbers with remainders</li> </ul>	<ul style="list-style-type: none"> <li>• UNO cards</li> <li>• Dice</li> <li>• Worksheets</li> <li>• White board</li> <li>• Small objects like popsicle sticks, legos, marbles, beans</li> </ul>
4 & 5	<b>Shapes and Geometry</b>	<ul style="list-style-type: none"> <li>• Identifying and classifying Polygons</li> <li>• Properties of 3D shapes</li> <li>• Draw and complete 2D shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Videos on shapes around the world</li> <li>• Flash cards</li> <li>• White Board</li> <li>• Objects of different 3D &amp; 2D Shapes</li> <li>• Modelling clay</li> </ul>
6 & 8	<b>Position and Movement</b>	<ul style="list-style-type: none"> <li>• Using a grid to describe a position</li> <li>• Drawing right angles and comparing angles</li> </ul>	<ul style="list-style-type: none"> <li>• Simple Maps, House plan</li> <li>• Measuring tape</li> <li>• Activity sheets with grid lines</li> <li>• Set squares</li> </ul>

# YEAR 3 - Term 2 plan (January 2024- April 2024)



<b>Subject: Science</b>			
<b>Week</b>	<b>Topic</b>	<b>Contents</b>	<b>Resources</b>
<b>1,2,3 &amp; 4</b>	<b>Flowering 6,Plants</b>	<ul style="list-style-type: none"><li>• Parts of a flowering plant</li><li>• What do plants need so they can grow?</li><li>• How do plants take in water?</li><li>• Healthy plants</li><li>• Not too hot and not too cold!</li><li>• What we have learned about flowering plants</li></ul>	<ul style="list-style-type: none"><li>• Charts</li><li>• Worksheets</li><li>• Powerpoint presentation</li><li>• School garden</li><li>• Simple Science experiments</li></ul>
<b>5,6 &amp; 8</b>	<b>Introducing Forces</b>	<ul style="list-style-type: none"><li>• Pushes and Pulls</li><li>• Making shapes with forces</li><li>• Forces can stop things from moving</li><li>• Forces can affect speed and direction</li><li>• What have we learned about introducing forces</li></ul>	<ul style="list-style-type: none"><li>• White board</li><li>• Science experiments with electronic toys to understand push and pull</li><li>• Educational videos</li></ul>

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<b>Subject: History</b>			
<b>Week</b>	<b>Topic</b>	<b>Contents</b>	<b>Resources</b>
2 - 8	<b>The Metal Ages</b>	<ul style="list-style-type: none"> <li>• Technology in the Bronze Age</li> <li>• Towns, Trade and Travel</li> <li>• Life and death in the Iron Age</li> <li>• Iron Age settlements</li> <li>• Fighting tribes or traders?</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Documentaries</li> <li>• PowerPoint presentation</li> <li>• Metal Age drawings and posters</li> <li>• Class-Role play</li> </ul>

<b>Subject: Geography</b>			
<b>Week</b>	<b>Topic</b>	<b>Contents</b>	<b>Resources</b>
2,3 & 4	<b>Weather around the world</b>	<ul style="list-style-type: none"> <li>• Choosing a holiday</li> <li>• Hot and cold places</li> <li>• Looking at Switzerland</li> <li>• Life in Cairo</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• Websites of different travel agencies</li> <li>• Brochures of holiday plans</li> <li>• Pictures of different hot and cold countries</li> <li>• worksheets</li> </ul>
5,6 & 8	<b>The view in my window</b>	<ul style="list-style-type: none"> <li>• My environment</li> <li>• Using Land</li> <li>• People and Environment</li> <li>• The changing seasons</li> </ul>	<ul style="list-style-type: none"> <li>• Worksheets</li> <li>• Class discussion</li> <li>• Posters and videos of our environment</li> </ul>

# YEAR 3 - Term 2 plan (January 2024- April 2024)



<b>Subject:</b> Personal, Social, and Health Education ( PSHE )			
<b>Week</b>	<b>Topic</b>	<b>Contents</b>	<b>Resources</b>
2 - 4	<p><b>Focus on feelings:</b></p> <p>1. To talk and write about their opinions, and explain their views, on issues that affect themselves and society.</p> <p>2. That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view.</p>	<p>Children will have opportunities to</p> <ul style="list-style-type: none"> <li>• develop the language of feelings</li> <li>• recognize feelings in different situations</li> <li>• be able to express feelings in different ways</li> <li>• Recognize the impact of feelings on others.</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry and stories related to feelings, finishing a story or poem.</li> <li>• Buddy system</li> <li>• Use family decisions/situations/ as a focus for healthy discussions</li> </ul>
5 - 8	<p><b>Keeping safe in school :</b></p> <p>1. To realize the consequences of anti-social and aggressive behaviors, such as bullying and racism, on individuals and communities.</p> <p>2. School and Class rules about health and safety, basic emergency aid procedures and where to get help.</p>	<p>Children will have opportunities to:</p> <ul style="list-style-type: none"> <li>• know about bullying, why it happens and the effects it has on people</li> <li>• think about how to deal with bullying and how to stop it happening</li> <li>• know school safety rules</li> <li>• consider how they contribute to making the school environment a safe place</li> </ul>	<ul style="list-style-type: none"> <li>• Posters regarding health and safety issued by the Government</li> <li>• Circle time - “I don’t like it when ...”, “I think a bully is ...”</li> <li>• Teacher-led explanations of how to report concerns/ incidents.</li> <li>• Role plays</li> </ul>