



Sully School School Key Stage 2 2020 -2021



Languages, Literacy and Communication - Mathematics and Numeracy - Science and Technology - Humanities - Health and Well-Being - Expressive Arts

Aut/Sp/Sum	Week beginning: 05/07/2021	Year Group: Year 3	Class Teacher: JE/JM
	Literacy	Numeracy	Topic
Dydd Llun Monday	<p>Read the class book of the children's choice for the next two weeks.</p> <p style="text-align: center;">Sully Fest opening ceremony for the whole school on the field. Y3 to perform their Can Can dance.</p> <p style="text-align: center;"><u>Can Can from "Orpheus in the Underworld" (Instrumental) - YouTube</u></p>	<p>Maths - problem solving L.O. To explore simple number relationships. Introduce the following problem with the class: Sitting Round the Party Tables (maths.org)</p> <p>Discuss that they can use paper to draw out the problem. They can use the method that helps them best to work it out. Chn can work in pairs or individually to solve the problem. Share all the possibilities that chn come up with at the end.</p>	<p>PE-JE/JM-Athletics L.O. To take part in team games and understand the rules of competing. Children to practise the races they have selected to take part in for their house group.</p> <p>JM & JE- PSHE - Jigsaw - Changing Me - Ages 6-7 - Piece 5 LO: To understand there are different types of touch and tell you which ones I like and don't like. To be confident to say what I like and don't like and ask for help. Introduce Piece 5 of Changing Me - 'Assertiveness'. See pages 75 - 81 of SOW below: UK 6-7 6-CM Pieces 1-6.pdf See PPT slides below to support the lesson: UK 6-7 6-CM Piece 5.pptx</p>
Description of Learning	<p>HCI-apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives; EA- WM3- I can perform, produce, design, exhibit and share my creative work in formal and non-formal contexts, considering the impact of my creative work on the audience.</p>	<p>ACL-can use number effectively in different contexts. MD-PS2-WM2-I can recognise, copy and generate sequences of numbers and visual patterns. MD-PS2-WM4-I can explain my findings and I am beginning to evaluate how well my method worked.</p>	<p>PE- HCI-have the confidence to take part in performance. HWB - PS2-WM1 - I can use and improve basic movement skills in familiar and unfamiliar situations.</p>

			<p>WM1 - PS2- I have the confidence and motivation to persevere when faced with physical challenges.</p> <p>PSHE-</p> <p>HCI-have the skills and knowledge to manage everyday life as independently as they can.</p> <p>HWB-PS2-WM1-I can describe the way in which physical and emotional changes are connected in different contexts.</p> <p>H-PS2-WM4-I can explore my identity and compare it with those of others, recognising that society is made up of diverse groups, beliefs and viewpoints.</p>
<p>Cross Curricular Skills LNF/DCF</p>	<p>LNF- I can reflect on the quality of my expression and use a range of strategies to ensure greater clarity in my spoken communication, including in formal situations.</p>	<p>LNF-I can use everyday and mathematical language to talk about and explain my own ideas and choices.</p> <p>LNF-I can verify results and solutions.</p>	<p>LNF-I can listen to, understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts.</p>
<p>Dydd Mawrth Tuesday</p>	<p>Read the class book of the children's choice for the next two weeks.</p> <p>Literacy</p> <p>L.O. To evaluate my enterprise experience.</p> <p>Ask the learners to reflect upon last week. Tell learners how much money they made from the enterprise project and discuss what they wish to do with the money. Encourage learners to donate some of the money to their chosen charity.</p> <p>Explain how today learners will be reflecting upon the project. Learners will need to write 4 sentences/paragraphs explaining:</p>	<p>Maths -Problem solving</p> <p>L.O. To use known number facts to explore different possibilities of making the same total.</p> <p>Introduce 'I'm Eight' NRich problem solving task: I'm Eight (maths.org)</p> <p>Explain the task and discuss how they can use paper to work out their possibilities.</p> <p>Chn can work in pairs or individually to solve the problem.</p> <p>Share all the possibilities that chn come up with at the end.</p>	<p>PE-JE/JM-Athletics</p> <p>L.O. To take part in team games and understand the rules of competing.</p> <p>Children to practise the races they have selected to take part in for their house group.</p> <p>JM and JE-TOPIC</p> <p>L.O. To control and recognise changes in pitch.</p> <p>Recap the song 'Go for Gold' to class ready for Friday. Ensure the learners know where they are standing for the song and practise with the words to start and then without the words when confident enough.</p> <p>"Go For Gold" Sing It from https://singit.app - YouTube</p>

	<ol style="list-style-type: none"> 1. What worked well? 2. The challenges they faced? 3. How did they deal with the challenges? 4. What would they change the process next time? <p>Explain how learners will do this in full sentences. Model some WAGOLL sentences on the WB.</p> <p>1 chilli- Use the WAGOLL to help and have support from the teacher.</p> <p>2 chilli- Write 1 sentence for each question.</p> <p>3 chilli- Write 2 sentences for each question, ensuring they extend their sentences giving more than one reason i.e. The making of the sandwiches worked well because we worked well in a team and...</p>		
<p>Description of Learning.</p>	<p>ACL-can explain the ideas and concepts they are learning about;</p> <p>LLC- WM3-To explain topics after listening to others</p>	<p>ACL-can use number effectively in different contexts.</p> <p>MD-PS2-WM2-I have explored <i>commutativity</i> with addition and multiplication and I can recognise when two different numerical expressions describe the same situation but are written in different ways.</p> <p>MD-PS2-WM4-I can explain my findings and I am beginning to evaluate how well my method worked.</p>	<p>TOPIC</p> <p>HCI-have the confidence to take part in performance.</p> <p>EA-PS2-WM3-I am beginning to demonstrate resilience and flexibility in approaching creative challenges.</p> <p>PE</p> <p>HCI-have the confidence to take part in performance.</p> <p>HWB - PS2-WM1 - I can use and improve basic movement skills in familiar and unfamiliar situations.</p>

			WM1 - PS2- I have the confidence and motivation to persevere when faced with physical challenges.
Cross Curricular Skills LNF/DCF	LNF-I can write a comprehensive account of a topic, theme or viewpoint. LNF-I can listen to others and understand that they may have a different perspective to my own.	LNF-I can use everyday and mathematical language to talk about and explain my own ideas and choices. LNF-I can verify results and solutions.	LNF-I can listen to, understand and respond to a range of questions and multi-step instructions in a variety of familiar and unfamiliar contexts. LNF-I can listen to, understand and recall what I have heard later.

Dydd
Mercher

Wednesday

Read the class book of the children's choice for the next two weeks.

Meeting with Farmer Roger on zoom

Maths -Problem solving

L.O. To use my understanding of symmetry to solve a problem

Introduce the 'School Fair Necklaces' NRich problem solving task:

[School Fair Necklaces \(maths.org\)](https://www.maths.org)

Introduce the task and together with the children, generate a symmetrical necklace. Challenge them to work in pairs to find as many other symmetrical necklaces as possible and when they think they have found as many as possible, they record them on strips of paper (you could use the beads template below cut into strips). (Giving separate slips of paper as opposed to a single worksheet will mean the children will be able to arrange and rearrange them.)

[Beads template - school fair necklaces.pdf](#)

Chn can work in pairs or individually to solve the problem.

Share all the possibilities that chn come up with at the end.

Year 3 Mini Olympics afternoon

Description of Learning.	<p>EIC- are knowledgeable about their culture, community, society and the world, now and in the past; EIC-show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world. HW-WM5-I can contribute actively and constructively to my community. H-WM3-I can describe how people and the natural world may impact each other.</p>	<p>ACL-are questioning and enjoy solving problems. MD-PS2-WM2-I have explored patterns of numbers and shape. MD-PS2-WM2-I can recognise, copy and generate sequences of numbers and visual patterns. MD-PS2-WM3-I have explored reflective symmetry in a range of contexts and I can discuss it as a property of shapes and images.</p>	<p>PE ECC-lead and play different roles in teams effectively and responsibly. HWB - PS2-WM1 - I can use and improve basic movement skills in familiar and unfamiliar situations. WM1 - PS2- I have the confidence and motivation to persevere when faced with physical challenges.</p>
Cross Curricular Skills LNF/DCF	<p>LNF- can check understanding of what I have heard/seen (including audio-visual material) by asking relevant questions or making relevant comments.</p>	<p>LNF-I can use everyday and mathematical language to talk about and explain my own ideas and choices. LNF-I can verify results and solutions.</p>	
Dydd Iau Thursday	<p>Read the class book of the children's choice for the next two weeks.</p> <p>Literacy L.O. To reflect upon the topic. Think back over this topic. What have we done? Create a mind map on board. What have you enjoyed the most? Flick back through books to see what we have done. In topic books write a double page spread evaluation of the topic. Headings: What we did, What I enjoyed , What I learnt, What I would still like to know. Include pictures, reasons, ideas etc. Use four different coloured squares to organise the page.</p>	<p>Maths -Problem solving L.O. To use my number skills to solve a problem Introduce the 'Buying a Balloon' NRich problem solving task: Buying a Balloon (maths.org) Give children time to work on the problem for a few minutes with large sheets of paper available for them to record any solutions. Then invite some children to suggest some different amounts, checking that they can be made with exactly six coins. You could ask what the largest amount Lolla could have paid was, and the smallest amount. It might be appropriate for you to narrow down the problem at this stage so that you are able to emphasise ways of working systematically, so challenge the class to find ALL the different amounts which could be made with six of each of <i>the two lowest value coins only</i>. Invite them to record their ways on strips of paper (each way on a separate strip) as this will make it easier later.</p>	<p>TOPIC L.O. To work collaboratively in pairs. Learners to use lego to work collaboratively in pairs to build a famous French landmark/building. Show learners the following powerpoint which gives some facts about some famous buildings/landmarks in Paris in France- https://drive.google.com/file/d/11GcWIV-HaiNYE5e-kr1VgAOWdYnFpmul1/view?usp=sharing. Explain how learners should be working in pairs to recreate one of the French buildings/landmarks we have learnt about so far in the topic. Learners to use Chromebooks one between two if needed in order to copy. Learners then share with the rest of the class if time what they have created. If lots of time left at the end, learners can design their own building using lego for fun in partners.</p>

		Having given the group time to work on this, draw them together to find out the different amounts they have made.	Music L.O. To sing in time harmony with a group. Today learners prepare everything we need for the closing of Sully Fest tomorrow. Practise Going for Gold song without looking at the words and ensure learners know where they are standing for the song. https://docs.google.com/document/d/1fRDJoDzR3Bz5PE_uWHk0xtySMcve_oEhcZF_i_VWR-Q/edit?usp=sharing
Description of Learning.	ACL-can explain the ideas and concepts they are learning about; LLC- WM3-To explain topics after listening to others	ACL-can use number effectively in different contexts. MD-PS2-WM2-I have explored <i>commutativity</i> with addition and multiplication and I can recognise when two different numerical expressions describe the same situation but are written in different ways. MD-PS2-WM4-I can explain my findings and I am beginning to evaluate how well my method worked.	TOPIC ECC-lead and play different roles in teams effectively and responsibly. ECC-connect and apply their knowledge and skills to create ideas and products. H-WM3-I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world. MUSIC HCI-have the confidence to take part in performance. EA-PS2-WM3-I am beginning to demonstrate resilience and flexibility in approaching creative challenges.
Cross Curricular Skills LNF/DCF	LNF-I can use varied, appropriate and precise vocabulary including area of learning and experience/discipline-specific words for different purposes.	LNF-I can use everyday and mathematical language to talk about and explain my own ideas and choices. LNF-I can verify results and solutions.	LNF-I can listen to, understand and recall what I have heard later.
Dydd Gwener Friday	Read the class book of the children's choice for the next two weeks. Sully Fest closing ceremony for whole	Big Maths Beat That L.O: To challenge myself and strive to improve To begin, all children complete the CLIC test (according to their level). Children complete all ten questions.	My day Friday L.O. To identify the planets in the solar system. Show learners the following song to introduce the planets in the solar system: https://youtu.be/mQrlgH97v94 . Once listened, note down the planets and any facts they may have

	<p>school on the field. Children to sing Going for Gold song.</p>	<p>Then give children the Beat That test sheet to see if they can beat their score in 90 seconds. Children self assess and record scores. Reward children who beat their score.</p> <p>Play Hit the Button to consolidate Number Bonds and Times Tables https://www.topmarks.co.uk/maths-games/hit-the-button</p> <p>Re-introduce weekly times tables test using pink times tables books. Children mark using purple pen. 1 chilli - x2 table 2 chilli - x5 table 3 chilli - x3 tables Hot challenge - complete all three times tables tests.</p>	<p>learnt about the planets from the video on the whiteboard. If needed, listen to the video a couple of times. Learners follow the step by step drawing video- https://youtu.be/tliPkXEVt-E to draw and label the solar system in their My Day Friday books. Learners to colour in their planets once drawn as a whole class. If needed give out chromebooks one between two for the drawing video to colour in. To finish off, learners to take part in the quiz link below to test their knowledge of the solar system: https://drive.google.com/file/d/1TdfhyS2BFp7fn50mDFGdK5XKS01X8XGO/view?usp=sharing</p>
<p>Description of Learning.</p>		<p>ACL - can use number effectively in different contexts. MD-WM1- I can use my understanding of multiplication to recall some multiplication facts and tables, starting with tables 2, 3, 4, 5 and 10 and I can use the term multiples.</p>	<p>EIC-are knowledgeable about their culture, community, society and the world, now and in the past. H-WM3-I can recognise the distinct physical features of places, environments and landscapes in my locality and in Wales, as well as in the wider world.</p>
<p>Cross Curricular Skills LNF/DCF</p>		<p>LNF - I can recall 2, 3, 4, 5 and 10 multiplication tables and use to solve multiplication and division problems.</p>	<p>LNF-I can listen to, understand and recall what I have heard later.</p>