



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Advent 1 2019 TEACHER: Mr King Teaching Assistant: Mrs Smith YEAR GROUP: 3



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TOPIC TITLE: Robin Hood BOOK FOCUS: Robin Hood (Usborne Classics)

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
English Text Type	Fiction - Legends	Fiction - Legends	Fiction - Legends	Non-fiction - Diary	Non-fiction - Diary	Non-fiction - Diary
Reading Comprehension	Fiction - Robin Hood	Non-fiction - Robin Hood Information Text	Poetry - Robin Hood Poem	Fiction - Robin Hood	Non-fiction - Robin Hood Diary Entry	Poetry - Robin Hood Poem
Spelling, Punctuation and Grammar	Pronouns	Apostrophes for possession (singular)	Paragraphs	Conjunctions	Adverbs	Past tense
Maths	Block 1 - Place Value	Block 1 - Place Value	Block 2 - Addition and Subtraction	Block 2 - Addition and Subtraction	Block 2 - Addition and Subtraction	Block 2 - Addition and Subtraction
Science Plants	<p><u>National Curriculum Objective</u> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p>	<p><u>National Curriculum Objective</u> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p>	<p><u>National Curriculum Objective</u> Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p>	<p><u>National Curriculum Objective</u> Investigate the way in which water is transported within plants.</p>	<p><u>National Curriculum Objective</u> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p><u>National Curriculum Objective</u> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
	<p><u>Skills and Knowledge</u> Know the different parts of a plant: roots, stem, leaves and flower. Know the functions of the roots, stem, leaves and flower.</p>	<p><u>Skills and Knowledge</u> Ask some relevant questions and use different types of scientific enquiries to answer them. Know what a plant needs to thrive.</p>	<p><u>Skills and Knowledge</u> Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Begin to report on findings from enquiries, including oral</p>	<p><u>Skills and Knowledge</u> Know how water is transported in a plant. Set up some simple practical enquiries, comparative and fair tests.</p>	<p><u>Skills and Knowledge</u> Know how seeds disperse. Know what pollination is.</p>	<p><u>Skills and Knowledge</u> Know the life cycle of a plant.</p>



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			and written explanations, displays or presentations of results and conclusions.			
	Activity Dissection of a flowering plant. Name and label the parts of a plant and their functions.	Activity Plan and begin investigation into what plants need to grow well.	Activity Observe and record plant growth and present findings to the class.	Activity Observing the transportation of food colouring through a plant stem.	Activity Pollination Game Explain the role parts of a plant play in pollination and fertilisation.	Activity Order and describe the stages of the life cycle of a flowering plant.
	National Curriculum Objective A local history study.	National Curriculum Objective A local history study.	National Curriculum Objective They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	National Curriculum Objective Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study	National Curriculum Objective They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance	National Curriculum Objective Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study
History Robin Hood	Skills and Knowledge Use evidence to describe the past eg. way of life, clothing, actions of people, differences between lives of rich and poor. Geography link - Locate cities (Nottingham) on a map of the UK.	Skills and Knowledge Geography Link - Recognise landmarks and make suggestions as to how this landmark has an impact on a city. (Sherwood Forest making revenue) Geography Link - Know that Sherwood Forest and the Tale of Robin Hood is a tourist attraction and understand how this impacts on the city.	Skills and Knowledge Use timelines to place events in order. Use historical vocabulary. Present findings about the past using speaking, writing, computing and drawing skills	Skills and Knowledge Know that money had a big impact on people's lifestyles. Use evidence to describe the past eg. way of life, clothing, actions of people, differences between lives of rich and poor.	Skills and Knowledge Look at 2 versions of the same event and identify differences in the accounts. Know that different versions of the same event can exist Know that legends are based on the passing down of information through stories, song etc.	Skills and Knowledge Know that legends are based on the passing down of information through stories, song etc. Present findings about the past using speaking, writing, computing and drawing skills Ask questions Use historical vocabulary.



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		Ask questions			Know that different viewpoints exist based on the same knowledge.	
	Activity Compare maps of Nottingham from Robin Hood's time and now.	Activity Development of Nottingham Castle from Robin Hood's time to now. Why does Nottingham have Robin Hood tourist attractions?	Activity Richard I and King John - comparison with Elizabeth II.	Activity Hierarchy of Medieval society role play and diagram.	Activity Compare different book/film versions of Robin Hood. Give reasons why different version exist.	Activity Investigation into "Was Robin Hood real?"
	National Curriculum Objective To study great artists, architects and designers in history.	National Curriculum Objective To study great artists, architects and designers in history.	National Curriculum Objective To create sketch books to record their observations and use them to review and revisit ideas.	National Curriculum Objective To create sketch books to record their observations and use them to review and revisit ideas.	National Curriculum Objective To create sketch books to record their observations and use them to review and revisit ideas.	National Curriculum Objective To create sketch books to record their observations and use them to review and revisit ideas.
Art Landscape Artwork	Skills and Knowledge Select and record from first hand observation, experience and imagination, Question and make thoughtful observations about starting points and select ideas to use in their work. Know what a landscape picture is.	Skills and Knowledge Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.	Skills and Knowledge Draw for a sustained period of time at an appropriate level. Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.	Skills and Knowledge Draw for a sustained period of time at an appropriate level. Begin to show an awareness of objects having a third dimension.	Skills and Knowledge Experiment with different grades of pencil and other implements to create lines and marks. Begin to show an awareness of objects having a third dimension.	Skills and Knowledge Experiment with different grades of pencil and other implements to create lines and marks. Know there are different ways to show light and dark. Know that there are different media to be in one skills eg. drawing with charcoal, draw with pen, etc.



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					Know there are different ways to show light and dark.	
	<p>Activity Study of Jan Siberechts. What is common in his paintings? Analyse and evaluate his work.</p>	<p>Activity Look at the painting, what can they see? When do they think it was set? Where do they think the painting is? Compare</p>	<p>Activity Skill sessions on drawing and painting landscapes. Horizon, and background</p>	<p>Activity Skill sessions on drawing and painting landscapes. Foreground and drawings to scale</p>	<p>Activity Sketch drawing.</p>	<p>Activity Add water colour to drawing, focus on the colour.</p>
Computing Databases	<p>National Curriculum Objective Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>National Curriculum Objective Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.</p>	<p>National Curriculum Objective Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>National Curriculum Objective Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>National Curriculum Objective Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>National Curriculum Objective Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>
	<p>Skills and Knowledge Collect and present information. Know how to compare numbers and scan for relevant information.</p>	<p>Skills and Knowledge Compare paper and computerised databases. Sort and filter data bases to easily retrieve information. Know what a paper data base is.</p>	<p>Skills and Knowledge Collect and present information. Know how to compare numbers and scan for relevant information.</p>	<p>Skills and Knowledge Collect and present information. Use technology respectfully and responsibly.</p>	<p>Skills and Knowledge Navigate the web to complete simple searches. Use technology respectfully and responsibly.</p>	<p>Skills and Knowledge Sort and filter data bases to easily retrieve information. Create and interpret charts and graphs to understand data.</p>



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	<p>Know what a paper data base is. Understand databases are used for different purposes.</p>	<p>Know what a computerised database is.</p>	<p>Know what a computerised database is. Sort and filter data bases to easily retrieve information.</p>	<p>Sort and filter data bases to easily retrieve information. Create and interpret charts and graphs to understand data.</p>	<p>Know what information is useful in an online database. Know how to compare numbers and scan for relevant information. Understand databases are used for different purposes. Sort and filter data bases to easily retrieve information.</p>	<p>Compare paper and computerised databases. Understand databases are used for different purposes.</p>
	<p>Activity Create a database on Top Trumps cards.</p>	<p>Activity Pros and cons of paper and computer databases.</p>	<p>Activity Create a spreadsheet database.</p>	<p>Activity Create a chart and graph on Google Sheets.</p>	<p>Activity Plan a holiday online using filtered search criteria.</p>	<p>Activity Database Quiz and Knowledge Dump</p>
	<p>National Curriculum Objective To play competitive games (modified where appropriate) and apply basic principles suitable for attacking and defending.</p>	<p>National Curriculum Objective To play competitive games (modified where appropriate) and apply basic principles suitable for attacking and defending.</p>	<p>National Curriculum Objective To play competitive games (modified where appropriate) and apply basic principles suitable for attacking and defending.</p>	<p>National Curriculum Objective To play competitive games (modified where appropriate) and apply basic principles suitable for attacking and defending.</p>	<p>National Curriculum Objective To play competitive games (modified where appropriate) and apply basic principles suitable for attacking and defending.</p>	<p>National Curriculum Objective To play competitive games (modified where appropriate) and apply basic principles suitable for attacking and defending.</p>
PE Football	<p>Skills and Knowledge Know that passing, shooting and defending need different amounts of power and accuracy.</p>	<p>Skills and Knowledge Apply skills with co-ordination and control of power and accuracy.</p>	<p>Skills and Knowledge Begin to apply taught defensive tactics in a competitive situation. Know reasons why a warm up is important. Give reasons why warming up before activity is important.</p>	<p>Skills and Knowledge Begin to apply taught attacking tactics in a competitive situation. Discuss what they have done well and what they need to improve.</p>	<p>Skills and Knowledge Know basic attacking and defensive tactics. Know that passing, shooting and defending need different amounts of power and accuracy.</p>	<p>Skills and Knowledge Select and use skills appropriately in different situations. Know some of the basics rules of football.</p>



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	Apply skills with co-ordination and control of power and accuracy.		Know the names of different positions in football.			Know local grass roots and professional teams.
	Activity Passing: Children to complete stationary passing drills focusing on technique of pass and receiving the ball. Build to a passing focussed game to apply techniques.	Activity Dribbling Children to complete dribbling drills focusing on control and speed. Build up to relay races to apply techniques.	Activity Defending Children to learn about block tackles and defensive headers. Build up to play small sided games.	Activity Shooting Children to complete shooting drills focusing on technique and generating power. Finish with a whole class penalty shoot-out	Activity Attacking Children to complete 3 v 1 attack friendly drills focussing on the tactics of when to pass and when to shoot.	Activity Application in tournament Children to play a round robin tournament celebrating scorers and results.
RE Homes Promises	RE Homes & Promises	Homes Explore - The joys and sorrows of being a family at home.	LF2 - Parents and children should love and respect one another, as God wants them to do.	LF4 - Prayer helps us to remember that God is always with us.	LF6 - We have been chosen by God to be a holy people.	Promises Explore - Belonging to a group involves promises and rules.
	"What makes a house a home?" mind map.	"What makes a house a home?" mind map.	Charter to live by to "encourage a happy home".	Table displaying the different ways in which we pray and why.	List ways in which we can follow St. Paul's advice. (Extended Write)	Collage of the rules we follow in school.
	Homes - LF1	LF1 - God's vision for every family within the home.	LF3 - The Holy Family; Mary, Joseph and Jesus give us an example of a happy and caring family.	LF5 - Jesus wants us to love one another.	Homes Respond and Encounter	LF1 - The Sacrament of Baptism
	Poster based on "one in love, one in heart, one in mind".	Poster based on "one in love, one in heart, one in mind".	Describe the Holy Family of Mary, Joseph and Jesus. (Extended Write)	Poster based on "Love one another".	Respond and Encounter Task	Spider diagram explaining what a sacrament is.
Music Bongos	National Curriculum Objective	National Curriculum Objective	National Curriculum Objective	National Curriculum Objective	National Curriculum Objective	National Curriculum Objective
	Play and perform in solo and	Appreciate and understand a	Improvise and compose music	Play and perform in solo and	Listen with attention to detail	Appreciate and understand a



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	ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	for a range of purposes using the inter-related dimensions of music	ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	and recall sounds with increasing aural memory	wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
	<p>Skills and Knowledge Hold the bongo correctly. Know how to play the basic strokes. Understand how the E drum kit works.</p>	<p>Skills and Knowledge Name the different notes. Play some advanced rhythms using a range of different drums.</p>	<p>Skills and Knowledge Play a slow rock on a range of different drums. Compose your own rock groove.</p>	<p>Skills and Knowledge Play a fast rock 2. Create a polyrhythmic composition.</p>	<p>Skills and Knowledge Play a Country rhythm with a backing track. Know how to play several Country Music Rhythms.</p>	<p>Skills and Knowledge Know how to play several Pop Rhythms. Understand what is meant by the word Tempo. Compose a piece of music for a particular tempo.</p>
	<p>Activity Practise advanced bongo strokes. Pupils move their learning onto the E drum. Play groove 1 using these.</p>	<p>Activity Develop our advanced rhythm into a beat. Explore how notes can be divided to create different rhythms</p>	<p>Activity Attempt to play a slow rock rhythm with a backing track, groove 3. Composition for a rock groove.</p>	<p>Activity Play a Fast rock rhythm. Write an polyrhythmic African drumming composition.</p>	<p>Activity Play and Sing Country Road - J Denver and other country songs with grooves 1, 2 and 3 on a variety of drums.</p>	<p>Activity Play advanced Pop rhythms with backing tracks using a variety of different drums. Compose a piece of music for a particular tempo.</p>
French Greetings, Numbers and the Alphabet	<p>National Curriculum Objective Explore patterns and sounds of language through songs and rhymes and link sounds, spelling and meaning of words</p>	<p>National Curriculum Objective Appreciate stories, songs poems and rhymes in the language</p>	<p>National Curriculum Objective Listen attentively and show understanding by joining in and responding</p>	<p>National Curriculum Objective Explore patterns and sounds of language through songs and rhymes</p>	<p>National Curriculum Objective Engage in spoken conversations</p>	<p>National Curriculum Objective Ask/answer questions and listen attentively to spoken language</p>
	<p>Skills and Knowledge Revise greetings introduced last year</p>	<p>Skills and Knowledge Pronounce numbers 1-20 Know at least numbers 1-10</p>	<p>Skills and Knowledge Pronounce numbers 21-31 Know how to link these with months of the year</p>	<p>Skills and Knowledge Pronounce the French alphabet</p>	<p>Skills and Knowledge Pronounce various letter sounds accurately</p>	<p>Skills and Knowledge Ask a partner how their name is spelled</p>



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	Know how to pronounce various short greeting phrases				Know how to spell their names in French	Know all letter sounds in the French alphabet
	Activity Reintroduce a range of greeting phrases and play a range of games and speaking activities to consolidate this	Activity Using a familiar children's story translated into French, introduce numbers 1-20. Pupils play various games consolidating these	Activity Introduce numbers 21-31 and months of the year. Pupils listen to various people saying when their birthday is and work out the English	Activity Introduce the French alphabet using reading and speaking games and songs	Activity Pupils learn how to spell their names in French using alphabet sheets at first and then from memory	Activity Pupils speak paired conversations exchanging names and spellings. They then listen to and work out whose name is being spelled
PSHE Diversity	Learning Objectives R13 - Recognising the differences and similarities between people, but understand everyone is equal. R16 - Recognising and challenging stereotypes.	Learning Objectives R10 - Identifying how to listen and respond respectfully to a wide range of people. R13 - Recognising the differences and similarities between people, but understand everyone is equal. R16 - Recognising and challenging stereotypes.	Learning Objectives R13 - Recognising the differences and similarities between people, but understand everyone is equal. R16 - Recognising and challenging stereotypes.	Learning Objectives R10 - Identifying how to listen and respond respectfully to a wide range of people. R16 - Recognising and challenging stereotypes.	Learning Objectives R14 - Recognising the nature and consequences of discrimination.	Learning Objectives R14 - Recognising the nature and consequences of discrimination.
	Warm up: Someone Moved Skills wheel R13, R16 - National flags, recognise similarities and differences. End Game: Building Community	Warm up: Someone Moved R10, R13, R16 - Boy/girl activity stereotypes debate. End Game: Building Community	Warm up: Someone Moved R13, R16 - Design a prince/princess and describe their qualities. End Game: Building Community	Warm up: Someone Moved R10, R16 - Elmer's feelings about being different. End Game: Building Community	Warm up: Someone Moved R14 - How might people not be treated equally? Why is it important to treat people fairly? End Game: Building Community	Warm up: Someone Moved R14 - Love and hate poem Skills Wheel Passport Question: Celebrating difference matters because... End Game: Building Community
British Values		Individual liberty - Challenging gender stereotypes (PSHE)		Democracy - Comparison with hierarchy of medieval society (History)	Rule of law - Promises and rules we follow in school (RE)	Mutual respect - Why it is important we respect others who are different (PSHE)



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Special Events	Intriguing Introduction: Sherwood Forest Trip					Expert Ending: "Was Robin Hood real?" Mock trial