



St Patrick's  
Catholic Voluntary Academy

## ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Advent 2 2019 TEACHER: Mr King Teaching Assistant: Mrs Smith YEAR GROUP: 3

TOPIC TITLE: Fabulous France BOOK FOCUS: The Invention of Hugo Cabret



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|  | WEEK 1  | WEEK 2  | WEEK 3   | WEEK 4   | WEEK 5  | WEEK 6   | WEEK 7  |
|--|---|---|--|--|---|--|---|
| <b>English Text Type</b>                 | Stories from other cultures - Retell Chapter 1 of Hugo Cabret   | Stories from other cultures - Innovate Chapter 1 of Hugo Cabret   | Stories from other cultures - Independent Narrative  | Information Text - Different regions of France   | Information Text - Innovate   | Information Text - Independent   | Information Text - Independent  |
| <b>Reading Comprehension</b>             | The Invention of Hugo Cabret - p. 46-47 and 50.   | <a href="#">France Nat Geo Kids</a>   | Sophie's Poem  | Tour de France Information Text  | The Invention of Hugo Cabret - p. 250-251   | Acrostic and Haiku Poems   | The Invention of Hugo Cabret - Chapter 9  |
| <b>Spelling, Punctuation and Grammar</b> | Fronted adverbials (with commas)  | Prepositions  | Adverbs  | Articles - A or an   | Prefixes  | Present tense  | Apostrophes for omission  |
| <b>Maths</b>                             | Block 2 - Addition and Subtraction  | Block 2 - Addition and Subtraction  | Block 2 - Addition and Subtraction   | Block 3 - Multiplication and Division  | Block 3 - Multiplication and Division   | Block 3 - Multiplication and Division  | Block 3 - Multiplication and Division   |
| <b>Science</b><br>Light and Dark         | <p><b><u>National Curriculum Objective</u></b></p> <p>To recognise that we need light in order to see things and that dark is the absence of light.</p>   | <p><b><u>National Curriculum Objective</u></b></p> <p>To notice that light is reflected from surfaces.</p>  | <p><b><u>National Curriculum Objective</u></b></p> <p>To notice that light is reflected from surfaces.</p>   | <p><b><u>National Curriculum Objective</u></b></p> <p>To recognise that light from the sun can be dangerous and that there are ways to protect our eyes.</p>   | <p><b><u>National Curriculum Objective</u></b></p> <p>To recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p>   | <p><b><u>National Curriculum Objective</u></b></p> <p>To find patterns in the way that the size of shadows change.</p>   | <p><b><u>National Curriculum Objective</u></b></p> <p>To recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p>   |
|  | <p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know a number of sources of light.</li> <li>Know that darkness is the absence of light.</li> <li>Know the earth spins as it moves around the sun and this causes day and night and the absence of light in the night.</li> </ul> | <p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that certain materials reflect light.</li> <li>Know that the properties of a material can impact on the effectiveness of their use.</li> <li>Begin to explore everyday phenomena in light, dark and the creation of shadows.</li> </ul> | <p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that light can be reflected from surfaces and they can change the direction of the light.</li> <li>Begin to explore everyday phenomena in light, dark and the creation of shadows.</li> <li>Begin to report on findings from enquiries including oral and written</li> </ul> | <p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that light from the sun can be dangerous and can damage our sight.</li> <li>Know how the eye detects light.</li> <li>Know the different ways to protect our eyes.</li> </ul> | <p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know the meaning of vocabulary including opaque, translucent, transparent.</li> <li>Know that light can pass through some materials and that other materials can limit the amount of light that passes through.</li> <li>Begin to make some decisions about which</li> </ul> | <p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that the closer the light source to the object the denser the shadow.</li> <li>Begin to make accurate measurements using standard units e.g minutes, hours, cms, metres, using a range of appropriate equipment.</li> <li>Begin to use straightforward scientific</li> </ul> | <p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that the closer the light source to the object the denser the shadow.</li> <li>Know the meaning of vocabulary including opaque, translucent, transparent.</li> <li>Begin to explore everyday phenomena in light, dark and the creation of shadows.</li> </ul> |



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|                              |  |  | explanations, presentations, displays, of results and conclusions.   |  | types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping, classifying, carrying out simple and comparative fair tests. | evidence to answer questions or to support their findings.   |  |
|                              | <b>Activity</b><br>Categorise objects into sources of light and non-sources of light. Feely bag investigation. Complete stem sentences in books. | <b>Activity</b><br>Investigate which material is most reflective and effective to use on reflective clothing.  | <b>Activity</b><br>Mirror Maze activity, using mirrors and reflective light to follow a route.   | <b>Activity</b><br>Design an effective pair of sunglasses and hat to block sunlight from our eyes.   | <b>Activity</b><br>Investigate which material is the most opaque/most effective at blocking light.  | <b>Activity</b><br>Investigation into how shadows change size and shape.   | <b>Activity</b><br>Perform with shadow hand puppets.   |
| Geography<br>Fabulous France | <b>National Curriculum Objective</b><br>To locate the world's countries, using maps to focus on Europe (including the location of Russia).       | <b>National Curriculum Objective</b><br>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. | <b>National Curriculum Objective</b><br>To understand geographical similarities and differences through the study of human and physical geography of a region in a European country. | <b>National Curriculum Objective</b><br>To understand geographical similarities and differences through the study of human and physical geography of a region in a European country. | <b>National Curriculum Objective</b><br>To understand geographical similarities and differences through the study of human and physical geography of a region in a European country.          | <b>National Curriculum Objective</b><br>To understand geographical similarities and differences through the study of human and physical geography of a region in a European country. | <b>National Curriculum Objective</b><br>To understand geographical similarities and differences through the study of human and physical geography of a region in a European country. |
|                              | <b>Skills and Knowledge</b><br>• Know where France is in Europe.<br>• Know where France is in relation to the UK.<br>• Use maps to locate        | <b>Skills and Knowledge</b><br>• Know that there are many historical sites in France related to the World Wars.                                      | <b>Skills and Knowledge</b><br>• Know that the capital city of France is Paris.<br>• Know the reasons for the river being the basis for many cities developing                       | <b>Skills and Knowledge</b><br>• Know names of different landmark in Paris.<br>• Know that the currency is the Euro.   | <b>Skills and Knowledge</b><br>• Look at maps, pictures and other sources to identify similarities and differences between England and France.  | <b>Skills and Knowledge</b><br>• Know that some products eg. Vehicles, perfumes, and beverages are exported from France to the UK.   | <b>Skills and Knowledge</b><br>• Know names of different landmark in Paris.<br>• Know that landmarks attract tourism.  |



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|  | <p>countries of Europe.</p> <ul style="list-style-type: none"> <li>• Know that France is twice the size of England.</li> <li>• Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</li> </ul> | <ul style="list-style-type: none"> <li>• Know that some regions in France are rural, whilst some are cities and some coastal.</li> <li>• Study pictures of different parts of France. Explain where you think the pictures are taken using knowledge and evidence eg. Beaches will be in coastal areas.</li> <li>• Know that Seine runs through France.</li> <li>• Know that the French Alps are a mountainous region of France.</li> </ul> | <p>from settlements e.g Paris.</p> <ul style="list-style-type: none"> <li>• Know that a key is used to represent main features of a map eg. Landmarks</li> </ul> | <ul style="list-style-type: none"> <li>• Know that landmarks attract tourism.</li> </ul>  | <ul style="list-style-type: none"> <li>• Know that London and Paris have similar populations.</li> <li>• Understand that aerial maps are based on an aerial photographs. E.g. Google Earth.</li> </ul> | <ul style="list-style-type: none"> <li>• Know that the currency is the Euro.</li> <li>• Know that tourism is a source of economy.</li> </ul> | <ul style="list-style-type: none"> <li>• Know that the capital city of France is Paris.</li> </ul>            |
|  | <p><b>Activity</b></p> <p>Label European countries on a map of Europe and describe location using compass points.</p>   | <p><b>Activity</b></p> <p>Teach me, tell me cards on regions of France (North - war memorials and cities, east - Alps, south - coastal/Cote d'Azur, west - vineyards). Identify false fact from a given list.</p> <p>Brain dump knowledge.</p>  | <p><b>Activity</b></p> <p>Label map of Paris with a key.</p>   | <p><b>Activity</b></p> <p>Design poster to advertise a Parisian landmark.</p>   | <p><b>Activity</b></p> <p>Comparison of Paris and London in venn diagram.</p>  | <p><b>Activity</b></p> <p>Film video advertising a French product.</p>   | <p><b>Activity</b></p> <p>Expert Ending - advertise your Parisian landmark and persuade visitors to come.</p> |
| <p><b>Art/D&amp;T</b></p> <p>Table Top Games</p> | <p><b>National Curriculum Objective</b></p> <p>Explore and evaluate a range of existing products</p>  | <p><b>National Curriculum Objective</b></p> <p>Generate, develop, model and communicate their ideas through talking, drawing.</p>   | <p><b>National Curriculum Objective</b></p> <p>Generate, develop, model and communicate their ideas through talking, drawing.</p>                                | <p><b>National Curriculum Objective</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks [for</p> | <p><b>National Curriculum Objective</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks [for</p>  | <p><b>National Curriculum Objective</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on</p> | <p><b>National Curriculum Objective</b></p> <p>Evaluate their ideas and products against design criteria.</p> |



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|   |   |  |   | example, cutting, shaping, joining and finishing].   | example, cutting, shaping, joining and finishing].   | design criteria.  |  |
|   | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know that there are a range of table top games on the market currently.</li> <li>Know the purpose of their products.</li> <li>Know some of the main toy designers and manufacturers.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Select design features informed by knowledge of product analysis.</li> <li>Gather information about the needs and wants of individuals or groups.</li> <li>Know the desired design features of the product.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Develop their own design criteria.</li> <li>Generate realistic ideas, focusing on the needs of the user.</li> <li>Explain their choices.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Measures, marks out, cuts and shapes materials and components with some accuracy.</li> <li>Assembles, joins and combines many materials with some accuracy.</li> <li>Know safety rules associated with using equipment.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Measures, marks out, cuts and shapes materials and components with some accuracy.</li> <li>Assembles, joins and combines many materials with some accuracy.</li> <li>Know safety rules associated with using equipment.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Applies some finishing techniques.</li> <li>Use the knowledge from consumer research to determine if your products meets the needs of the user.</li> <li>Use their design criteria to evaluate their completed products.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Evaluate how well the design criteria has been met.</li> <li>Use the knowledge from consumer research to determine if your products meets the needs of the user.</li> <li>Use their design criteria to evaluate their completed products.</li> </ul> |
|   | <p><b>Activity</b></p> <p>Investigate a range of table top games and identify features.</p>   | <p><b>Activity</b></p> <p>Investigate what makes people want to buy/play a game and identify key features to focus on.</p>   | <p><b>Activity</b></p> <p>Design a table top game based on a French landmark based on design criteria.</p>  | <p><b>Activity</b></p> <p>Design board.</p>  | <p><b>Activity</b></p> <p>Create board frame.</p>  | <p><b>Activity</b></p> <p>Finish game and evaluate your own game against design criteria.</p>   | <p><b>Activity</b></p> <p>Share board game with peers and evaluate each other's' games.</p>  |
| <p><b>Computing</b><br/>Journey Inside a Computer</p> | <p><b>National Curriculum Objective</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>  | <p><b>National Curriculum Objective</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>   | <p><b>National Curriculum Objective</b></p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>  | <p><b>National Curriculum Objective</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>   | <p><b>National Curriculum Objective</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>   | <p><b>National Curriculum Objective</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>  | <p><b>National Curriculum Objective</b></p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p>   |



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|   | <p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know what the different components of a computer do and how they work together.</li> <li>• Know how to use decomposition to explain the parts of a computer.</li> <li>• Use decomposition.</li> <li>• Use technology respectfully and responsibly.</li> </ul> | <p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know what the different components of a computer do and how they work together.</li> <li>• Know how to use decomposition to explain the parts of a computer.</li> <li>• Know how to use an algorithm to explain the roles of different computer parts.</li> <li>• Use decomposition.</li> <li>• Identify the roles of different parts of a computer.</li> </ul> | <p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Write programs that accomplish specific goals.</li> <li>• Know what the different components of a computer do and how they work together.</li> <li>• Know how to use an algorithm to explain the roles of different computer parts.</li> <li>• Identify the roles of different parts of a computer.</li> </ul> | <p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Use technology respectfully and responsibly.</li> <li>• Know what the different components of a computer do and how they work together.</li> <li>• Know how to use decomposition to explain the parts of a computer.</li> <li>• Use decomposition.</li> <li>• Identify the roles of different parts of a computer.</li> </ul> | <p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Use technology respectfully and responsibly.</li> <li>• Know what the different components of a computer do and how they work together.</li> <li>• Know how to use decomposition to explain the parts of a computer.</li> <li>• Use decomposition.</li> <li>• Identify the roles of different parts of a computer.</li> </ul> | <p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Use technology respectfully and responsibly.</li> <li>• Know what the different components of a computer do and how they work together.</li> <li>• Know how to use decomposition to explain the parts of a computer.</li> <li>• Use decomposition.</li> <li>• Identify the roles of different parts of a computer.</li> </ul> | <p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Use technology respectfully and responsibly.</li> <li>• Know what the different components of a computer do and how they work together.</li> <li>• Know how to use decomposition to explain the parts of a computer.</li> <li>• Use decomposition.</li> <li>• Identify the roles of different parts of a computer.</li> </ul> |
|   | <p><b><u>Activity</u></b></p> <p>Informative poster on inputs and outputs.</p>   | <p><b><u>Activity</u></b></p> <p>Decompose a laptop.</p>   | <p><b><u>Activity</u></b></p> <p>CPU and GPU artwork algorithms.</p>  | <p><b><u>Activity</u></b></p> <p>Hard Drive, ROM, RAM Memory Scavenger Hunt</p>  | <p><b><u>Activity</u></b></p> <p>Decompose a tablet computer</p>   | <p><b><u>Activity</u></b></p> <p>Journey inside a computer video plan and begin to film.</p>   | <p><b><u>Activity</u></b></p> <p>Complete journey inside a computer video and screening.</p>   |
| <p>PE</p> <p>Circuit Training and Cross Country</p> | <p><b><u>National Curriculum Objective</u></b></p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>  | <p><b><u>National Curriculum Objective</u></b></p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>  | <p><b><u>National Curriculum Objective</u></b></p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p>   | <p><b><u>National Curriculum Objective</u></b></p> <p>Develop flexibility, strength, technique, control and balance.</p>   | <p><b><u>National Curriculum Objective</u></b></p> <p>Develop flexibility, strength, technique, control and balance.</p>   | <p><b><u>National Curriculum Objective</u></b></p> <p>Develop flexibility, strength, technique, control and balance.</p>   | <p><b><u>National Curriculum Objective</u></b></p> <p>Compare their performances with previous ones and demonstrate improvement</p>  |



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|    |  |   |   |  |  |  | to achieve their personal best.  |
|    | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Show stamina when running over a long distance.</li> <li>Know and describe the effects of exercise on the body.</li> <li>Explain why warming up before activity is important.</li> <li>Know why it is important to warm up and cool down.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Run at fast, medium and slow speeds; changing speed and direction.</li> <li>Show stamina when running over a long distance.</li> <li>Know the importance of adjusting running pace to suit the distance being run.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Run at fast, medium and slow speeds; changing speed and direction.</li> <li>Show stamina when running over a long distance.</li> <li>Know the importance of adjusting running pace to suit the distance being run.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know and describe the effects of exercise on the body.</li> <li>Follow instructions and copy movements.</li> <li>Know the importance of strength and flexibility for physical activity.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know and describe the effects of exercise on the body.</li> <li>Follow instructions and copy movements.</li> <li>Know the importance of strength and flexibility for physical activity.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know and describe the effects of exercise on the body.</li> <li>Follow instructions and copy movements.</li> <li>Know the importance of strength and flexibility for physical activity.</li> <li>Set a personal best.</li> </ul> | <p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know and describe the effects of exercise on the body.</li> <li>Follow instructions and copy movements.</li> <li>Know the importance of strength and flexibility for physical activity.</li> <li>Attempt to beat a personal best.</li> </ul> |
|    | <p><b>Activity</b></p> <p>Short-term effects of exercise on our body (heart-rate, breathing, skin, sweat).</p>   | <p><b>Activity</b></p> <p>Pacing over different distances.</p>  | <p><b>Activity</b></p> <p>Cross country races.</p>  | <p><b>Activity</b></p> <p>Cardiovascular exercise circuit stations, including jumps.</p>   | <p><b>Activity</b></p> <p>Resistance exercise circuit stations.</p>  | <p><b>Activity</b></p> <p>Complete circuit.</p>  | <p><b>Activity</b></p> <p>Compare and improve performances in the complete circuit.</p>  |
| RE | <p>Promises LF4 - Commitment and promises made at Baptism</p>  | <p>Other Faith Week - Judaism</p>   | <p>Promises LF6 - The giving of the white garment and the candle.</p>   | <p>Visitors Explore - The demands and joys of visitors.</p>  | <p>LF2 - Isaiah announces the coming of God.</p>   | <p>LF4 - The Annunciation and the Visitation.</p>  | <p>LF6 - The visit of the Wise Men.</p>  |
|    | <p>Choose key words from the promises made at baptism and give reasons. (Extended write)</p>   | <p>Identify places of worship in a synagogue.</p>   | <p>Link the lyrics of "This Little Light of Mine" to the sacrament of baptism.</p>  | <p>Design a profile of a good host/hostess and a good visitor.</p>   | <p>Hot-seat Isaiah about his role as a prophet.</p>  | <p>Diary of the Annunciation from Mary's perspective. (Extended write)</p>   | <p>Describe the gift we would bring to show love to Jesus. (Extended write)</p>  |



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|                                | LF5 - The Baptism and anointing.   | Other Faith Week - Judaism   | Promises Respond and Encounter   | LF1 - The Jesse tree.   | LF3 - Advent: the Church prepares for the visit of God in the person of Jesus.  | LF5 - The Nativity and the visit of the shepherds.   | Visitors Respond and Encounter  |
|                                | Design a profile of the ideal godparent.   | Describe how Jewish people use the synagogue.  | Respond and Encounter Task   | Design a symbol to accompany a scripture to symbolise the Jesse Tree.   | Write Advent promises on decorations.   | Hot-seat the Shepherds and analyse artwork of their visit to Jesus.  | Respond and Encounter task.   |
| Music<br>Syncopated<br>Rhythms | <b><u>National Curriculum Objective</u></b><br><br>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression                                      | <b><u>National Curriculum Objective</u></b><br><br>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians   | <b><u>National Curriculum Objective</u></b><br><br>Improvise and compose music for a range of purposes using the inter-related dimensions of music | <b><u>National Curriculum Objective</u></b><br><br>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | <b><u>National Curriculum Objective</u></b><br><br>Listen with attention to detail and recall sounds with increasing aural memory | <b><u>National Curriculum Objective</u></b><br><br>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | <b><u>National Curriculum Objective</u></b><br><br>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression |
|                                | <b><u>Skills and Knowledge</u></b><br>Attempt to play a samba rhythm using the correct hands for each stroke. Discuss presentation skills and practice public speaking. Revise the previous weeks work and understand the importance of stage rules. | <b><u>Skills and Knowledge</u></b><br>Attempt to play a Rumba rhythm using the correct hands for each stroke. Discuss presentation skills and practice public speaking. Revise the previous weeks work and understand the importance of stage rules. | <b><u>Skills and Knowledge</u></b><br>Attempt to play a Funk and Hip Hop rhythm in time with a backing track.                                      | <b><u>Skills and Knowledge</u></b><br>Putting together a classroom band with bongo rhythm, pulse and teacher ukulele  | <b><u>Skills and Knowledge</u></b><br>Putting together a classroom band exploring which rhythms fits with each style              | <b><u>Skills and Knowledge</u></b><br>Putting together a classroom band  | <b><u>Skills and Knowledge</u></b><br>Students to practice the previous weeks piece in preparation for a class performance and assessment   |
|                                | <b><u>Activity</u></b><br>Play groove 1 and groove 2 using a backing. The students should be able to   | <b><u>Activity</u></b><br>Play groove 1 and groove 2 using a backing. The students should be able to   | <b><u>Activity</u></b><br>Attempt to play a Funk and Hip Hop rhythm with a backing track.  | <b><u>Activity</u></b><br>Sing next to me with drums and a pulse on cajon and teacher on  | <b><u>Activity</u></b><br>Sing mustang sally with drums and teacher on ukulele. Listen to the                                     | <b><u>Activity</u></b><br>Students to explore Mercy in preparation for a class performance   | <b><u>Activity</u></b><br>Students to practice the previous weeks piece in preparation for a class  |



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HALF TERM: Advent 2 2019 TEACHER: Mr King Teaching Assistant: Mrs Smith YEAR GROUP: 3

TOPIC TITLE: Fabulous France BOOK FOCUS: The Invention of Hugo Cabret



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|                       | WEEK 1   | WEEK 2  | WEEK 3   | WEEK 4   | WEEK 5  | WEEK 6   | WEEK 7   |
|-----------------------|--|---|--|--|---|--|--|
|                       | play in time without assistance.   | play in time without assistance.  | Watch the Black Music video and make notes on each key area outlined in the mind map. Draw connections between times, names and events.      | ukulele. Some students to play ukulele.  | Original recording before attempting and after each attempt. Students can attempt to play the ukulele part using C F and G. |  | performance and assessment   |
| French Hobbies        | <u>National Curriculum Objective</u><br>Explore the patterns and sounds of the language through songs and rhymes and link spelling, sound and meaning of words | <u>National Curriculum Objective</u><br>Understand basic grammar in French  | <u>National Curriculum Objective</u><br>Read carefully and show understanding of words, phrases and simple writing                           | <u>National Curriculum Objective</u><br>Write sentences from memory and adapt these to create new sentences                            | <u>National Curriculum Objective</u><br>Listen attentively and show understanding by joining in and responding              | <u>National Curriculum Objective</u><br>Write phrases from memory and adapt these to form new sentences              | <u>National Curriculum Objective</u><br>Explore songs, stories, poems and rhymes in French |
|                       | <u>Skills and Knowledge</u><br>Know at least four phrases describing what sports they play/do  | <u>Skills and Knowledge</u><br>Know how to form negative phrases about sports they don't play/do  | <u>Skills and Knowledge</u><br>Pupils understand how sentences are formed through reading<br>Know various sports someone does                | <u>Skills and Knowledge</u><br>Know how to form sentences about free time activities   | <u>Skills and Knowledge</u><br>Listen for key language in sentences about free time activities                              | <u>Skills and Knowledge</u><br>Write sentences in diary form   | <u>Skills and Knowledge</u><br>Understand the meaning of a French Christmas song           |
|                       | <u>Activity</u><br>Introduce sport phrases through various games and pupils share information about what sports they play/do                                   | <u>Activity</u><br>Introduce how to form negative sentences through various activities and then students listen to/translate sentences with both positive and negative sections | <u>Activity</u><br>Reading comprehension where pupils work out what sports someone does throughout the week with some understanding opinions | <u>Activity</u><br>Pupils write about free time activities they do during the week with some including an example of a negative phrase | <u>Activity</u><br>Listening comprehension where pupils find key information about what someone does during free time       | <u>Activity</u><br>Using ICT if available, pupils write a diary of what activities they do throughout a typical week | <u>Activity</u><br>Pupils learn/sing a French Christmas song                               |
| PSHE<br>Being Healthy | <u>Learning Objectives</u><br>H1 - Exploring what affects their physical,  | <u>Learning Objectives</u><br>H3 - Understanding what is included in a balanced diet.   | <u>Learning Objectives</u><br>H1 - Exploring what affects their physical,  | <u>Learning Objectives</u><br>H1 - Exploring what affects their physical,  | <u>Learning Objectives</u><br>H1 - Exploring what affects their physical,   | <u>Learning Objectives</u><br>H1 - Exploring what affects their physical,  | <u>Learning Objectives</u><br>H1 - Exploring what affects their physical,                  |





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|                         | WEEK 1   | WEEK 2  | WEEK 3   | WEEK 4   | WEEK 5  | WEEK 6   | WEEK 7   |
|-------------------------|--|---|--|--|---|--|--|
|                         | <p>mental and emotional health.</p> <p>H3 - Understanding what is included in a balanced diet.</p> <p>H3 - Understanding what may influence our choices.</p> | <p>H3 - Understanding what may influence our choices.</p>   | <p>mental and emotional health.</p> <p>H2 - Understanding the concept and benefits of a balanced healthy lifestyle.</p> <p>H2 - Identifying how to make informed choices.</p> <p>H3 - Understanding what is included in a balanced diet.</p> <p>H3 - Understanding what may influence our choices.</p> | <p>mental and emotional health.</p>  | <p>mental and emotional health.</p> <p>H2 - Understanding the concept and benefits of a balanced healthy lifestyle.</p> <p>H2 - Identifying how to make informed choices.</p>     | <p>mental and emotional health.</p> <p>H5 - Setting goals.</p>   | <p>mental and emotional health.</p> <p>H2 - Understanding the concept and benefits of a balanced healthy lifestyle.</p> <p>H2 - Identifying how to make informed choices.</p>  |
|                         | <p><b>Warm up:</b> Chair Aerobics</p> <p><b>Skills wheel</b></p> <p>H1, H3 - What makes a healthy lunchbox?</p> <p><b>End Game:</b> Chair Aerobics</p>       | <p><b>Warm up:</b> Chair Aerobics</p> <p>H3 - Class breakfast survey</p> <p><b>End Game:</b> Chair Aerobics</p> | <p><b>Warm up:</b> Chair Aerobics</p> <p>H1, H2, H3 - Why is physical activity important? A-Z challenge.</p> <p><b>End Game:</b> Chair Aerobics</p>  | <p><b>Warm up:</b> Chair Aerobics</p> <p>H1 - Mental health - Why should we not bottle up our feelings?</p> <p><b>End Game:</b> Chair Aerobics</p> | <p><b>Warm up:</b> Chair Aerobics</p> <p>H1, H2 - Gingerbread men scenarios. What might we feel inside and how might we act outwardly?</p> <p><b>End Game:</b> Chair Aerobics</p> | <p><b>Warm up:</b> Chair Aerobics</p> <p>H1, H5 - The 5 Ways of Wellbeing</p> <p><b>End Game:</b> Chair Aerobics</p> | <p><b>Warm up:</b> Chair Aerobics</p> <p>H1, H2 - Indoor physical activity and brain breaks</p> <p><b>Skills wheel</b></p> <p><b>Passport question:</b> Understanding what affects my health matters because...</p> <p><b>End Game:</b> Chair Aerobics</p> |
| British Values Coverage |  | Respect for other faiths - Judaism Week (RE)  | Individual liberty - Making design choices for a board game (DT)   |  | Democracy - we have the right to make our own informed choices about our health (PSHE)  |  | Democracy - vote by parents on the most persuasive team (Geography - Expert ending)  |
| Special Events          | Intriguing Introduction - "Flight" over France and "Trip to Paris"   |   |  |  |   |  | Expert Ending - Paris Landmarks Showcase   |



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