



St Patrick's  
Catholic Voluntary Academy

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

HALF TERM: Lent 2 2020

TEACHER: Mr King Teaching Assistant: Mrs Smith

YEAR GROUP: 3



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**TOPIC TITLE: What happens when the Earth gets angry?**  
**BOOK FOCUS: The Firework Maker's Daughter by Philip Pullman**

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
<b>English Text Type</b>	Adventure Stories	Adventure Stories	Adventure Stories	Newspapers	Newspapers	Newspaper
<b>Reading Comprehension</b>	The Firework Maker's Daughter - Chapter 1	Devastation in Pompeii (Newspaper Report)	<a href="#">Volcano Poem</a>	The Firework Maker's Daughter - Chapter 5	Earthquakes (Information Text)	<a href="#">Pompeii Poem</a>
<b>Spelling, Punctuation and Grammar</b>	Verbs	Conjunctions, adverbs and prepositions to express time	Inverted commas	Conjunctions, adverbs and prepositions to express place	Co-ordinating conjunctions	Subordinate clauses
<b>Maths</b>	Block 6 - Data	Block 7 - Measurement (Length and Perimeter)	Block 7 - Measurement (Length and Perimeter)	Block 7 - Measurement (Length and Perimeter)	Block 8 - Fractions	Block 8 - Fractions
<b>Science Rocks and Soils</b>	<b>National Curriculum Objective</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	<b>National Curriculum Objective</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	<b>National Curriculum Objective</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	<b>National Curriculum Objective</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	<b>National Curriculum Objective</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	<b>National Curriculum Objective</b> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
	<b>Skills and Knowledge</b> • Know the names of some 'hard' and 'soft' rocks.	<b>Skills and Knowledge</b> • Compare and group rocks based on their appearance and physical properties, giving reasons. • Know about and explain the difference between sedimentary, metamorphic and igneous rock.	<b>Skills and Knowledge</b> • Know that different types of rocks have different properties. • Know the names of some 'hard' and 'soft' rocks. • Know which rocks are most suited to a role because of their properties.	<b>Skills and Knowledge</b> • Know that different types of rocks have different properties. • Know the names of some 'hard' and 'soft' rocks. • Know which rocks are most suited to a role because of their properties.	<b>Skills and Knowledge</b> • Know that different types of rocks have different properties. • Know the names of some 'hard' and 'soft' rocks. • Know which rocks are most suited to a role because of their properties.	<b>Skills and Knowledge</b> • Know that different types of rocks have different properties. • Know the names of some 'hard' and 'soft' rocks. • Know which rocks are most suited to a role because of their properties.



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	<b>Activity</b> Key vocabulary definitions	<b>Activity</b> Describe properties of igneous, metamorphic and sedimentary rocks.	<b>Activity</b> Describe man-made rocks.	<b>Activity</b> Permeability Investigation	<b>Activity</b> Density Investigation	<b>Activity</b> Rocks Quiz
<b>Geography</b> Volcanoes and Earthquakes	<b>National Curriculum Objective</b> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	<b>National Curriculum Objective</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<b>National Curriculum Objective</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<b>National Curriculum Objective</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<b>National Curriculum Objective</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<b>National Curriculum Objective</b> Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
	<b>Skills and Knowledge</b> • Label the different parts of a volcano.	<b>Skills and Knowledge</b> • Study maps and pictures of different volcanoes and make reasoned/informed judgements about what type of volcano it is. • Know that volcanoes can be extinct, dormant or active. • Use maps, pictures, videos and other sources to draw conclusions, pose questions and	<b>Skills and Knowledge</b> • Know what tectonic plates are and how volcanoes are formed.	<b>Skills and Knowledge</b> • Know that the Pacific Ring of Fire has more exploding volcanoes and great earthquakes than any other place on Earth. • Know what and where the Ring of Fire is on a world map in relation to the Pacific Ocean and countries surrounding it.	<b>Skills and Knowledge</b> • Know what causes an earthquake. • Know the impact of living in an earthquake zone. • Know how designers and builders construct earth quake proof buildings. • Know that seismic waves are caused by earthquakes.	<b>Skills and Knowledge</b> • Know that the Pacific Ring of Fire has more exploding volcanoes and great earthquakes than any other place on Earth. • Label the different parts of a volcano. • Know the impact of living in an earthquake zone.



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		use prior knowledge of map reading and new knowledge about volcanoes. • Label the different parts of a volcano.		<ul style="list-style-type: none"> <li>• Use maps to locate the 'Ring of Fire', well known volcanoes.</li> <li>• Critically use maps to consider why so many volcanoes are clustered together in one area.</li> <li>• Use maps, pictures, videos and other sources to draw conclusions, pose questions and use prior knowledge of map reading and new knowledge about volcanoes.</li> <li>• Use the language of 'north', 'south', 'east', 'west' to relate the position of volcanoes to each other.</li> </ul>		
	<u>Activity</u> Make your own volcano	<u>Activity</u> Parts of a volcano and types of volcano	<u>Activity</u> Tectonic plates and earthquakes	<u>Activity</u> Plot volcanoes on a map and explain why there are so many volcanoes in the Ring of Fire.	<u>Activity</u> Houses in earthquake zones	<u>Activity</u> Volcanoes and Earthquakes knowledge dump
D&T Pop-up books	<u>National Curriculum Objective</u> Explore and evaluate a range of existing products.	<u>National Curriculum Objective</u> Generate, develop, model and communicate their ideas through talking, drawing.	<u>National Curriculum Objective</u> Explore and use mechanisms [for example, levers, sliders,	<u>National Curriculum Objective</u> Explore and use mechanisms [for example, levers, sliders,	<u>National Curriculum Objective</u> Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their	<u>National Curriculum Objective</u> Evaluate their ideas and products against design criteria.



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			wheels and axles], in their products.	wheels and axles], in their products.	products.	
	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know that pop-up elements are designed to surprise and engaged the reader.</li> <li>• Know that pop-ups work on a mechanism.</li> <li>• Know some books that use pop up pages.</li> <li>• The first pop up books were created in the mid-13th century and were not for children.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Select design features informed by knowledge of product analysis.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Model ideas using prototypes.</li> <li>• Know how mechanical systems such as levers and linkages create movement.</li> <li>• Know how to strengthen a product by stiffening a given part or reinforce a part of the structure.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Follow a step-by-step plan, choosing the right equipment and materials.</li> <li>• Select the most appropriate tools and techniques for a given task.</li> <li>• Work accurately to measure, make cuts and make holes.</li> <li>• Assembles, joins and combines many materials with some accuracy.</li> <li>• Applies some finishing techniques.</li> <li>• Use their knowledge of the prototype created to identify the strengths and areas for development in their ideas and products.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Follow a step-by-step plan, choosing the right equipment and materials.</li> <li>• Select the most appropriate tools and techniques for a given task.</li> <li>• Work accurately to measure, make cuts and make holes.</li> <li>• Assembles, joins and combines many materials with some accuracy.</li> <li>• Applies some finishing techniques.</li> <li>• Use their knowledge of the prototype created to identify the strengths and areas for development in their ideas and products.</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Explain how to improve a finished model.</li> <li>• Know why a model has, or has not, been successful.</li> <li>• Know how to make a structure, stronger, stiffer etc.</li> </ul>
	<p><b><u>Activity</u></b></p> <p>Explore existing pop-up books and their history.</p>	<p><b><u>Activity</u></b></p> <p>Identify design criteria in a pop-up volcano book.</p>	<p><b><u>Activity</u></b></p> <p>Create prototype pop-up mechanism.</p>	<p><b><u>Activity</u></b></p> <p>Make pop-up book and mechanism.</p>	<p><b><u>Activity</u></b></p> <p>Complete pop-up book with information.</p>	<p><b><u>Activity</u></b></p> <p>Evaluate pop-up books.</p>



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<b>Computing</b> Coding (Scratch)	<b>National Curriculum Objective</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	<b>National Curriculum Objective</b> Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	<b>National Curriculum Objective</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	<b>National Curriculum Objective</b> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	<b>National Curriculum Objective</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	<b>National Curriculum Objective</b> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
	<b>Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Design a sequence of instructions, including directional instructions.</li> <li>• Know that a computer follows instructions.</li> </ul>	<b>Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Write programs that accomplish specific goals.</li> <li>• Incorporating loops to make code more efficient.</li> <li>• Know how to use repetition in programs.</li> </ul>	<b>Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Know how to use decomposition to explore code.</li> <li>• Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected.</li> <li>• Know how to use logical reasons to explain how simple algorithms work.</li> </ul>	<b>Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Using a more systematic approach to debugging code, justifying what is wrong and how it can be corrected.</li> <li>• Using logical thinking to explore more complex software; predicting, testing and explaining what it does.</li> <li>• Know how to use logical reasons to explain how simple algorithms work.</li> <li>• Remix existing code.</li> </ul>	<b>Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Write programs that accomplish specific goals.</li> <li>• Design a sequence of instructions, including directional instructions.</li> </ul>	<b>Skills and Knowledge</b> <ul style="list-style-type: none"> <li>• Write programs that accomplish specific goals.</li> <li>• Design a sequence of instructions, including directional instructions.</li> </ul>
	<b>Activity</b> Tinker with Scratch and use different backgrounds and sprites.	<b>Activity</b> Create a music program using loops in Scratch.	<b>Activity</b> Decompose an animation code and adapt it following instructions and challenges.	<b>Activity</b> Debug a story program and complete with an ending.	<b>Activity</b> Replicate a game algorithm in Scratch.	<b>Activity</b> Create a story program with a beginning, middle and end.



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PE Dance	<u>National Curriculum Objective</u> Perform dances using a range of movement patterns	<u>National Curriculum Objective</u> Perform dances using a range of movement patterns	<u>National Curriculum Objective</u> Perform dances using a range of movement patterns	<u>National Curriculum Objective</u> Perform dances using a range of movement patterns	<u>National Curriculum Objective</u> Perform dances using a range of movement patterns	<u>National Curriculum Objective</u> Perform dances using a range of movement patterns
	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>improvise freely and translate ideas from a stimulus into movement</li> <li>share and create phrases with a partner and small group</li> <li>Know how to create motifs from different stimuli.</li> <li>Begin to improvise with a partner to create a simple dance.</li> </ul>	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>share and create phrases with a partner and small group</li> <li>use dance to communicate an idea</li> <li>Perform with awareness of rhythm and expression.</li> </ul>	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>improvise freely and translate ideas from a stimulus into movement</li> <li>share and create phrases with a partner and small group</li> <li>Know how to compare and adapt movements and motifs to create a larger sequence.</li> <li>Know how to describe and evaluate the effectiveness of a performance.</li> </ul>	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>take the lead when working with a partner or group</li> <li>use dance to communicate an idea</li> <li>Know how to create motifs from different stimuli.</li> <li>Know how to compare and adapt movements and motifs to create a larger sequence.</li> </ul>	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>remember and repeat dance perform phrases</li> <li>Perform learnt skills and techniques with control and confidence.</li> <li>Perform with awareness of rhythm and expression.</li> <li>Know how to compare and adapt movements and motifs to create a larger sequence.</li> </ul>	<u>Skills and Knowledge</u> <ul style="list-style-type: none"> <li>Know how to compare and adapt movements and motifs to create a larger sequence.</li> <li>Know how to describe and evaluate the effectiveness of a performance.</li> <li>Know how to describe improvements in performance over time.</li> <li>remember and repeat dance phrases.</li> </ul>
	<u>Activity</u> Improvised dance representing the stages of a volcanic eruption	<u>Activity</u> Dance phrase telling story of an earthquake to percussion sounds	<u>Activity</u> Tsunami group dance	<u>Activity</u> Tornado group dance	<u>Activity</u> Effects of natural disasters dance	<u>Activity</u> Natural disasters dance montage
RE Listening & Sharing Giving All	LF4 - The offering of the Gifts.	LF6 - The Communion Rite.	Giving All Explore - How people give themselves.	LF2 - Parents and children should love and respect one another, as God wants them to do.	LF4 - Sometimes it is hard to be totally giving.	LF6 - Jesus is risen.
	Describe the Preparation of the Gifts, giving reasons for	Describe the signs and symbols of the Communion	Explore how and why people give themselves.	Action plan on how to help those in need during Lent.	Scripture detectives (Mark 14:26-31, 32-46) and prayer	Diary from perspective of Mary of Jesus' resurrection.



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	signs and symbols.	Rite.		(Extended write)	from the perspective of Jesus in Gethsemane (extended write)	
	LF5 - The Eucharistic Prayer.	Listening and Sharing Respond and Encounter	LF1 - Lent; an opportunity for giving.	LF3 - A new way of living.	LF5 - Jesus' total giving.	Giving All Respond and Encounter
	Describe the Eucharistic Prayer, giving reasons for signs and symbols. (Assessed Task)	Respond and Encounter Task	Lenten promises	Ways we can live out the Beatitudes	Retell the crucifixion.	Respond and Encounter Task
	<b><u>National Curriculum Objective</u></b> Play tuned and untuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<b><u>National Curriculum Objective</u></b> Play tuned and untuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<b><u>National Curriculum Objective</u></b> Play tuned and untuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<b><u>National Curriculum Objective</u></b> Play tuned and untuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<b><u>National Curriculum Objective</u></b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.	<b><u>National Curriculum Objective</u></b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Play tuned and untuned instruments musically.  Listen with concentration and understanding to a range of high-quality live and recorded music.
<b>Music</b> Ukulele (chords)	<b><u>Skills and Knowledge</u></b> working as a musical ensemble playing Am F E7 Strumming patterns	<b><u>Skills and Knowledge</u></b> working as a musical ensemble playing Am F E7 Strumming patterns	<b><u>Skills and Knowledge</u></b> working as a musical ensemble playing Am F E7 Strumming patterns	<b><u>Skills and Knowledge</u></b> Playing the Island Strum Pattern and developed strumming patterns using a range of techniques including chucking	<b><u>Skills and Knowledge</u></b> Playing a range of chords in succession including a chuck pattern	<b><u>Skills and Knowledge</u></b> playing 7th chords in a range of pieces what a 7th chord sounds like and how one is made up



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	How to run an effective rehearsal in preparation for a concert Playing Havana	How to run an effective rehearsal in preparation for a concert Playing Havana	How to run an effective rehearsal in preparation for a concert Playing Havana	How to chuck	how hand movements after strumming can affect the sound	
	<u>Activity</u> Rehearsal for performance 16-3-20 Playing Havana	<u>Activity</u> Rehearsal for performance 16-3-20 Playing Havana	<u>Activity</u> Rehearsal for performance 16-3-20 Playing Havana	<u>Activity</u> Copy cat playing introducing up and down stroke and chucks	<u>Activity</u> playing the advance version of 3 little birds	<u>Activity</u> audio or video assessment
French Weather	<u>National Curriculum Objective</u> Explore the sounds and patterns of language through songs and rhymes and link the sound, spelling and meaning of words	<u>National Curriculum Objective</u> Listen attentively and show understanding by joining in and responding	<u>National Curriculum Objective</u> Engage in conversations asking and answering questions	<u>National Curriculum Objective</u> Write phrases from memory and adapt these to form new sentences	<u>National Curriculum Objective</u> Read carefully and show understanding of words, phrases and simple writing	<u>National Curriculum Objective</u> Write phrases from memory and adapt these to form new sentences
	<u>Skills and Knowledge</u> Know at least five types of weather in French	<u>Skills and Knowledge</u> Listen for key words and phrases	<u>Skills and Knowledge</u> Know how to form sentences about weather and free time activities	<u>Skills and Knowledge</u> Know how to write sentences using conjunctions	<u>Skills and Knowledge</u> Find key information in a written text	<u>Skills and Knowledge</u> Use a written stimulus to form new sentences about the weather
	<u>Activity</u> Introduce various weather phrases through songs, games and simple spoken activities	<u>Activity</u> Listening comprehension where pupils work out what people do in various types of weather	<u>Activity</u> Pupils speak partnered conversations exchanging information about what they do in various types of weather	<u>Activity</u> Pupils write sentences about the weather and free time activities with some including opinions/reasons	<u>Activity</u> Reading comprehension where pupils find information about someone and what they do in various types of weather	<u>Activity</u> Create simple weather forecast in French
PSHE Being Responsible	<u>Learning Objectives</u> L3, L4 - Understanding that there are human rights to protect everyone.	<u>Learning Objectives</u> L2 - Identify why rules are needed in different situations.	<u>Learning Objectives</u> L7 - Explore rights and responsibilities, rights and duties at home, school,	<u>Learning Objectives</u> L2 - Identify why rules are needed in different situations.	<u>Learning Objectives</u> L1 - Research, discuss and debate topical issues.	<u>Learning Objectives</u> L2 - Identify why rules are needed in different situations.





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	<p>L7 - Explore rights and responsibilities, rights and duties at home, school, community and the environment. L7 - Develop skills to carry out responsibilities.</p>	<p>L7 - Explore rights and responsibilities, rights and duties at home, school, community and the environment. L7 - Develop skills to carry out responsibilities. L8 - Explore how to resolve differences and respect others' points of view.</p>	<p>community and the environment. L7 - Develop skills to carry out responsibilities. L8 - Explore how to resolve differences and respect others' points of view.</p>	<p>L7 - Explore rights and responsibilities, rights and duties at home, school, community and the environment. L7 - Develop skills to carry out responsibilities. L8 - Explore how to resolve differences and respect others' points of view.</p>		<p>L7 - Explore rights and responsibilities, rights and duties at home, school, community and the environment. L7 - Develop skills to carry out responsibilities. L8 - Explore how to resolve differences and respect others' points of view. L9 - Explore what being part of a community means and how they belong.</p>
	<p><b>Warm up:</b> Listen and Clap <b>Skills wheel</b> L3, L4, L7 - Rights and responsibilities in school. <b>End Game:</b> Rock, paper, scissors</p>	<p><b>Warm up:</b> Listen and Clap L2, L7, L8 - Student roles in school and model School Council meeting. <b>End Game:</b> Rock, paper, scissors</p>	<p><b>Warm up:</b> Listen and Clap L7, L8 - Present School Council proposals. <b>End Game:</b> Rock, paper, scissors</p>	<p><b>Warm up:</b> Listen and Clap L2, L7, L8 - How do we make decisions? Read and discuss "The Class Vote". <b>End Game:</b> Rock, paper, scissors</p>	<p><b>Warm up:</b> Listen and Clap L1 - Research and debate topical issue. <b>End Game:</b> Rock, paper, scissors</p>	<p><b>Warm up:</b> Listen and Clap L2, L7, L8, L9 - Letter of apology form the dinosaur <a href="https://www.theguardian.com/childrens-books-site/gallery/2015/jan/30/human-rights-in-pictures-we-are-all-born-free-amnesty#img-12">https://www.theguardian.com/childrens-books-site/gallery/2015/jan/30/human-rights-in-pictures-we-are-all-born-free-amnesty#img-12</a> <b>Skills wheel</b> <b>Passport question:</b> Learning about bullying matters because... <b>End Game:</b> Rock, paper, scissors</p>



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<b>British Values</b>	<b>Rule of law</b> - Rights come with responsibilities and rules in school.		<b>Democracy</b> - Voting on School Council proposals (PSHE)	<b>Democracy</b> - Exploration of voting systems. (PSHE)	<b>Mutual respect</b> - exploration of how the lives of people who live in earthquake zones are different to our own (Geography)	
<b>Special Events</b>	Intriguing Introduction - Make Your Own Volcano (Awe and Wonder)					Expert Ending - Natural Disasters Dance Showcase