





St Patrick's  
Catholic Voluntary Academy

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

HALF TERM: Pentecost 2 2020

TEACHER: Mr King Teaching Assistant: Mrs Smith

YEAR GROUP: 3



St Patrick's  
Catholic Voluntary Academy

TOPIC TITLE: Around the World in 80 Days BOOK FOCUS: Around the World in 80 Days

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
	<ul style="list-style-type: none"> <li>• Know how some forces require contact and some do not, giving examples.</li> <li>• Know that forces are pushes and pulls that make things stop, start or change direction.</li> <li>• Group information according to common factors.</li> </ul>	<ul style="list-style-type: none"> <li>• Know about and describe how objects move on different surfaces.</li> <li>• Carry out tests to investigate a question.</li> <li>• Measure carefully to add to scientific learning.</li> <li>• Present findings using written explanations and include diagrams when needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Know how a simple pulley works and use to on to lift an object.</li> <li>• Know how some forces require contact and some do not, giving examples.</li> <li>• Be confident to stand in front of others and explain what has been found out.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that gravity and magnetism can act without contact.</li> <li>• Know some materials which are magnetic.</li> <li>• Carry out tests to investigate a question.</li> <li>• Group information according to common factors.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up a fair test with different variables.</li> <li>• Gather and record information using a chart, matrix or tally charts.</li> <li>• Present findings using written explanations and include diagrams when needed.</li> <li>• Make sense of findings and draw conclusions which help them to understand more about scientific information.</li> <li>• Amend predictions according to findings.</li> <li>• Be prepared to change ideas as a result of what has been found out during a scientific enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>• Know magnets have two poles.</li> <li>• Use knowledge of magnetic poles to predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>• Know about and explain how magnets attract and repel.</li> <li>• Predict whether magnets will attract or repel and give a reason.</li> </ul>	<ul style="list-style-type: none"> <li>• Know some materials which are magnetic.</li> <li>• Be confident to stand in front of others and explain what has been found out.</li> <li>• Know about and explain how magnets attract and repel.</li> </ul>
	<p><b>Activity</b> Pushes and pulls</p>	<p><b>Activity</b> Investigate friction on different surfaces</p>	<p><b>Activity</b> Make a simple pulley</p>	<p><b>Activity</b> Sort magnetic and non-magnetic materials</p>	<p><b>Activity</b> Investigation into magnet strength</p>	<p><b>Activity</b> Compass treasure hunt</p>	<p><b>Activity</b> Make and play a magnetic game.</p>
<p><b>Geography</b> Around the world in 80 days.</p>	<p><b>National Curriculum Objective</b> Locate the world's countries, using maps to</p>	<p><b>National Curriculum Objective</b> Locate the world's countries, using maps to</p>	<p><b>National Curriculum Objective</b> Identify the position and significance of latitude,</p>	<p><b>National Curriculum Objective</b> Use the 8 points of a compass, 4 and 6-figure</p>	<p><b>National Curriculum Objective</b> Locate the world's countries, using maps to</p>	<p><b>National Curriculum Objective</b> Locate the world's countries, using maps to</p>	<p><b>National Curriculum Objective</b> Locate the world's countries, using maps to</p>



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	<p>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. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>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. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p>	<p>grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know the names of four countries from the southern and four from the northern hemisphere.</li> <li>• Know the location of the world's countries on a map including the location of Russia, North &amp; South America.</li> <li>• Know the position and</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know the position and significance of the Equator.</li> <li>• Using maps locate southern and northern hemisphere, Arctic and Antarctic Circle, equator consider the countries and climates that surround them discuss the</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know the position and significance of the Arctic and Antarctic Circle.</li> <li>• Using maps locate southern and northern hemisphere, Arctic and Antarctic Circle, equator consider the countries and climates that surround them discuss the</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know and name the eight points of a compass.</li> <li>• Know the location of the world's countries on a map including the location of Russia, North &amp; South America.</li> <li>• Use the 8-point compass points N, NE, E, SE, S, SW, W, NW to</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Study pictures of different features and make reasoned judgements about where the pictures are taken e.g mountain tops may be in France based on prior knowledge of France.</li> <li>• Study maps to make assumptions based on</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Use maps to locate European countries and capitals.</li> <li>• Match Core landmarks to countries and make suggestions about how landmarks affect a country (tourism, economy, settlements, trade).</li> </ul>	<p><b><u>Skills and Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Know the different ways people can travel around the world.</li> <li>• Know the names of four countries from the southern and four from the northern hemisphere.</li> <li>• Know the location of the world's countries on a map including the location of</li> </ul>



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	significance of the southern and northern hemisphere.	relationships between them and the countries.	relationships between them and the countries.	locate and name locations features on a map. • Study maps to make assumptions based on prior knowledge about countries with the two hemispheres e.g. using maps to locate mountainous areas, urban areas, lakes, glaciers etc.	prior knowledge about countries with the two hemispheres e.g. using maps to locate mountainous areas, urban areas, lakes, glaciers etc. • Using maps locate southern and northern hemisphere, Arctic and Antarctic Circle, equator consider the countries and climates that surround them discuss the relationships between them and the countries.	• Use the 8-point compass points N, NE, E, SE, S, SW, W, NW to locate and name locations features on a map.	Russia, North & South America.
	<b>Activity</b> Locate countries in the northern and southern hemisphere	<b>Activity</b> Locate countries on the Equator	<b>Activity</b> Comparison of the Arctic and Antarctic Circles	<b>Activity</b> Locate countries and physical geography features using 8 points of a compass.	<b>Activity</b> Explain where photos are taken based on geographical evidence.	<b>Activity</b> Match landmarks to European capitals.	<b>Activity</b> Match journeys between countries with appropriate mode of transport.
<b>Art</b> South East Asian Art	<b>National Curriculum Objective</b> To create sketch books to record their observations and use them to review and revisit ideas.	<b>National Curriculum Objective</b> To create sketch books to record their observations and use them to review and revisit ideas.	<b>National Curriculum Objective</b> To create sketch books to record their observations and use them to review and revisit ideas.	<b>National Curriculum Objective</b> To improve their mastery of art and design techniques, including drawing, painting and	<b>National Curriculum Objective</b> To create sketch books to record their observations and use them to review and revisit ideas.	<b>National Curriculum Objective</b> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of	<b>National Curriculum Objective</b> To improve their mastery of art and design techniques, including drawing, painting and



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				sculpture with a range of materials.		materials.	sculpture with a range of materials.
	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know how to identify the techniques used by different artists.</li> <li>• Know how to compare the work of different artists.</li> <li>• Recognise when art is from different cultures.</li> <li>• Recognise when art is from different historical periods.</li> <li>• Know Hokusai was a landscape printer.</li> <li>• Know how Hokusai's prints were created.</li> <li>• Know that Hokusai lived 1760-1849 in Japan.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know how to create a background using a wash.</li> <li>• Know how to use a range of brushes to create different effects in painting.</li> <li>• Know that final prints are created by printing a series of layers including washes and overprinting.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know how to use a range of brushes to create different effects in painting.</li> <li>• Know how to print onto different materials using at least four colours.</li> <li>• Know that final prints are created by printing a series of layers including washes and overprinting.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Use the work of Hokusai and innovate it in their own work.</li> <li>• Use fine brushes with control to draw.</li> <li>• Overprint with accuracy.</li> <li>• know how to print onto different materials using at least four colours.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Use the work of Hokusai and innovate it in their own work.</li> <li>• Know the range of ways in which traditional Chinese art was produced including pottery, paintings, printing etc.</li> <li>• Know that traditional Chinese painting involves painting with ink on paper and silk.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Use the work of Hokusai and innovate it in their own work.</li> <li>• Use multiple techniques in one piece of art e.g. colour wash, printing, drawing.</li> <li>• Overprint with accuracy.</li> <li>• know how to print onto different materials using at least four colours.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Use the work of Hokusai and innovate it in their own work.</li> <li>• Overprint with accuracy.</li> <li>• know how to print onto different materials using at least four colours.</li> </ul>
	<p><b>Activity</b></p> <p>Analyse Hokusai's art prints</p>	<p><b>Activity</b></p> <p>Make a wash</p>	<p><b>Activity</b></p> <p>Wood block printing techniques</p>	<p><b>Activity</b></p> <p>Imitate Hokusai's Great Wave</p>	<p><b>Activity</b></p> <p>Plan own landscape of modern Tokyo</p>	<p><b>Activity</b></p> <p>Create own landscape</p>	<p><b>Activity</b></p> <p>Complete and evaluate own landscape</p>
<p><b>Computing</b> Filming and Green Screening</p>	<p><b>National Curriculum Objective</b></p> <p>Select, use and combine a variety of software (including internet services) on a range of</p>	<p><b>National Curriculum Objective</b></p> <p>Select, use and combine a variety of software (including internet services) on a range of</p>	<p><b>National Curriculum Objective</b></p> <p>Select, use and combine a variety of software (including internet services) on a range of</p>	<p><b>National Curriculum Objective</b></p> <p>Select, use and combine a variety of software (including internet</p>	<p><b>National Curriculum Objective</b></p> <p>Select, use and combine a variety of software (including internet services) on a range of</p>	<p><b>National Curriculum Objective</b></p> <p>Select, use and combine a variety of software (including internet services) on a range of</p>	<p><b>National Curriculum Objective</b></p> <p>Select, use and combine a variety of software (including internet services) on a range of</p>



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	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.	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.	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.	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.	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.	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.	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><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know the purpose of a book trailer.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know how to take photos or videos to tell a story.</li> <li>• Know how to frame shots differently to create the effect I want.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Use a range of software for similar purposes.</li> <li>• Know how to add sounds effects and music to a video.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know how to frame shots differently to create the effect I want.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Use digital devices to record or take photos.</li> <li>• Know how to take photos or videos to tell a story.</li> <li>• Know how to frame shots differently to create the effect I want.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Use a range of software for similar purposes.</li> <li>• Collect and present information.</li> <li>• Use digital devices to record or take photos.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know the purpose of a book trailer.</li> </ul>
	<p><b>Activity</b></p> <p>Evaluate existing trailers</p>	<p><b>Activity</b></p> <p>Different camera shots</p>	<p><b>Activity</b></p> <p>Transitions and effects skills session</p>	<p><b>Activity</b></p> <p>Storyboard trailer</p>	<p><b>Activity</b></p> <p>Shoot trailer</p>	<p><b>Activity</b></p> <p>Edit trailer</p>	<p><b>Activity</b></p> <p>View and evaluate book trailers</p>
<p>PE Cricket //Orienteering</p>	<p><b>National Curriculum Objective</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p><b>National Curriculum Objective</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p><b>National Curriculum Objective</b></p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p><b>National Curriculum Objective</b></p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	<p><b>National Curriculum Objective</b></p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>National Curriculum Objective</b></p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>National Curriculum Objective</b></p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>





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	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Perform a range of catching and gathering skills with control.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to throw and catch accurately.</li> <li>Know a technique for catching the ball consistently.</li> <li>Throw a ball in different ways (e.g. high, low, fast or slow).</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to hit a ball into space.</li> <li>Know how to use space to cause problems for the opposition.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to play a striking and fielding game fairly.</li> <li>Know how to throw and catch accurately</li> <li>Know how to use space to cause problems for the opposition.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to follow a map in a familiar context.</li> <li>Know why maps use symbols.</li> <li>Identify different symbols in a key.</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to orientate themselves on a basic map.</li> <li>Communicate with team mates.</li> <li>Know how to follow a map in a familiar context.</li> <li>Use clues to follow a route.</li> <li>Know how to follow a route safely</li> </ul>	<p><b>Skills and Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how to orientate themselves on a basic map.</li> <li>Communicate with team mates.</li> <li>Know how to follow a map in a familiar context.</li> <li>Use clues to follow a route.</li> <li>Know how to follow a route safely</li> </ul>
	<p><b>Activity</b></p> <p>Fielding - long barrier</p>	<p><b>Activity</b></p> <p>Fielding - throwing and catching</p>	<p><b>Activity</b></p> <p>Batting</p>	<p><b>Activity</b></p> <p>Team Games</p>	<p><b>Activity</b></p> <p>Orienteering - Map Basics</p>	<p><b>Activity</b></p> <p>Locating orienteering checkpoints</p>	<p><b>Activity</b></p> <p>Orienteering Competition</p>
<p><b>RE</b></p> <p>Choices</p> <p>Special Places</p>	<p>Choices Explore - Choices have consequences</p>	<p>LF2 - The meaning of sin and the examination of life (conscience).</p>	<p>LF4 - The Sacrament of Reconciliation</p>	<p>LF6 - Thanksgiving for God's love.</p>	<p>Special Places Explore - Everyone has a special place</p>	<p>LF2 - Special places for the Christian community.</p>	<p>LF4 - The world as a special place for the Christian community.</p>
	<p>Describe the consequences of the Choices made in a story</p>	<p>Explain how to make good choices and what it means to examine your life (conscience)</p>	<p>Write a prayer of sorrow</p>	<p>Describe ways to live out positive phrases from the scripture</p>	<p>Describe our special places and explain why they are special</p>	<p>Interview a Lourdes pilgrim</p>	<p>Mission Statement describing how we can keep our school a special place.</p>
	<p>LF1 - Two sons make choices.</p>	<p>LF3 - God has forgiven you.</p>	<p>LF5 - What happens at the Sacrament of Reconciliation.</p>	<p>Choices Respond and Encounter</p>	<p>LF1 - Special places for Jesus.</p>	<p>LF3 - Holy places of worship.</p>	<p>LF5 - Respecting our world as a special place.</p>
	<p>Describe how we have made choices like the two sons</p>	<p>Describe the meaning of a painting depicting the Prodigal Son parable.</p>	<p>Describe the Sacrament of Reconciliation and give reasons for the signs and</p>	<p>Respond and Encounter Task</p>	<p>Describe events in Jesus' life that happened at his special places - marked on</p>	<p>Describe our special place of worship and compare to others in the world</p>	<p>Describe ways we can tackle a world issue (pollution, climate change,</p>



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		(Extended write)	symbols. (Extended write)		a map. (Extended write)	(Extended write)	poverty)
Music							
French							
PSHE Relationships	<p><u>Learning Objectives</u> R2 - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships. R3 - Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.</p>	<p><u>Learning Objectives</u> R2 - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships. R4 - Recognising different types of relationship.</p>	<p><u>Learning Objectives</u> R2 - Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.</p>	<p><u>Learning Objectives</u> R7 - Understanding that actions affect themselves and others. R10 - Listening and responding respectfully.</p>	<p><u>Learning Objectives</u> R21 - Understanding personal boundaries.</p>	<p><u>Learning Objectives</u> R9 - Understanding when it is right to 'break a confidence' or 'share a secret'.</p>	<p><u>Learning Objectives</u> R9 - Understanding when it is right to 'break a confidence' or 'share a secret'. R21 - Understanding personal boundaries.</p>
	<p>Warm up: Yoga Time <b>Skills wheel</b> R2, R3 - What makes a healthy relationship (heart templates) <b>End Game:</b> Storm</p>	<p>Warm up: Yoga Time R2, R4 - Kind words circle <b>End Game:</b> Storm</p>	<p>Warm up: Yoga Time R2 - Freeze frames of healthy/unhealthy relationship aspects <b>End Game:</b> Storm</p>	<p>Warm up: Yoga Time R7, R10 - What's fair in a relationship? <a href="https://www.bbc.co.uk/teach/class-clips-video/whats-fair/zh98qp3">https://www.bbc.co.uk/teach/class-clips-video/whats-fair/zh98qp3</a> <b>End Game:</b> Storm</p>	<p>Warm up: Yoga Time R21 - Sealed envelope persuasion game. How hard is it to 'do the right thing' when you are being pressured? <b>End Game:</b> Storm</p>	<p>Warm up: Yoga Time R9 - When is it right to keep a secret? <b>End Game:</b> Storm</p>	<p>Warm up: Yoga Time R9, R21 - Respecting people's privacy. <b>Skills wheel</b> <b>Passport question:</b> Healthy relationships matter because...</p>





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							End Game: Storm
<b>British Values</b>	<b>Mutual Respect</b> - understand that within a healthy relationship we should respect differences of opinion, faith & belief (PSHE)	<b>Rule of Law</b> - Examining right and wrong choices (RE)	<b>Democracy</b> - We all have the right to have healthy relationships and to be treated fairly by others (PSHE)	<b>Rule of Law</b> - fair play in rounders games (PE)	<b>Individual Liberty</b> - people have a right to choose the path they want to follow and not be pressured into actions they don't agree with. (PSHE)		<b>Mutual Respect</b> - ways we can keep the world special for everyone (RE)  Democracy - class vote on artwork (Expert Ending)
<b>Special Events</b>	Intriguing Introduction - Class Culture Swap and Share						Expert Ending - Worldwide Art Gallery and Trailer Screening