

GREENSIDE FILM FACTORY

Year 3 - Who am I?

Who, Where, Why?

Comedy/Tragedy

STAR Day Planning: Autumn Term 1 - 2018

Y3 Class Teacher: Joanne Rundle

Class Film Text: *Monsters Inc*

Class Book/ Text: Monsters from the Sky

WEEK 1 THEME/ Hook: Anne with an E

Thursday 6th – Friday 7th September

Whole Greenside film immersion days. We will watch episode one of *Anne with an E* and take part in a range of learning activities based on this including:

World Thinking: Big, Critical Curious Questions

Learning about & through Film: Film Analysis/ Film Making

- Significant Images & Ideas from *Anne with an E*
- Who am I? What makes me laugh and cry?
- What are my favourite things?
- Note to Self – Write a message to yourself describing your dreams & ambitions/ targets for this year at Greenside.
- Make a class short film – students talking to camera giving ideas/ thoughts on the opening sequence – they can give an emotional response and a film response.
- Make a marketable product
- Create a board game for Anne based on the concept of place value.



Skills:



ARGUMENT FORMATION



INFORMATION LITERACY

LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- noting and developing initial ideas, drawing on reading and research where necessary
- in writing narratives, considering how authors have developed characters and settings in what students have read, listened to or seen performed
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action using a wide range of devices to build cohesion within and across paragraphs

WEEK 2 THEME/ Hook: Monsters Inc

Monday 10th September – Wednesday 12th September

Learning Experiences:

Immersion in the text/genre. We will introduce our theme and ask our big questions about Monsters Inc.

Knowledge Harvest – what do we know already?

Big questions for our display – what do we want to find out?

We will watch the film and pick out the main themes and ideas that we notice. We will make creative items for our class display based on the film during the afternoon.

World Thinking: Big, Critical Curious Questions

Who are the 'good' and 'bad' characters in Monsters Inc? What jobs do they do? Would you enjoy this work?

Learning about & through Film: Film Analysis/ Film Making

English:(Including any experiences for inspiration)

We will be looking at letter writing and preparing a letter about our class film, Monsters Inc. We will look at how to layout our letters and how formal they will be, depending on who they will be addressed to.

We will be reviewing our learning on paragraph use, and connectives from our learning in year two.

GPS: We will be focusing on full stops, capital letters and connectives this week.

Reading Tree: We will introduce our class book Monsters From The Sky and consider how this book might compare or be different to our film. Does the book give facts? How is this similar/different to Monsters Inc? Is Monsters Inc an informative film?

Maths in the Movies / STEM: This week we will be creating an individual personalised Monsters Inc bedroom including planning the walls, floor and objects we might have in a bedroom. We will be using our measuring skills in order to find the perfect fit for our bedroom

Skills:



ARGUMENT FORMATION



INFORMATION LITERACY



LEADERSHIP SKILLS



ORGANIZATION



ACTION PLANNING



RESEARCH AND WRITING



CRITICAL THINKING



REFLECTION

- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Re-reading to check that their writing makes sense
- Using appropriate punctuation such as full stops, question marks and exclamation marks
- Joining words using and/but/or/when/if/that
- Using adjectives to make our sentences exciting
- Be able to choose materials and techniques which are appropriate for their task
- Be able to suggest ways of improving own work
- Compare and order numbers up to 1000
- Read and write numbers up to 1000 in numerals and in words
- Count from 0 in multiples of 4, 8, 50
- Use place value and number facts to solve problems.
- Use number bond facts to help solve problems
- Solve problems, including missing number problems, using
- Number facts, place value
- Increasing their familiarity with a wide range of books
- Recommending books that they have read to their peers, giving reasons for their choices
- Identifying and discussing themes and conventions in and across a wide range of writing
- Understand what they read by:

objects. We will also be learning about place value to help us compare the amounts of screams each monster collects at work. Which monster collects the most? Who is the scariest?

Our arithmetic focus this week will be on place value skills.



- Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied

Friday 14th September

Learning Experiences:

Friday Big Write:

This week we will work on the GGL Big Write entitled Great Expectations - Who am I? A Letter to Hugh.

Messy Maths:

Students will be investigating and solving problems surrounding place value, using the skills they learnt during the week.

PE/ Sports: (Activities, key skills / techniques)

Team building games. Skills based sessions working on throwing and catching. Students will be participating in a variety of small games that will have a focus on teamwork and the development of their fundamental motor skills of throwing and catching; how to throw a ball using the overarm technique correctly. We will be working collaboratively with our Year 4 peers to show them the correct technique and at the end of the session and play a game of dodgeball to apply our skills.

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Using the correct tense when writing
- Solving problems through Place Value
- Using reasoning to solve problems

WEEK 3 THEME/ Hook: All Around The World

Monday 17th September – Wednesday 19th September

Learning Experiences:

This week we will be looking at how the characters in the film get along with each other. Which characters are shown as 'positive'? We will be using descriptive language to explain our ideas and researching different parts of the world, to see where all the different doors come from! This week students will be investigating how sometimes personalities can clash, for example the personalities of Sully and Mike, and how friends can work through problems together.

World Thinking: Big, Critical Curious Questions

Why are the scream totals so important? What totals are important in our world? How do you describe yourself? What adjectives would you want to be described as?

Learning about & through Film: Film Analysis/ Film Making English:

We will be creating a real life monster! Out of playdough, students will create their own monster to place in their Monsters Inc bedroom from the previous week. We will use descriptive language beforehand to plan what the monster shall look like. Will your monster be gigantic? Tiny? Covered in spots? Will they be friendly or terrifying? We will look at noun phrases using adjectives before and after the noun, for example 'the small monster with hairy knees'. We will place our monster in our bedrooms we created last week. We will be using our adjectives and persuasive language to discuss why our monster is the best. Students will be using exclamation marks and commas to describe their monsters. We will use this writing to host a discussion about different monsters and whether we should judge someone's personality by how they act and look.

GPS: Persuasive language, use of multiple adjectives and reasoning – "My monster is kind, which is a good quality because..." We will use these in our debates. We will be looking at noun phrases with adjectives and commas when mentioning multiple adjectives or nouns.

Skills:

- Noun phrases expanded by the addition of modifying adjectives to make our writing descriptive and interesting
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Using questions and question marks appropriately
- Using appropriate punctuation such as full stops, question marks and exclamation marks
- Adjectives with suffix and prefix.
- retrieving and recording information
- identifying key details from the text
- Use joining words such as when/if/that
- be able to talk about works of art, giving reasons for their opinions
- be able to communicate through visual and tactile forms
- Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- Compare and order numbers from 0 up to 1000; use <, > and = signs
- Read and write numbers to at least 1000 in numerals and in words
- Use place value and number facts to solve problems.
- Using estimating to solve problems
- Skip counting
- Reasoning problems
- Be able to make plans and maps in a variety of scales using symbols and keys
- Be able to communicate their geographical knowledge and understanding, to ask and answer questions about geographical and environmental features
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Maths in the Movies/ STEM:

Students will be researching the countries where the doors appear from Monsters Inc. We will be looking at the world map and learning about the different continents. Students will be deciding where their door for their bedroom they created, comes from. What facts do they know about different countries? We will be using technology to help us research and compile information on different places. We will also have a science link, thinking about the warm & cold countries and how the sun can be damaging to our eye so we will make our own sunglasses!

In our Maths in the Movies session students will be investigating data and how it is presented. We will be interpreting and presenting the number of screams collected in Mike and Sully's job, using data in bar charts, pictograms and tables and posing questions that involve analysing the data.

Our arithmetic focus this week will be adding numbers with up to three digits using the column method.

Reading Tree: comprehension based on a section of the text with a focus on reading domain 2b – retrieving and recording information/identify key details from the text.

**Friday 21st September - GGL World Peace Day****Learning Experiences:**

Friday Big Write: Our big write will be linked this week to our GGL World Peace day.

Messy Maths: This week we will be working on a school project linked to GGL World Peace day.

PE/ Sports: (Activities, key skills / techniques)

- Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Noting and developing initial ideas, drawing on reading and research where necessary
- Considering how authors have developed characters and settings in what students have read, listened to or seen performed
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

This week we continue to build on our throwing and catching skills. There will be three activity rotations that will allow us to develop these skills and move towards throwing and catching a smaller sized ball. Once we have mastered these techniques, we will be playing relay inspired games together to showcase our skills to the teachers.

WEEK 4 THEME/ Hook: Peekaboo!

Monday 24th September – Wednesday 26th September

Learning Experiences:

This week we watch how Mike and Sully interact with Boo. We will think about the right place for Boo, whether she should be with her family, or having fun with the monsters. We will be thinking about materials used in bedrooms, using our designing skills. We will also be looking at food the monsters eat compared to the food Boo should be eating.

This week students will be learning about how the filmmakers turn a factory in the UK into a Monsters Inc factory in the animation. We will look at the similarities and differences.

World Thinking: Big, Critical Curious Questions

Should Sully and Mike keep Boo with them? Why? Why not? Does Boo make Mike happy? Why do you think she influences him? Who makes you happy? What do they do?

Learning about & through Film: Film Analysis/ Film Making

English:

Students will be practicing their writing skills this week by debating whether Mike and Sully should keep or take Boo back to her world in her bedroom. We will be choosing what to do with Boo and persuading the class on our decision. If Mike keeps Boo, where will she stay? Will she be happy living with Mike instead of her family? We will take a class vote after the debate to decide what should happen.

Students will use their persuasive writing skills and modal verbs to write a speech for keeping or giving back Boo. Finally, as Boo does come from her bedroom, with her family, we will be looking at how our families help us.

GPS:

Using conjunctions to show cause, eg 'therefore'. We will be using conjunctions to show cause when explaining why we should/should not

Skills:

- Using persuasive language
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Using questions and question marks appropriately
- Using appropriate punctuation such as full stops, question marks and exclamation marks
- Using conjunctions to show cause
- Using adjectives to make our sentences exciting
- Use drama skills to show understanding of language
- Adjectives with suffix and prefix
- Using the correct tense
- Asking relevant questions and using different types of scientific enquiries to answer them
- Recognise that they need light in order to see things and that dark is the absence of light
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- Read and write numbers to at least 1000 in numerals and in words
- Use place value and number facts to solve problems.
- Use number bond facts to help solve problems

keep Boo with Mike. We will also review modal verbs (eg should). We will use this GPS learning in our debates in the class.

Maths in the Movies/ STEM:

Students will be investigating how light travels into the bedrooms they have created, by adding a window into their room. We will look at the best materials for curtains to add to our bedroom window. Which material will keep the light out the best for Boo?

We will also be helping Sully and Mike to go shopping for food for Boo at the supermarket by learning about addition and subtraction this week. What food would Boo like to eat? Does she eat the same food as the monsters? How much money should they spend on her food each day? How much would this be per month? We will be using different methods to show our working out including the column method and using the number line. Some of our word problems Mike has added up wrong, so we will need to check his working out!

Our arithmetic focus this week will be to subtract numbers with up to three digits using the column method.

Reading Tree: comprehension based on a section of the text with a focus on reading domain 2d – make inferences from the text, explain and justify evidence from the text.



Friday 28th September

Learning Experiences:

Friday Big Write: This week the writing will be titled: 'Darwin be brave!' Focusing on the persuasive writing learning from the week, students will be persuading Darwin to explore the real world outside the classroom. What could he do? Where should he visit?

Messy Maths: Students will be investigating and solving problems surrounding money: Using addition and subtraction skills from the week to create a shopping list for a Monsters tea party! What food should go

Skills:

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Using conjunctions to show cause
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form

on the list? What will the total of food cost? Will there be any change for the monsters to use at the sweet shop? How could they budget?

PE/ Sports:

This week, we will continue to build on our learning to throw and catch skills by working at longer distances, catching with one hand and throwing with accuracy. We will also be starting the first session of our 'Personal Best' classes in which we will be experiencing a 'Boot Camp' inspired circuit where we see what we can achieve together in a variety of fitness activities. We will record our personal bests and try to build upon these over the course of the year.

- Using the correct tense when writing
- Using persuasive language
- Add and subtract amounts of money to give change, using both £ and p in practical contexts
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- Solving problems through Place Value
- Using knowledge of money to solve word problems

WEEK 5 THEME/ Hook: Lost and Found

Monday 1st October – Wednesday 3rd October

Learning Experiences:

This week we will be focusing on Boo being on the loose in Monsters Inc and the panic this causes! We will look at how the main characters in the film respond to Boo leaving her world, how she acts and why there is panic in the factory. We will learn about the world of reporting and how to write including all the details needed. Boo responds differently to Mike and Sully, and this will be explored in more detail.

World Thinking: Big, Critical Curious Questions

Where could Boo hide? Where would you hide Boo? Does Boo want to go home? Why do you think she would want to stay with the monsters?

Learning about & through Film: Film Analysis/ Film Making

English: (Including any experiences for inspiration)

Students will become reporters this week! We will be creating reports, and recording them, to let the school know how Boo escaped! In our role play corner, we will begin to learn about how to be a reporter and finding out about this interesting job and creating our own press hats and passes. We will be explaining what has happened, when it happened, why it happened, how it happened and where! (5 W's). We will be ensuring our newspaper readers know the full story in our newspaper report! Using our adverbs of time and place, students will develop their writing, to give greater depth. We will be reading out our newspaper reports to the class and practicing speaking loudly and clearly. We will use iPads to record our performances.

Skills:

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly
- Introduction to paragraphs as a way to group related material
- Including details in our writing (5 W's)
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Using adjectives to make our sentences exciting
- Be able to choose material and techniques which are appropriate for their task
- Be able to talk about works of art, giving reasons for their opinions
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change
- Measure the perimeter of simple 2-D shapes
- Use place value and number facts to solve problems
- Use number bond facts to help solve problems
- Use standard and non-standard units of measure
- To know multiplication facts for the 3,4, 8 tables
- Understand what a script looks like
- Write our own script
- Perform using a script and stage directions

GPS:

We will be learning about adverbs of time and place this week to talk about where Boo went, and when she went missing!

We will learn about the structure and layout of newspaper reports.

Maths in the Movies / STEM:

This week students will be learning about perimeter in order to make a quilt for their monsters inc bed! We need to make a blanket to keep Boo warm at night! To do this we need to measure the bed we have made her to ensure the blanket is the correct size. What design will you put on her blanket?

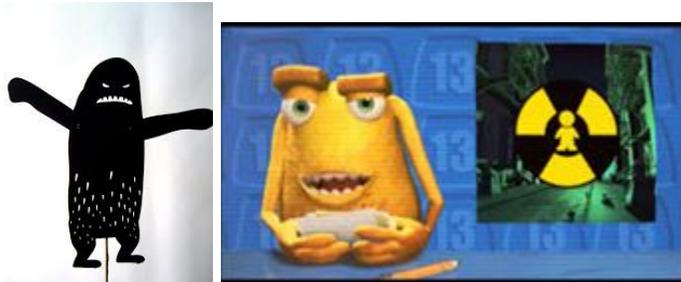
We will also be putting on a show! A Monsters Inc Shadow Puppet show! Such fun! We will be learning all about light and shadows this week. Let's create our own monsters for the puppet show. Will yours be the scariest?

We will be learning all about shadows and how they are formed, exploring different types of light sources. How many light sources can you think of?

In our Maths in Movies, with all the chaos in the factory and all of the monsters' scream totals have been mixed up. Students will use their four operations skills to find the totals again and calm the situation back down.

Our arithmetic focus this week will be learning about multiplication facts for the 3,4 and 8 times table.

Reading Tree: comprehension based on a section of the text with a focus on reading domain 2g – identify and explain how meaning is enhanced through word choice.



Friday 5th October

Learning Experiences:

Skills:

Big Write:

This week the writing will be titled: A disruptive dinner!
Students will be reporting to Darwin what happened in the restaurant when Boo was hiding under tables and causing chaos! Students will demonstrate their knowledge of the 5 W's to include all the important details Darwin wants to know.

Messy Maths:

Students will be investigating and solving problems surrounding the measurements they used for their bedroom and how they overcame different challenges using their measuring skills! They will also be solving words problems relating to measurement, some of Sully's furniture is too big for his room!

PE/ Sports: (Activities, key skills / techniques)

This week, after playing a variety of warm up games to get our hearts racing, we revisit our personal best training circuit and see if we have made any improvements. We will be talking about goal setting, and working together to set one goal for ourselves to achieve next week in our PE session. We will be exploring the tactics and strategies used to win dodgeball games and using these, combined with our throwing and catching skills to be the best!

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Using the correct tense when writing
- Finding the perimeter of 2D shapes
- Using reasoning to solve problems

WEEK 6 THEME/ Hook: DC1 Friend or Foe?**Monday 8th October – Wednesday 10th October****Learning Experiences:**

We will spend time this week working on our DC1 assessments. We will also look at the different friendships and relationships in Monsters Inc and how the monsters act with each other. Some of the characters get angry very easily, while others are very calm. Which relationships are positive? Which are negative? Why do you think movies have positive and negative characters? Can we learn from characters in movies? Which character do you feel is the most interesting?

World Thinking: Big, Critical Curious Questions

How can poetry help us to communicate or express ourselves? How can we solve friendship problems in a healthy way? Is it important to use renewable energy sources?

Skills:

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Recognising some different forms of poetry
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Using description in my writing
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Using questions and question marks appropriately
- Using appropriate punctuation such as full stops, question marks and exclamation marks
- Joining words using and/but/or/when/if/that

Learning about & through Film: Film Analysis/ Film Making

English: This week we are learning all about Poetry! Mike tries to 'woo' his date with some poetry and this week we shall be creating our own poetry about our big scary monsters! We will use descriptive language and look at different styles of poetry. It is important to also read poetry for pleasure and we will be able to read different types of poems this week.

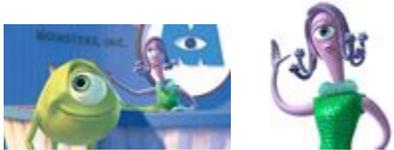
GPS

This week we will be using time conjunctions to link actions to a point in time (after, when, before) and we shall use this GPS knowledge in our poetry writing.

Maths in the Movies/ STEM:

There will be a big focus on our work for the DC1 assessments this week. Mike and Sully remind us about renewable energy sources, and how the Scream source is running out! Mike suggests walking to work instead of driving his car. How can we use renewable energy sources? What countries use renewable energy sources? We will be thinking about where in the world people use renewable energy sources, and where some countries do not have enough electricity or water. We will be looking at how much water we have available, learning about volume and how water is collected for us to use in our everyday lives. Plants use water and we will be learning about how plants receive water. Our arithmetic focus will be using formal written methods to multiply a two digit number by a one digit number.

Reading Tree: comprehension based on a section of the text with a focus on reading domain 2c – summarising the main ideas from the text.



- Use a range of materials creatively to design and make products to collect water in poorer countries
- Use drawings to explain the way in which water is transported within plants
- Explore and learn about volume/capacity (l/ml)
- Use number bond facts to help solve problems
- Use standard and non-standard units of measure
- Using estimating to solve problems
- Using formal written methods to multiply a two digit number by a one digit number
- Be able to use secondary sources to obtain simple geographic information

Friday 12th October

Learning Experiences:

Friday Big Write: This week the writing will be titled:

To My Friend: Students will be using their GPS and English poetry skills to write a poem to a friend from Darwin's perspective.

Messy Maths: Students will be solving problems surrounding volume and different amounts of liquids.

Skills:

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.

PE/ Sports: (Activities, key skills / techniques)

In order to celebrate our first DC week, we will starting round 1 of our Y3/4 dodgeball competition. We will warm up with our throwing and catching skills and recap the tactics and strategies we have explored.

- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Using the correct tense when writing
- Exploring Volume problems.
- Solving problems through Place Value
- Using reasoning to solve problems

WEEK 7 THEME/ Hook: Try not to scream!

Monday 15th October – Wednesday 17th October

Learning Experiences:

This week students will be reflecting on the ending of our film and how they could solve some of the problems the characters faced, for example the long process involved for collecting screams. We will also be thinking about different types of jobs that involve using timesheets, such as with Mike and Sully's work.

This week we will be analysing how the animator uses colour in their drawings for different parts of the film.

World Thinking: Big, Critical Curious Questions

Did Mike and Sully do the right thing giving Boo back to her world? Do you think they will see her again? Are all goodbyes sad? What could you say to Boo before she goes back to her parents?

Learning about & through Film: Film Analysis/ Film Making

English:

Students will be writing instructions for how to collect screams at the end of the shift of the monsters. How does this process work? We will be using prepositions of place to include detail in this process of collecting screams. Could you change this process? How could this process be quicker? Do you think it is effective? Students will also be thinking of alternative ways to explain this to other monsters who are finding the collection process confusing!

GPS:

Using prepositions of place and including this in their instructional writing.

Maths in the Movies/ STEM:

Skills:

- Writing to instruct (give instructions)
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form – to make sure the instructions written are in the correct order.
- Using adjectives to make our sentences exciting
- Use drama skills to show understanding of language
- Use compound nouns
- Using the correct tense
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clock
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
- Reasoning problems
- Work out mental calculations with regrouping
- Compare durations of events, for example to calculate the time taken by particular events or tasks.

This week students will be taking learning all about timesheets and timetables needed in the Monsters Inc Factory! We will look at what time Mike and Sully have to arrive at work and when they have to leave, and what it means to submit a 'timesheet'. We will create our own timesheets as if we were workers in the factory. We will have timesheets to clock 'in' and 'out' of the classroom and making sure we are on time or we won't get paid!

Our arithmetic focus this week will be to divide by 10 and 100 mentally.

Reading Tree: In this session we will review our results from DC1, creating perfect answers, identifying where points have been dropped and the types of questions that students are finding challenging.

Friday 19th October

Friday Big Write: This week the writing will be titled: How to make Boo's breakfast. Students will be explaining to Darwin how to prepare Boo's breakfast by using prepositions and instructions in their writing. Students will then decide if the instructions were clear enough for Darwin to follow.

Messy Maths: Students will be investigating and solving problems surrounding using our timesheets from the week in the classroom, we are going to work out how many hours we have spent in the classroom each day, how many hours we spend at home and create our own timetable for the school day. Let's create our own timetable for a school day!

PE/ Sports: (Activities, key skills / techniques)

This will be our final session of the term, and we will be celebrating with the finals of our year 3 / 4 dodgeball competition. Building on our skills of throwing and catching as well as tactical awareness. We will revisit our personal best goals and set them again for the coming term.

- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- Read aloud what they have written with appropriate intonation to make the meaning clear.
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Work out mental calculations with regrouping
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clock
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes, hours and o'clock; use vocabulary such as a.m./p.m., morning, afternoon, noon and midnight
- Work out mental calculations with regrouping
- Compare durations of events, for example to calculate the time taken by particular events or tasks.



