

Spring 1 - Planning Calendar for Year 3

THEME: Performing Arts		THREAD: Speaking & Listening		TOPIC: Express Yourself	
Week 1 - 5th Jan	Week 2 - 12th Jan	Week 3 - 19th Jan	Week 4 - 26th Jan	Week 5 - 2nd Feb	Week 6-9th Feb
	<p style="text-align: center;">School Fundraiser Year 1</p> <p>14th Jan: Year 2 Phonics retakes Parents Workshop (2:45pm)</p> <p>15th Jan : Year 1 Targeted Phonics Parents Meeting</p> <p>19th Jan : Year 3 Skateboarding</p>	<p>19th Jan: 6LD Windrush workshop at the British Museum</p> <p>21st January: Year 5 Workshop in Hall with parents (Secrets of the Amazon)</p> <p>22nd Jan: 6LT Windrush workshop at the British Museum (10:30am)</p>	<p>27th Jan: 6PM Windrush workshop at the British Museum</p> <p>28th Jan: Year 4 Times Tables Screening Parent Workshop</p> <p>28th Jan: Emily Brown Parent Workshop - Reception</p>	<p>3rd Feb: Year 6 SATs Parent Meeting at 2:45pm</p> <p>2nd Feb: Year 6 visit to Buddhist Temple</p>	<p>12th Feb: Year 3 Parents Assembly Safer Internet Day</p>
Art	Art	Art	Art	Performance	Performance
What are the traditional Chinese art styles?	How can we make a mixed media image?	What does being in proportion mean?	How do props help a performance come to life?	Why is cooperation important when performing?	How can we give the best performance possible?
<p>Article 28</p> <p>Vocabulary: proportional, features, shade, hatching</p>	<p>Article 14</p> <p>Vocabulary: light, light source, dark, reflection, reflect, reflective, ray.</p> <p>Enrichment: Skateboarding</p>	<p>Article 39</p> <p>Vocabulary: proportional, feature, shade, hatching</p> <p>Enrichment: Art project - creating a chinese dragon and props for performance</p>	<p>Article 29</p> <p>Vocabulary: house, curtain, set</p> <p>Enrichment: Year group performance practise</p>	<p>Article 29</p> <p>Vocabulary: Drama, Cues, Script, co-operate, express</p> <p>Enrichment: Year group 'dress rehearsal' to other year groups</p>	<p>Article 29</p> <p>Vocabulary: Drama, Cues, Script, co-operate, express</p> <p>Enrichment: Performance to parents & HT questions</p>

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<p>Art: Researching traditional Chinese art styles and methods to influence our art.</p> <p>English: Narrative</p> <p>Maths: Multiplication and division</p> <p>PSHE: Dreams & Goals - challenges</p> <p>Science: Notice that light is reflected off surfaces</p> <p>RE: Signs and Symbols-<i>What can we learn about religious signs & symbols?</i></p>	<p>Art: Create a chinese dragon through mixed media collage using traditional chinese patterns and colours.</p> <p>English: Advert / leaflet</p> <p>Maths: Multiplication and division</p> <p>PSHE: Dreams & Goals - dreams and ambitions</p> <p>Science: Explain how shadows are formed</p> <p>RE: Signs and Symbols - <i>Muslim artefacts-explain why and how they are used</i></p>	<p>Art: Design and make props for the Parent's Assembly performance.</p> <p>English: Advert / leaflet</p> <p>Maths: Length and perimeter</p> <p>PSHE: Dreams & Goals - obstacles</p> <p>Science: Group objects according to whether they are transparent, translucent or opaque</p> <p>RE: Signs and Symbols - <i>Geometric designs, and their significance in Muslim worship</i></p>	<p>Drama: Immerse ourselves in the world of the dramatic arts.</p> <p>English: Advert / leaflet</p> <p>Maths: Length and perimeter</p> <p>PSHE: Dreams & Goals - simple budgeting</p> <p>Science: Investigate how moving light source changes shadow size</p> <p>RE: Signs and Symbols - <i>Symbols used in a Christian story</i></p>	<p>Drama: Immerse ourselves in the world of the dramatic arts</p> <p>English: Poetry</p> <p>Maths: Length and perimeter</p> <p>PSHE: Dreams & Goals - reflecting on our achievements</p> <p>Science: Find patterns in the ways shadows change</p> <p>RE: Signs and Symbols - <i>What the cross means to Christians today</i></p>	<p>Drama: Using drama to express our views on online safety and its impact on our mental health.</p> <p>English: Postcards / Interview with performance 'actors'</p> <p>Maths: Fractions</p> <p>PSHE: Healthy me - Being fit & healthy part 1</p> <p>Science: Naming different types of rocks. Looking closely at sedimentary, metamorphic and igneous rocks.</p> <p>RE: To explore what stories, sayings and events have really made us stop and think.</p>
<p>Specialist Subjects:</p> <p style="text-align: center;"> PE: (Coach) Basketball (Class Teacher) Dance <i>perform dances using a range of movement patterns & reflect on their performances</i> Computing: Online safety Music: Communication - Composition Poetry - Performance MFL: Spanish Food RE: Signs and Symbols <i>What can we learn about religious signs & symbols?</i> </p>					