

Ashton West End Primary Academy

Half Termly Planner. From: June 2018 To: July 2018

Class: 3JB

Theme: Harry Potter, Romans and Light

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<b>Non-Fiction Instructions</b>	<b>Non-Fiction Information writing</b>	<b>Non-Fiction Information writing</b>	<b>Fiction Story writing set in a school</b>	<b>Fiction Story writing set in a school</b>	<b>Language Play Poetry</b>	<b>Language Play Poetry</b>
<b>Word Reading A18-A19</b> <b>Inclusive in all terms.</b> <b>Reading Comprehension B33-36 B40 B42 B48 B50</b> <b>Inclusive in all terms.</b> <b>Writing-Transcription Spelling C26-C28</b> <b>Inclusive in all terms.</b> <b>Handwriting D10-D11</b> <b>Inclusive in all terms.</b> <b>Composition E22-27 E30-34</b> <b>Inclusive in all terms.</b>	<b>How to be a Wizard.</b> Visit the shops in Diagon Alley. Collect on your way: Pet, wand, robes, books and money.  Children to find out from clips in the Harry Potter film and the book what wizards need and do to prepare.  Write wand specification, book list, choose a pet and tell me the reason why you want that pet. Choose some wizard sweets to take with you.  Write a list of instructions.	<b>Life at Hogwarts</b>  Sort the children in to Houses: look at the lore for the house  Information about the houses  Lessons you will take  Extra-curricular activities  Your teachers and the ghosts  Write a prospectus of Hogwarts	<b>Animals of the Wizarding world</b>  Children to write own version of Fantastic Beasts and Where to Find them by Newt Scamander  Children to see clips and read extracts from the book to find out more information.  Children to design own magical creature and create an entry into the book.	<b>Harry Potter</b>  Plan a story set at Hogwarts. There needs to be the following: 1. dilemma 2. resolution 3. dialogue 4. paragraphs 5. connectives, adjectives, adverbs 6. What spells are going to be cast?	<b>Harry Potter</b>  Children to write their story about a mystery at Hogwarts and they will be spending this week writing and editing their stories. They will type them up/write them up into neat for display.	Look at some riddles and write them as magic spells. What will they do? What affects will you feel?	Write and make a potion recipe book together. They will use riddles and other forms of language poetry to write their potion recipes.  Make potions.

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Vocabulary, grammar and punctuation. F18-22 F24-25 F28-30 Inclusive in all terms.							
Extended English  Reading Skills  Romans on the Rampage	Read a story to the children. Does the chosen story make sense to them, discuss their understanding and meaning of words.	Children to listen to the beginning of the story and predict what might happen from the details stated and implied.	Children to listen to the beginning of the story and predict what might happen from the details stated and implied.	Children are to summarise key ideas from a passage/chapter in a story and write it in their own words.	Children are to summarise key ideas from a passage/chapter in a story and write it in their own words.	Share a poem with the children/children to read a poem. Discuss children's understanding and explore the meaning of words in context or infer meaning of words the children are unfamiliar with.	Share a poem with the children/children to read a poem. Answer and ask questions about the poem. Do the children understand what the question is asking?
Maths	<b>Geometry:</b>  <b>Properties of Shapes</b>  Recognise angles as a property of shape or a description of a turn.  Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn;	<b>Geometry:</b>  <b>Properties of Shapes</b>  Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.  Draw 2-D shapes and make 3-D shapes using modelling materials.  Recognise 3-D shapes in different orientations and describe them.	<b>Measure:</b>  <b>Mass and Capacity</b>  Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)	<b>Measure:</b>  <b>Mass and Capacity</b>  Measure, compare, add and subtract: lengths (m/cm/mm); mass(kg/g); volume/capacity (l/ml)	<b>Measure:</b>  <b>Mass and Capacity</b>  Measure, compare, add and subtract: lengths (m/cm/mm); mass(kg/g); volume/capacity (l/ml)	<b>Consolidation</b>  <b>Revisit any weaker areas from learning this year.</b>	<b>Consolidation</b>  <b>Revisit any weaker areas from learning this year.</b>

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Art/DT  Pneumatics/ Mechanical Systems	<p>To be able to explain how air pressure can be used to control movement</p> <p>Activity:</p> <p>Show chn a range of familiar objects which use air to make them work (recorder, whistle, bicycle pump, balloon, inflatable swimming aids, foot pump, coiled party blowers)</p> <p>Paired discussion - how do these things work? Chn need to understand that it is the flow of air that makes them work</p> <p>Paired/group work - chn investigate each item for a few minutes at a time, discuss how it works and record observations on worksheet. Chn must show air source and direction of flow on each diagram</p>	<p>To assemble simple pneumatic systems explore ideas through 3D modelling</p> <p>Activity:</p> <p><u>Part 1</u></p> <ul style="list-style-type: none"> <li>Construct a simple pneumatic system by joining a balloon to 5mm tubing and then to a washing up liquid bottle:</li> </ul> <p>What happens to the air when you squeeze the bottle?</p> <p>What happens when you let go?</p> <p>What happens if you put fabric over the balloon then squeeze the bottle? Can you lift a book with the balloon?</p> <ul style="list-style-type: none"> <li>Chdn work in groups of 3 to construct own pneumatic system and investigate how it works:</li> </ul> <p>What can you lift with the balloon?</p> <p>Can you explain what is happening?</p>	<p>To work safely and accurately with a range of hand tools</p> <p>Think about design and mechanism and change according to progress</p> <p>Activity:</p> <p>Discuss safe use of tools: scissors, craft knives, glue, saws, needles etc</p> <p>Introduce idea of having a 'working design' which may need to be altered as construction progresses and problems are encountered e.g. one material may not be strong enough so any alternative may need to be sought</p> <p>Chdn split into threes they were on last week. Begin making monster. By end of lesson groups should have mechanism assembled</p>	<p>To work safely and accurately with a range of hand tools</p> <p>Think about design and mechanism and change according to progress</p> <p>Activity:</p> <p>Complete assembly and decorate</p>	<p>To use a storyboard to record sequence of work evaluate process and end product</p> <p>Activity:</p> <ul style="list-style-type: none"> <li>Show chdn the examples storyboard done by Year 3 pupils. Talk through how to fill in each stage of design and construction</li> <li>Chdn discuss storyboard in project groups but complete own version</li> <li>Show example of evaluation filled out by Year 3 child. Explain to chdn that they will need to fill out their own copy</li> <li>Give chdn 10 minutes to discuss evaluations in project groups</li> </ul> <p>Chdn complete own evaluation sheets and keep in DT book with digital photo of their moving monster</p>	<p>To use a storyboard to record sequence of work evaluate process and end product</p> <p>Activity:</p> <ul style="list-style-type: none"> <li>Show chdn the examples storyboard done by Year 3 pupils. Talk through how to fill in each stage of design and construction</li> <li>Chdn discuss storyboard in project groups but complete own version</li> <li>Show example of evaluation filled out by Year 3 child. Explain to chdn that they will need to fill out their own copy</li> <li>Give chdn 10 minutes to discuss evaluations in project groups</li> </ul> <p>Chdn complete own evaluation sheets and keep in DT folder with digital photo of their moving monster</p>	Finishing off week.

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		<ul style="list-style-type: none"> <li>Construct another simple system by joining 2 syringes with plastic tubing: What will happen when one plunger is pushed in? Which system is more efficient? Why? Which is more accurate/ controlled? Why?</li> <li>If time, allow chdn to construct the 2syringe system and investigate</li> </ul> <p><u>Part 2</u></p> <ul style="list-style-type: none"> <li>Introduce task to chdn - create a moving monster/creature in groups of 3</li> <li>Show model. Discuss mechanism needed to move it and how it could work. Discuss materials that would be needed</li> <li>In threes, sketch design for monster, labelling materials needed both for decoration and moving mechanism. Chdn to experiment with various materials inc reclaimed items such as egg boxes,</li> </ul>					
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		margarine tubs, bottles etc Produce final labelled design with a list of materials needed					
<i>Skills</i>	<i>to identify a purpose and establish criteria for a successful product.</i>	<i>to explore, develop and communicate design proposals by modelling ideas</i>  <i>to make drawings with labels when designing</i>	<i>to select tools and techniques for making their product</i>  <i>measure, mark out, cut, score and assemble components with more accuracy</i>  <i>to think about their ideas as they make progress and be willing to change things if this helps them to improve their work</i>	<i>to work safely and accurately with a range of simple tools</i>	<i>Understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages</i>	<i>to evaluate their product against original design criteria e.g. how well it meets its intended purpose</i>	
<b>History/Geography</b>  The Roman Empire and its impact on Britain  c. AD 42 to AD 410	<b>Roman Cities</b>  Look at the way in which the Romans changed the way cities were set out in the Grid system.  Design your own Roman City labelling the key buildings which are always there.	<b>Roman Roads</b>  Find out the importance of Roman roads, why were they introduced, what they did to help improve Britain.  Find out how they were made.	<b>Food and Drink</b>  What did the Romans do when they ate? Bring in some examples of Roman food. Compare a rich person's diet with that of a poor person. Design a menu for a rich and a poor person.	<b>Clothing</b>  Find out about how fashions changed for the Celts when Romans invaded.  Make a poster. How to dress like a Roman.	<b>Homes</b>  Find out about the Roman villas. What is important?  Make some property advertisements for a Roman home.	<b>Bathing</b>  What was involved in a trip to the baths?  Look at the processes of getting a Roman bath. Write a tour guide for a person visiting the Roman bath.	<b>Religion</b>  Who were the Roman Gods?  Draw their family tree and find out what they were the God of.

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<i>Skills</i>	<i>I can describe some changes in the historical period I am studying.</i>	<i>I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.</i>	<i>I can comment on the usefulness and accuracy of different sources of evidence.</i>	<i>When I talk or write about the past, I include detail; I show that I can make some connections with features of other periods I have studied.</i>	<i>I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.</i>	<i>I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.</i>	<i>I can describe similarities and differences between some people, events and beliefs in the period of history I am studying.</i>
<p>Computing</p> <p>Programming and Debugging</p> <p>Scratch</p>	<p><b>I can use sequence and repetition in programs.</b></p> <p>Children to explore how scratch works. Children to work in partners and see what they can find out about scratch independently - what is for? What can you do?</p>	<p><b>I can use sequence and repetition in programs.</b></p> <p>Open a new project. Focus on sprite and programming blocks. o</p> <p>Rule 1 : Only use cat and blue (motion) blocks</p> <p>Rule 2: Only use cat and blue (motion) purple (looks) blocks o</p> <p>Rule 3: Only use cat and blue (motion) purple (looks) and pink (sound) blocks.</p> <p>Encourage children to click on individual blocks to see what happens. As they become more confident they will start to click blocks together - talk about this as a sequence. (Don't rush them to make a</p>	<p><b>I can explain how a simple algorithm works.</b></p> <p>Open a new project. Choose your background and sprite.</p> <p>Children to make something surprising happen to your sprite.</p> <p>Show their friends the project you have created. What have you found out about Scratch software? Did anyone discover any useful tips for each other?</p> <p>choose to provide some of the Scratch Cards from scratch.mit.edu to allow children to investigate all kinds of possibilities</p>	<p><b>I can explain how a simple algorithm works.</b></p> <p>Children to choose to provide some of the Scratch Cards from scratch.mit.edu to allow children to investigate all kinds of possibilities</p>	<p><b>I can explain how a simple algorithm works. I can detect and correct errors in algorithms and programs.</b></p>	<p><b>I can explain how a simple algorithm works. I can detect and correct errors in algorithms and programs.</b></p>	<p><b>Assessment</b></p> <p>Gold: Gold: Can I select programming blocks for a specific purpose?</p> <p>Silver: Can I use a sequence of steps to make things happen?</p> <p>Bronze: Can I select the bits of code to make things happen?</p>

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	<i>Play with a sound-then-symbol approach.</i>  <i>Use silence for effect and know symbol for a rest (duration).</i>	<i>Play with a sound-then-symbol approach.</i>  <i>Use silence for effect and know symbol for a rest (duration).</i>	<i>Play with a sound-then-symbol approach.</i>  <i>Use silence for effect and know symbol for a rest (duration).</i>	<i>Play with a sound-then-symbol approach.</i>  <i>Use silence for effect and know symbol for a rest (duration).</i>	<i>Play with a sound-then-symbol approach.</i>  <i>Use silence for effect and know symbol for a rest (duration).</i>	<i>Play with a sound-then-symbol approach.</i>  <i>Use silence for effect and know symbol for a rest (duration).</i>	<i>Play with a sound-then-symbol approach.</i>  <i>Use silence for effect and know symbol for a rest (duration).</i>
PE-PPA  Athletics  Sports Coach	Sports Coach  See Amy's Planning	Sports Coach  See Amy's Planning	Sports Coach  See Amy's Planning	Sports Coach  See Amy's Planning	Sports Coach  See Amy's Planning	Sports Coach  See Amy's Planning	Sports Coach  See Amy's Planning
<i>Skills</i>	<i>I can link running and jumping activities with some fluency, control and consistency.</i>  <i>I can throw a variety of objects, changing my actions for accuracy and distance.</i>  <i>I can run over a long distance.</i>	<i>I can link running and jumping activities with some fluency, control and consistency.</i>  <i>I can throw a variety of objects, changing my actions for accuracy and distance.</i>  <i>I can run over a long distance.</i>	<i>I can link running and jumping activities with some fluency, control and consistency.</i>  <i>I can throw a variety of objects, changing my actions for accuracy and distance.</i>  <i>I can run over a long distance.</i>	<i>I can link running and jumping activities with some fluency, control and consistency.</i>  <i>I can throw a variety of objects, changing my actions for accuracy and distance.</i>  <i>I can run over a long distance.</i>	<i>I can link running and jumping activities with some fluency, control and consistency.</i>  <i>I can throw a variety of objects, changing my actions for accuracy and distance.</i>  <i>I can run over a long distance.</i>	<i>I can link running and jumping activities with some fluency, control and consistency.</i>  <i>I can throw a variety of objects, changing my actions for accuracy and distance.</i>  <i>I can run over a long distance.</i>	<i>I can link running and jumping activities with some fluency, control and consistency.</i>  <i>I can throw a variety of objects, changing my actions for accuracy and distance.</i>  <i>I can run over a long distance.</i>
PSHE & Citizenship PPA Positive about themselves and others	Recognise and respond to a wider range of feelings. Own actions affect themselves and others.	What makes me special?  Each child is given a piece of paper to write their name on. Pass	Ade Adeptian <a href="http://www.bbc.co.uk/education/clips/z3hmhy">http://www.bbc.co.uk/education/clips/z3hmhy</a> <a href="http://www.bbc.co.uk/education/clips/z3hmhy">c</a>	Ayishat Akanbi <a href="http://www.bbc.co.uk/education/clips/zrfhfg8">http://www.bbc.co.uk/education/clips/zrfhfg8</a>	Ellen MacArthur <a href="http://www.bbc.co.uk/education/clips/zcfhfg8">http://www.bbc.co.uk/education/clips/zcfhfg8</a>	Robyn - new school - Dad is in the Army <a href="http://www.bbc.co.uk/education/clips/zdpvpy4">http://www.bbc.co.uk/education/clips/zdpvpy4</a>	Personal battles  Children to reflect on the people they have looked at and think



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		around each piece of paper - every child writes something positive about that person on the piece of paper. At the end of the lesson children can look at their piece of paper and all the nice things people think about them.	<ul style="list-style-type: none"> <li>Look at this individual</li> <li>Talk about they have had to overcome - their personal battle</li> <li>How they learnt to be positive about themselves</li> </ul>	<ul style="list-style-type: none"> <li>Look at this individual</li> <li>Talk about they have had to overcome - their personal battle</li> <li>How they learnt to be positive about themselves</li> </ul>	<ul style="list-style-type: none"> <li>Look at this individual</li> <li>Talk about they have had to overcome - their personal battle</li> <li>How they learnt to be positive about themselves</li> </ul>	<ul style="list-style-type: none"> <li>Look at this individual</li> <li>Talk about they have had to overcome - their personal battle</li> <li>How they learnt to be positive about themselves</li> </ul>	about their own personal battles. <ul style="list-style-type: none"> <li>Talk about they have had to overcome - their personal battle</li> <li>How they learnt to be positive about themselves</li> </ul>
Skills	<i>Understand that people may have different views on issues and use imagination to understand other people's experiences, and begin to write about them.</i>	<i>Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices.</i>	<i>Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices.</i>	<i>Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices.</i>	<i>Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices.</i>	<i>Take part responsibly in group, class and school citizenship activities such as resolving differences by exploring alternatives and making choices.</i>	<i>Understand that people may have different views on issues and use imagination to understand other people's experiences, and begin to write about them.</i>
R.E.  L2.7 What does it mean to be Christian in Britain today?	Where do we belong?  Find out about how Christians show their faith within their family. What objects might you find in a Christian home?	What does it mean to be a Christian in Britain today?  Visitor from Failsforth Salvation Army who will talk about her job as a minister and the events which happen during the week in her church.	What does it mean to belong to a faith community?  Find out what Christians do to show their faith in how they support their local community. Linked in from the conversation last week.	What does it mean to be a Muslim in Britain today?  Visit from the Imam of the Mosque who will talk about his involvement in the local community, his role at the Mosque and how he helps	What have we learned about being a Christian and Muslim in Britain?  Children to think about what they learned over the past two weeks when we had visitors in. They	How do Christians make a difference in the world? How do they show that they are Christians?  Look at some famous religious leaders and how they are involved	What have you enjoyed about RE this year?  Children to complete a final piece of work where they show what they have enjoyed and learned about in RE.

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	What kinds of things do a Christian family do during the week? E.g, Grace before meals, family prayer, Bible reading, private prayer, giving money to charity. Which of these are most important and why?			those who are living around the West End of Ashton.	will write an information text about their learning.	in fighting for their faith.  Mother Teresa.	
Skills	<i>compare aspects of their own experiences and those of others, identifying what influences their lives</i>	<i>• identify the impacts of beliefs and practices on people's lives • identify similarities and differences between religions and beliefs</i>	<i>• identify the impacts of beliefs and practices on people's lives • identify similarities and differences between religions and beliefs</i>	<i>• identify the impacts of beliefs and practices on people's lives • identify similarities and differences between religions and beliefs</i>	<i>• identify the impacts of beliefs and practices on people's lives • identify similarities and differences between religions and beliefs</i>	<i>make links between values and commitments, including religious ones, and their own attitudes or behaviour</i>	<i>compare their own and other people's ideas about questions that are difficult to answer</i>
Science  Light and Shadow	<b>To recognise that we need light in order to see things and that dark is the absence of light</b>  Ask the children to write down what they think light is  Using a lamp/torch show the children what happens when the light is covered - it becomes dark i.e.	<b>To notice that light is reflected from surfaces</b>  Look at mirrors - discuss with the children how do they think they work. What makes a mirror good at its job?  Investigation: look at different surfaces and discuss what the light does on each of those surfaces. Which	Trip to the Museum of Science and Industry to see the Wonder of Light workshop.  3F to visit on the 3 <sup>rd</sup> July  3B to visit on the 6 <sup>th</sup> July  Travel by tram	<b>To recognise that light from the sun can be dangerous and that there are ways to protect our eyes</b>  Look through SunSmart ppt. Discuss why it is important to stay safe in the sun using SMART.	<b>To recognise that shadows are formed when the light from a light source is blocked by a solid object</b>  <a href="http://www.youtube.com/watch?v=iCmFWJjc4RA">www.youtube.com/watch?v=iCmFWJjc4RA</a> - three little pigs shadow puppet show.  Watch the shadow puppet show with the children. Discuss with the children how the show is performed - what	<b>To find patterns in the way that the size of shadows change</b>  Investigation carousel (children to be given a torch and other equipment to make shadows):  Task 1 - Guess my shadow! Children take turns to select an object to cast a shadow in a beam of light. The rest of the	<b>Science assessment using the Rising Stars</b>

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	<p>dark means the absence of light.</p> <p>Look more into what makes light. Using washing up liquids and different rods and hopes make bubbles and shine a torch on the bubbles. Ask the children to have a closer look at the colours within a bubble. Discuss with the children that light is made of different colours.</p>	<p>surfaces reflect the most light?</p> <p>Look at real life reflectors e.g. the moon. What makes it good at its job? Why is it important that it reflects light?</p>		<p><b>S</b>pend time in the shade between 11 and 3</p> <p><b>M</b>ake sure you never burn</p> <p><b>A</b>im to cover up with a hat, t-shirt and sunglasses</p> <p><b>R</b>emember children need to take extra care</p> <p><b>T</b>hen use at least factor 15 sunscreen</p> <p>Children to make a poster about how to stay safe in the sun.</p>	<p>have they used to form the shadows?</p> <p><a href="https://www.youtube.com/watch?v=pSVd_OAKTKc&amp;ebc=ANyPxKqiJSogX83SrKTc5Y2LPK8AYDbmck1M6AnX7FbIJRplL6gEuAEYAj3AheEsh80WETS RkVz3pMa_PxeYOIZFdGghDZoCg&amp;nohtml5=False">https://www.youtube.com/watch?v=pSVd_OAKTKc&amp;ebc=ANyPxKqiJSogX83SrKTc5Y2LPK8AYDbmck1M6AnX7FbIJRplL6gEuAEYAj3AheEsh80WETS RkVz3pMa_PxeYOIZFdGghDZoCg&amp;nohtml5=False</a> - Shadow puppet tutorial film clip.</p>	<p>group must guess the object from its shadow.</p> <p>Task 2 - Describe that shadow! Using a torch and a selection of objects. Investigate different types of shadow. Introduce words opaque, transparent and translucent.</p> <p>Task 3 - Look how it changes! Children take turns to select an object and move it close and then further away from the torch. Children to note down what happens to the shadow as they move the object. How does the distance from the light source effect the shadow?</p>	
Skills	<p><i>Ask some <b>relevant questions and use different types of scientific enquiries</b> to answer them.</i></p>	<p><i>Begin to use some scientific language to talk and, later, write about what they have found out.</i></p>	<p><i>Begin to recognise when and how secondary sources might help to answer questions that cannot</i></p>	<p><i>Set up some simple practical enquiries, comparative and fair tests.</i></p> <p><i>Begin to recognise when a simple fair</i></p>	<p><i>I am beginning to use results to draw simple conclusions, make predictions for new values, suggest</i></p>		

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	<p><i>Begin to explore everyday phenomena and the relationships between living things and familiar environments.</i></p> <p><i>Begin to develop their ideas about functions, relationships and interactions.</i></p> <p><i>Begin to raise their own questions about the world around them.</i></p>	<p><i>Begin to use relevant scientific language.</i></p> <p><i>I am beginning to use some scientific language in my work.</i></p> <p><i>I am beginning to describe my observations and my findings..</i></p> <p><i>I can begin to describe cause and effect.</i></p>	<p><i>be answered through practical investigations.</i></p>	<p><i>test is necessary and help to decide how to set it up.</i></p> <p><i>Begin to think of more than one variable factor.</i></p>	<p><i>improvements and raise further questions.</i></p> <p><i>Am beginning to use straightforward scientific evidence to answer questions or to support their findings.</i></p>		
French Growing Things	<p>Present six vegetables that can be grown in a garden.</p> <ul style="list-style-type: none"> <li>• Pin flashcards of vegetables around the room. Call out the name of a vegetable and ask children to point to the correct picture.</li> <li>• Use digital images</li> </ul>	<p>Ask children to recall the names of vegetables and label each one.</p> <ul style="list-style-type: none"> <li>• Give six children a vegetable label each and ask them to stand in a line, in alphabetical order according to the names of the vegetables, and read the labels aloud.</li> </ul>	<p>Introduce some of the key vocabulary in preparation for the story of Jacques et le Haricot Magique: le haricot, Jacques, le géant, il glisse, il grimpe, la vache, elle pousse, le marché.</p> <ul style="list-style-type: none"> <li>• Present the story with visuals and encourage children to join in, repeating familiar</li> </ul>	<p>Play Qu'est-ce Qui Manque? (What's Missing?) Display pictures of some of the key vocabulary from the story of Jacques et le Haricot Magique and ask children to close their eyes. Remove one of the pictures and ask Qu'est-ce qui manque? Children</p>	<p>Revise the vegetables covered earlier in this unit.</p> <ul style="list-style-type: none"> <li>• In English, talk about Jack's visit to the market. Ask children to think about what is available to buy in a market, eg could you really buy a cow? Talk about markets in other countries and show photos/DVD clips of markets in France or</li> </ul>	<p>Revise vocabulary for a role-play at the market.</p> <ul style="list-style-type: none"> <li>• With you as the stallholder, children begin to develop role-plays for buying vegetables.</li> <li>• Children practise role-plays in pairs. Confident children show their role-plays to the class. The other children comment on</li> </ul>	Revision week

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<p>of the vegetables to play Morpion (Noughts and Crosses) on the interactive whiteboard. • If available, look at the seeds of the different vegetables under a digital microscope, photograph them and store them in 'My Pictures' for later use in a word-processed document or presentation. • Say the words and invite children to repeat. Perform a Mexican Wave, chanting each word in turn, as a photo or real vegetable is passed around the class. • Give a selection of vegetables to groups of children to taste. After tasting each vegetable, introduce the question Qui aime ... ? (Who likes ... ?) Explain what the</p>	<p>Some children will need a copy of the alphabet to which to refer. • Show children a bean seed and say Voici une graine. Explain that it is a seed. In order to identify which vegetable it came from, ask: C'est la graine d'une tomate/d'un concombre/du cresson? until the seed has been correctly identified. • Ask children in English what they know about the life cycle of a plant. Using pictures, describe in French the different stages (see 'Points to note'). • Model this again, performing a mime or gesture to illustrate each stage. Children repeat the words and the mime. This can be repeated several times. Encourage more reluctant children with plenty of eye contact. • Give each</p>	<p>vocabulary. • Choose a selection of phrases and ask children in groups to think of an appropriate mime. Select groups carefully and allocate simpler sequences to less confident children. For example: - Les haricots magiques - Il voit des pièces d'or, une poule, une harpe magique - Hum! Hum! Hum! Hum! Ça sent le garçon - Le géant dort - Cache-toi, Jacques - Mais il ne trouve pas Jacques - Vite! Vite! • Read the story again and each group performs their mime and joins in when appropriate with their phrase. Repeat again. • Extension: Children can be encouraged to join in with more and more of the text. • Read the story again and ask children to listen for the sound j/g(e/i). In groups the children can be given a giant (puppet or cardboard cut-out), which they pass around the circle each time they hear the sound.</p>	<p>open their eyes and guess which is missing. Select confident children to lead the game for further rounds. If you have made an electronic big book (see Section 3, 'Points to note'), add a screen with pictures of key vocabulary and cover them with coloured masks. These may be removed gradually to reveal the objects. Alternatively, hide the objects with a blind and reveal them. • Read the story again and dramatise as before. Display the phrases and sentences for each group and ask children to identify those that match their group's mimes. • Discuss the children's strategies for managing this task. • Highlight the silent h in Hum!, haricot, harpe and histoire. • Using a prepared worksheet, children label pictures of six key</p>	<p>French-speaking countries. Clips are available from digital content providers or the internet. Make a presentation of the pictures. Incorporate some French music and play as a running presentation during a five-minute language session. • Each child (or pair of children) is given a word card for one of the vegetables. Give an instruction to each vegetable, eg Les tomates, levez-vous and children holding the tomato pictures stand up. Some children can be supported by having a picture clue on the back of their word card. • Children (each with a vegetable word and/or picture card) sit in a circle and chant the following rhyme: Quand je vais au marché, je voudrais ... (When I go to market I'd like ...) At the same time, a basket or bag is passed around. When the rhyme stops, the child names the vegetable on their word card and places it in the basket. The rest of the</p>	<p>strengths and make suggestions for improvements. • Show children written sentences for the role-play and children read these aloud together. • Pairs of children are given cut-up sentences to reorder and read aloud to each other. Some will need the support of picture cues. • Extension: Children can use picture dictionaries or word banks to find the names of other vegetables or fruit. If the interactive whiteboard has a hyperlink function, children can tap on a picture to go to an explanation of the word. You could also display a small part of the picture, eg the stalk of a tomato, from which the children have to identify the whole fruit. They can click on it to see the whole picture as well as the text, in order to check whether they are right</p>	
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	<p>question means and discuss an appropriate response. Then ask Qui aime les tomates? (Who likes tomatoes?) and so on. Children raise their hands to indicate their response. • Ask individual children the question, this time using Tu aimes ...? Elicit oui/non responses. When children are ready to do so, move on to replies that involve Oui, j'aime les tomates. • Children work in pairs, using up to four picture cards of vegetables. One child points to a vegetable and the other says either Oui, j'aime ... or Non! Some children will be able to ask the question in French, in addition to pointing to the picture card. Others will be able</p>	<p>child a picture of one of the eight stages. Call out each stage in order and ask children to arrange themselves in groups accordingly. Repeat with different groups of children. When the children are ready to move on, call out the stages in random order to encourage children to listen carefully. • Focus on the sound è as in très. Read out a list of words such as graine, racine, fleur, après, tomate, concombre, j'aime. Ask the children to listen for the sound è and to make a gesture (such as a downward slash through the air) when they hear the sound. • Show the written form of the words containing the è sound and include j'aime and très. What do the children notice? Can they work out the two ways of writing the è sound</p>		<p>words from the story. On the same sheet they copy-write and illustrate the phrase or sentence mimed by their group. As an alternative, children could do this as an ICT task, selecting clip art pictures and matching text. • Some children can do this activity as a cut-and-paste task rather than a written task. • Extension: Play Pelmanism, matching pictures and text from the story. • Extension: Children practise writing key words from memory.</p>	<p>class chorus s'il vous plaît as the word card is put in the basket. The game continues until all children have placed their cards in the basket. • Extension: The above game can be repeated in groups, where children have to remember the order in which vegetable cards are placed in the basket. • Extension: This game can be varied by adding in other known vocabulary from previous units. • Extension: Children can take on the role of a market stallholder and practise a simple shopping role-play with a partner.</p>		
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	<p>to respond with a one-word answer or physical response. • As children become confident, introduce Oui, j'aime beaucoup! (Yes, I like it a lot!) • Extension: More able pupils could be encouraged to extend their response to Non, je n'aime pas ... (No, I don't like ...) (negatives are introduced in Unit 5). Children can take pictures of each other holding pictures of different vegetables and show by their expression whether they like them or not. Superimpose speech bubbles on the pictures, eg Je n'aime pas les haricots. Display the photographs in class or in the corridor. • While the rest of the class is working in pairs, you or a</p>	<p>(ie è and ai)? • Extension: Create a labelled display of a wider selection of fruit, vegetables and their seeds. • Extension: Match text with pictures or copy-write stages of the plant life cycle.</p>					
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	<p>teaching assistant can work with a small group to practise questions and answers. • Extension: If children know pas du tout! from Unit 3, they can be encouraged to use this when giving a negative response. • Introduce Je n'aime pas. Children repeat this and J'aime with thumbs down / thumbs up to reinforce understanding. • Extension: Extend questions and answers by revising Je préfère.</p>						
Skills	<p><i>Recognise and understand some familiar words and phrases in written form.</i></p> <p><i>Read aloud in chorus, with confidence and enjoyment, from a known text.</i></p>	<p><i>Write some familiar simple words using a model.</i></p> <p><i>Write some familiar words from memory.</i></p> <p><i>Select appropriate words to complete short phrases.</i></p>	<p><i>Enjoy listening to and speaking in the language.</i></p> <p><i>Listen and respond to familiar spoken words, phrases and sentences.</i></p> <p><i>Communicate with others using simple</i></p>	<p><i>Use correct pronunciation in spoken words with some success.</i></p> <p><i>Know how to pronounce some single letter sounds.</i></p>	<p><i>Enjoy listening to and speaking in the language.</i></p> <p><i>Listen and respond to familiar spoken words, phrases and sentences.</i></p> <p><i>Communicate with others using simple words and phrases and short sentences.</i></p>	<p><i>Write some familiar simple words using a model.</i></p> <p><i>Write some familiar words from memory.</i></p> <p><i>Select appropriate words to complete short phrases.</i></p>	<p><i>Use correct pronunciation in spoken words with some success.</i></p> <p><i>Know how to pronounce some single letter sounds.</i></p>



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			<i>words and phrases and short sentences.</i>				
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