**LU1: MAKING NEW MATERIALS 2018**

**MEDIUM TERM PLAN - CLASS 3**

1. **Knowledge Harvest: Marvellous Materials Glossary - Thamara to provide copies**
2. **Entry point: Science Lab carousel - Will to contact science teacher. If not possible, children will make slime.**
3. **Explain the Theme: BrainPop video:** [**Matter Changing States**](https://www.brainpop.com/science/matterandchemistry/matterchangingstates/) **Play quiz and read children Newsela article**
4. **Exit point: Science demos to Class 1/Class 2**

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|  | Wk 3  26 February | Wk 4  5 March | Wk 5  12 March | Wk 6  19 March | Wk 7  2 April | Wk 8  9 April  Writing assessment | Wk 9  16 April |
| ENGLISH | **Non Fiction:**  **Instructions**  Cold writing task  **Imitation Phase** (cold task, hook, immersion in the text type, model text, SPAG activities, oral learning of model text, reading as a reader, reading as a writer). | **Fiction:**  **Recipe for Boy Pie**  **Innovation Phase**  (reading as a writer, SPAG activities, shared/guided/independent writing, daily feedback). | **Fiction:**  Hot writing task  **Invention Phase** (whole/group class teaching, SPAG activities, shared/guided/independent writing, feedback, hot writing task, compare hot and cold tasks). | **Non-Fiction:**  **Instructions**  **Imitation**  Cold writing task  **Imitation Phase** (cold task, hook, immersion in the text type, model text, SPAG activities, oral learning of model text, reading as a reader, reading as a writer). | **Non-Fiction:**  **Instructions**  **Innovation**  **Innovation Phase** (reading as a writer, SPAG activities, shared/guided/independent writing, daily feedback). | **Non-Fiction:**  **Instructions**  **Invention**  Hot writing task  **Invention Phase** (whole/group class teaching, SPAG activities, shared/guided/independent writing, feedback, hot writing task, compare hot and cold tasks). |  |
| LIBRARY |  |  |  |  |  |  |  |
| MATHS | Begin to mark numbers on a landmarked line, compare and order numbers, using < and > signs, work systematically to find all possible inequalities, find 1 and 10 more or less using the 100-square, find 10 more and 10 less than any 2-digit number | Add and subtract 2-digit numbers mentally; choose a strategy for solving mental additions or subtractions; solve word problems | Understand place value in decimal numbers; multiply and divide numbers with up to two decimal places by 10 and 100; multiply and divide by 0 and 100; add and subtract 0·1 and 0·01; multiply and divide by 4 by doubling or halving twice; use mental multiplication strategies to multiply by 20, 25 and 9 | Revise converting 12-hour clock times to 24-hour clock times; find a time a given number of minutes or hours and minutes later; calculate time intervals using 24-hour clock format; measure lengths in mm and convert to cm; find perimeters in cm and convert cm to m | Solve subtraction using a written method for 3-digit − 3-digit numbers and for 4-digit numbers; use counting up (Frog) as a strategy to perform mental subtraction; find change from a multiple of ten pounds using counting up | Assessment week | Recognise which numbers are divisible by 2, 3, 4, 5, 6, 9 and 25 and identify multiples; find factors;  recording results systematically and finding all factors of a given number; compare and place fractions on a line; find equivalent fractions and reduce them to their simplest form |
| Science | Knowledge harvest  Entry point (Science lab carousel)  Or  Making slime in the class | Task 1  Dissolving  Predicting  Fair testing | Task 2  Heat  Reversible/  Non-reversible | Task 3  Irreversible changes  Mix teaspoon of baking powder with vinegar  Bake muffins-observe dissolving, combining, heating  (Church kitchen  Lower Primary ovens) | Task 4  Heat conductors  Melting ice on a metal tray/plastic tray | Task 5  Conductors of heat or insulators | Exit Point  Science demos to  C1 -C2 |
| ICT | Finish [E-Safety Activities](https://docs.google.com/a/britishschool.g12.br/document/d/1rIDslcRkjCEnLHKrq_AUbmGFv0-HPzTMKrqyMNNlrTo/edit?usp=sharing) | **Lesson 1 & 2 -** [**Make a Digital Portfolio Using Google Sites**](https://docs.google.com/a/britishschool.g12.br/document/d/1XWz_EGvSlrgJiiipM8P7PTGkJ6ANZEgR5J9sxgJSrZc/edit?usp=sharing) | **Lesson 1 & 2 -** [**Make a Digital Portfolio Using Google Sites**](https://docs.google.com/a/britishschool.g12.br/document/d/1XWz_EGvSlrgJiiipM8P7PTGkJ6ANZEgR5J9sxgJSrZc/edit?usp=sharing) | **Lesson 3 & 4 -** [**Create a Google Slide related to IPC unit**](https://docs.google.com/a/britishschool.g12.br/document/d/1XWz_EGvSlrgJiiipM8P7PTGkJ6ANZEgR5J9sxgJSrZc/edit?usp=sharing) | **Lesson 5 & 6 -** [**Explore Google Earth & take screenshots to upload to digital portfolio**](https://docs.google.com/a/britishschool.g12.br/document/d/1XWz_EGvSlrgJiiipM8P7PTGkJ6ANZEgR5J9sxgJSrZc/edit?usp=sharing) | Research activity | Research activity |
| ART & DT | [Show video about Vik Muniz](https://www.youtube.com/watch?v=gInKde8FmH4) - discuss art with a message | Create own art from waste | Create own art from waste  Evaluate | Develop design brief for a useful product ([paper clip](http://the3doodler.com/wp-content/uploads/2015/08/PersonalisedPaperclip1.pdf) or keyring) | Design glasses using [Tinkercad](https://www.tinkercad.com/) |  |  |
| SEAL  PSHE | H7. To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.  (Fears, worries and hopes with new class) | H8. about change (focus on the transition to class 3)  Rules & expectations of class 3  (routines, commitment,more independency) | **L2.** why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules (e.g. why age rates are necessary) | H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe | R7. That their actions affect themselves and others | R11. To work collaboratively towards shared goals |  |
| OTHER/History |  | Look at the history of plastics:  [A brief history of plastics](https://www.youtube.com/watch?v=QW3OGMZ1bWc)  [Lifecycle of a plastic bottle](https://www.youtube.com/watch?v=_6xlNyWPpB8)  How have humans developed their use of different materials through the ages? | Children choose how they present their learning about the history of plastics |  |  |  |  |