

Cirrus Class - Autumn 1st half term 2009

This is Your Life!

Hook - Mrs Shynn's scrapbook album showing important people, things and events in her life.

Outcome - Exhibition of 'This is your life' books and patchwork squares.

Rationale

By collecting and compiling information to write their own small information books about their lives, they will have the opportunity to select information and develop their enquiry (finding out) skills.

The children will use different sources to find out about places, events and people who have featured in their lives so far.

They will also become a human body explorer by finding out about growth, movement and healthy living - the physical aspects of their life.

How Can You Help?

With your child, see if you can find some early pictures/photographs/artefacts from their life or your own. Look in their baby books or your photo albums for memorable events or even funny things that have happened to them.

Discuss and note down your early memories of things they've said and done. Perhaps find/take photos of people who are important in their lives.

Help your child to have some idea of the sequences of events - what order they happened in and how old they were when things happened.

They will also be making a patchwork square showing scenes from their lives so any information you can find and send in will be very helpful to your child.

Also could you please send in a baby photo (with their name on the back) for our 'Guess the baby' quiz. (We were not able to run this quiz in Sky class due to only 2 photos coming in, so we are trying it again).

Key Skills

- Enquiry (finding out)
- Improving our work
- Working with others

<p>Literacy Ongoing</p> <hr/> <ul style="list-style-type: none"> • Week 1 • Discussion holiday/Baseline assessment - Spelling, Phonic, Handwriting, Reading and Big Writing • Collect a number of child accessible autobiographies/clips from them • Give children time to look at them and pick out features they have in common - supported - class discussion • Come up with a class toolkit <hr/> <ul style="list-style-type: none"> • Week 2 • Mindmap of significant memories to include in our own autobiographies - filter out dull ones/short ones - it can be people, stories, events, places, etc. • Children to have selected their 5 most significant memories and put them in sequence. • Modelled/shared autobiographical writing • Ch'n to begin writing their autobiographies/planning ALL IN ROUGH for now • Peer evaluation/support/improvement <hr/> <ul style="list-style-type: none"> • Week 3 • Planning/writing of next part of autobiography • Continued uplevelling and improvement <hr/> <ul style="list-style-type: none"> • Week 4 • ASSESSED BIG WRITING - their favourite memory for their autobiography • Unaided - this one will not be uplevelled or written up in neat. <hr/> <ul style="list-style-type: none"> • Week 5 • Improvements and writing up for finished version <hr/> <ul style="list-style-type: none"> • Week 6 • Finishing off and decorating red books 	<p>Science/PSHE Topic Work Week 1 - 4</p> <hr/> <ul style="list-style-type: none"> • Week 1 • As a class, we are going to find out everything we can about our bodies and how they work and move - in groups of 3, children are going to come up with 3 questions they would really like the answer to and don't already know/understand. • The available subject areas to ask questions about are... MOVEMENT, BLOOD, MUSCLES, BONES, TEETH. <hr/> <ul style="list-style-type: none"> • Week 2/3 - Beach Study - See separate planning <hr/> <ul style="list-style-type: none"> • Week 4 • What are we like now? Complete the All About Me, All About You sheets, mixed pairs Cirrus/Zephyr. Measurements, teeth, resting pulse, pulse after exercise, fitness, age, likes and dislikes, etc. Create first page for autobiography - who we are now - presented clearly, but attractively - A4 mini-poster • Mini investigation to create a bar chart regarding the effect of exercise on pulse rate and an explanation of why this is so • ASSESSMENT OF SCIENCE UNDERSTANDING
<p>Art/Textiles Topic Work</p> <ul style="list-style-type: none"> • Week 5 - 6 • Children to design and make a patchwork square showing significant scenes or items (simple pictures, events, places, people, symbols) from their life. • Designed with clear thought as to techniques and skills needed. • Topic ended with a mini exhibition of red books and patchwork quilts on display to show their work - These Are Our Lives! <p>Discrete Teaching Programs</p> <p>SEAL; Numeracy; PE and Dance; RE; Music; Phonic skills, word level work, grammar, reading, spelling and handwriting.</p>	

<p>Discrete Teaching</p> <p>Literacy</p> <p>Word Level:</p> <p>Handwriting: <i>12. Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins</i></p> <p>Spelling: <i>6. Spell high and medium frequency words/phonic focus for each week</i></p> <p>Phonics: Letters and Sounds Phase 5 assessment, then fill in gaps in learning</p> <p>Sentence Level: <i>11. Compose sentences using adjectives, verbs and nouns for precision, clarity and impact</i></p> <p>Reading (Guided Reading): <i>7. Explore how different texts appeal to readers using varied sentence structures and descriptive language</i></p> <p><i>8. Share and compare reasons for reading preferences, extending the range of books read</i> <i>Identify features that writers use to provoke readers' reactions</i></p>
<p>Numeracy Abacus Evolve - week 1 - 5 Assessment</p>
<p>PSHE SEAL - New Beginnings</p>
<p>Music LCP Scheme - 3a - Animal Magic</p>
<p>RE Jewish worship - Sukkot</p>
<p>PE Dance - Year 3 Scheme</p>
<p>I.C.T. LCP scheme 3a - Combining Text and Graphics</p>

National Curriculum Objectives:

<p>Literacy - New Framework</p> <p>Year 3: <i>*Stories with familiar settings - Children write their own memory that occurred in a familiar place</i> <i>*Autobiography - recount</i></p> <p>1. Speaking</p> <p><i>Sustain conversation, explain or give reasons for their views or choices</i></p> <p>2. Listening and responding</p> <p><i>Follow up others' points and show whether they agree or disagree in whole-class discussion</i></p> <p>4. Drama</p> <p><i>Use some drama strategies to explore stories or issues</i></p> <p>9. Creating and shaping texts</p> <p><i>Select and use a range of technical and descriptive vocabulary</i></p> <p>12. Presentation</p> <p><i>Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins</i></p> <p><i>Develop accuracy and speed when using keyboard skills to type, edit and re-draft.</i></p>	<p>Science/PSHE</p> <p>Sc 1 - integral to all units of science Sc 2</p> <p><i>1a that nutrition, movement, growth and reproduction are life processes common to humans and other animals</i> <i>2a about teeth's function/care</i> <i>b about the necessity of food for activity/growth, and the importance for health of a suitable/varied diet</i> <i>c the heart's role as a pump to circulate blood around lungs and the whole body through vessels</i> <i>d about the effect on the pulse rate of exercise/rest</i> <i>e that humans and certain other animals have skeletons and muscles to support/protect the body and assist movement</i> <i>g about the effect of tobacco/alcohol/other drugs on the human body, relating these to own health</i> <i>h about how important exercise is to good health</i></p> <p>PHSE</p> <p><i>3a what a healthy lifestyle consists of, including exercise and healthy eating, what affects mental health and how to make informed choices</i> <i>b that both bacteria/viruses affect ones health and that simple, safe routines can limit their spread</i> <i>4c to be aware of differing types of relationships, including marriage and friend and family relationships between friends/families and to develop the skills required to be effective in relationships</i></p> <p>DT - Textiles</p> <p>Art&Design</p> <p><i>2a investigate/combine the visual/tactile qualities of materials and processes, matching them to the work's purpose</i></p> <p>DT</p> <p><i>2c investigate the sensory qualities of the materials and the way to use materials/processes</i> <i>5c designing/making tasks that utilise a range of materials, including textiles</i></p>
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