

# Level 3 Term 3 Planner ‘Bike Ed & Spinning in Space’

Literacy		
<p style="text-align: center;"><b><u>Reading &amp; Viewing</u></b></p> <ul style="list-style-type: none"> <li>Sequencing</li> <li>Drawing conclusions &amp; making inferences</li> <li>Finding word meaning in context</li> <li>Cause &amp; effect</li> <li>Develop fluency and expression when reading aloud</li> <li>Small group Guided Reading rotations individual areas of need</li> </ul>	<p style="text-align: center;"><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>Procedural writing; introduce structure and features</li> <li>Personal Recounts</li> <li>WHPS editing code</li> <li>Revise various forms of punctuation, including capital letters, full stops, commas, tense and speech marks</li> <li>Grammar, including prepositions, verbs, tense</li> </ul>	<p style="text-align: center;"><b><u>Speaking &amp; Listening</u></b></p> <ul style="list-style-type: none"> <li>Communicate in groups, contributing relevant ideas</li> <li>Express personal connections through discussion</li> <li>Acknowledging the audience when public speaking</li> <li>Tone of voice and stress &amp; emphasis on particular words</li> <li>Interesting vocabulary</li> </ul>
Maths		
<p style="text-align: center;"><b><u>Number &amp; Algebra</u></b></p> <ul style="list-style-type: none"> <li>Multiplication tables and skills</li> <li>Rounding to the nearest one, ten, hundred and thousand</li> <li>Modelling and representing fractions including <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{5}</math></li> <li>Connections between division and fractions</li> <li>Represent money in different ways, including change for simple transactions</li> <li>Number story problem solving</li> </ul>	<p style="text-align: center;"><b><u>Measurement &amp; Geometry</u></b></p> <ul style="list-style-type: none"> <li>Temperature</li> <li>Metric units of length, mass and capacity – link to fractions, multiplication &amp; fractions</li> <li>Create and interpret grid maps, including position and pathways</li> <li>Symmetry in the environment</li> </ul>	<p style="text-align: center;"><b><u>Statistics &amp; Probability</u></b></p> <ul style="list-style-type: none"> <li>The language of chance, conducting chance experiments</li> <li>Collect, organise and represent data.</li> <li>Compare data displays for effectiveness, including similarities and differences.</li> </ul>
Inquiry	Information and Communication Technology	
<p><b>Bike Ed:</b></p> <ul style="list-style-type: none"> <li>Learning parts of their bike, road safety, road rules, helmets, emergency procedures, take off and stopping procedures, riding skills.</li> </ul> <p><b>Spinning In Space - Day &amp; Night:</b></p> <ul style="list-style-type: none"> <li>How the Earth rotates on its axis, causing day and night.</li> <li>Comparing the sizes of the Earth, moon and sun.</li> <li>What causes night and day</li> <li>Discussing what would happen if we only had night or day.</li> </ul>	<ul style="list-style-type: none"> <li>Extending knowledge and ability to create and enhance documents using Microsoft Word and Excel</li> <li>Typing skills</li> <li>Students to use Microsoft Outlook for emailing when necessary.</li> <li>Using other forms of ICT, such as iPads</li> <li>Following pathways on websites and making correct use of search engines to collect information</li> <li>Discussing cyber safety</li> <li>Moviemaker</li> <li>Computer programming (coding)</li> </ul>	