



THE ARC – AUTUMN 2

Expectations

Daily Activities

Monday – Forest Schools/LEGO Therapy

Tuesday – Science/PE

Wednesday – Cooking/Handwriting

Thursday – Art/DT/Music

Friday – JIGSAW/PE

Compliments

Reflection



Shake, rattle
and roll

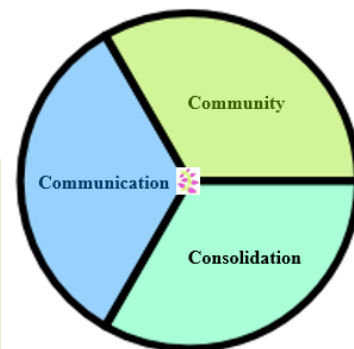
YEAR 3

HEATHERLANDS
PRIMARY SCHOOL

PASTORAL TEAM

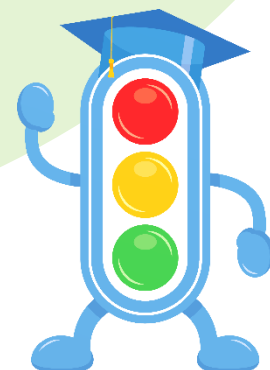
THE ARC

Introduction



Expectations:

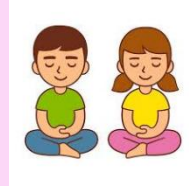
- follow the 'Heatherlands Way' – Respect, Resilience, Motivation, Aspiration and Independence
- take turns and share ideas
- listen to each other
- remember to use your manners
- keep the learning environment tidy – don't forget to put equipment away
- always try your best
- challenge yourself to earn house points every day – Trackit light green behaviours



DAILY ACTIVITIES

MINDFULNESS:

Time for you to feel calm and settled so your mind is ready to learn and focus.



TRICK BOX

You will learn tricks to help you navigate through life and overcome challenges.



Physical Activities

It will help you become fitter, healthier and able to focus more in lessons.



READING FOR PLEASURE

Reading will help you to develop your mind, imagination and language skills. It will also give you great ideas for writing.



Reflection

You will have the chance to think about what has worked well, what you have enjoyed and what you could do differently in order to develop as a learner.



FOREST SCHOOLS

LINK TO SCIENCE AND JIGSAW

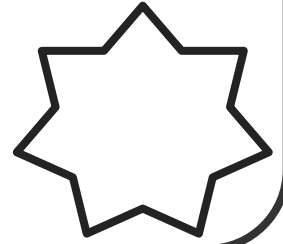
MONDAY

IN THESE SESSIONS:

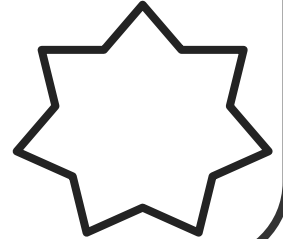
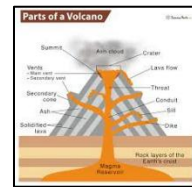
1. The Arc Rules – All About Me
2. Volcano from Natural Resources -
GEOGRAPHY
3. Percolation of water through
different soils – SCIENCE
4. Earthquakes – Seismometer -
GEOGRAPHY
5. Fossil Footprint - SCIENCE
6. Tree Decoration – RE
7. Meaning of Christmas - RE



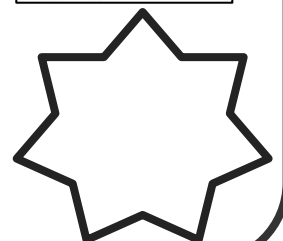
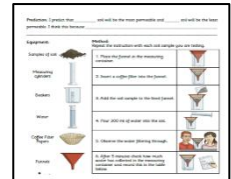
Week 1



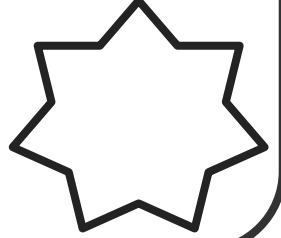
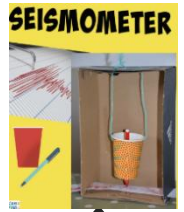
Week 2



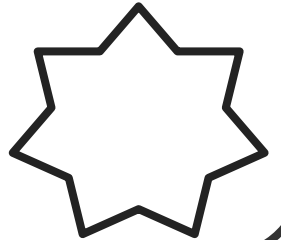
Week 3



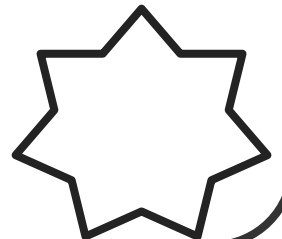
Week 4



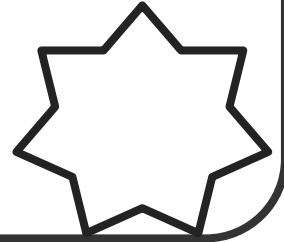
Week 5



Week 6



Week 7



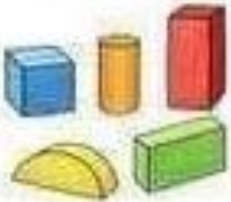
Skills



Using Coping Strategies



Taking Responsibility



Sharing



Following Directions

Reflection

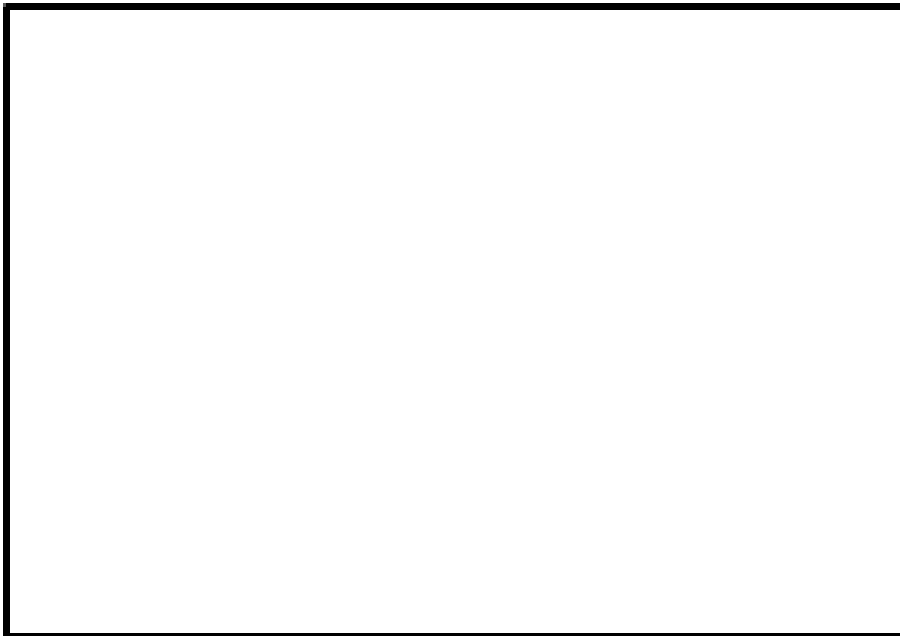
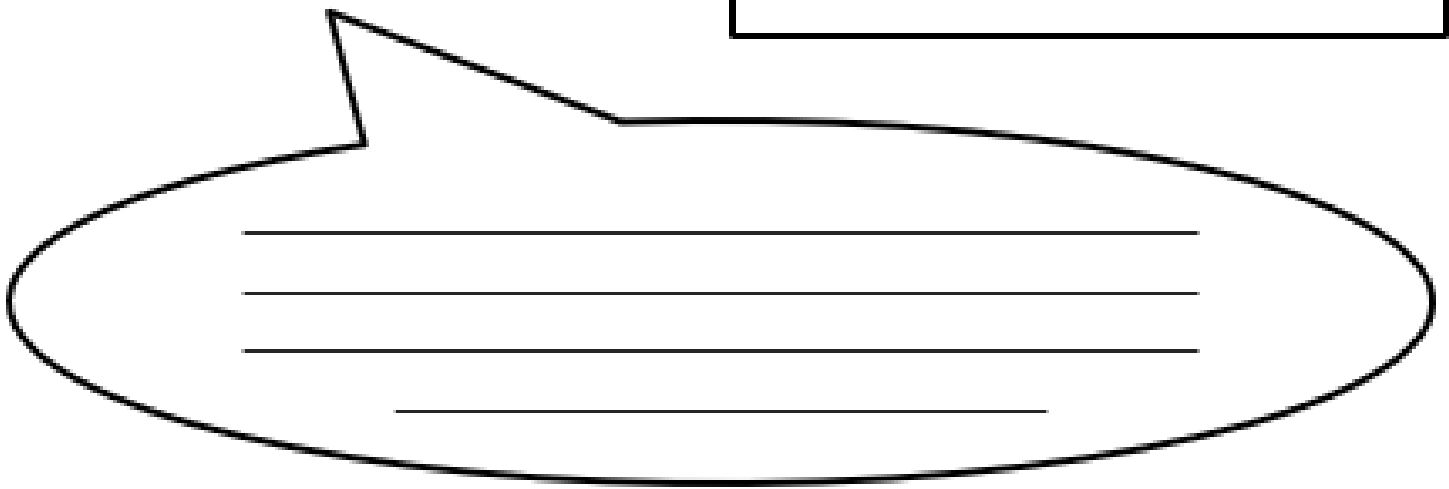


IN THESE SESSIONS:

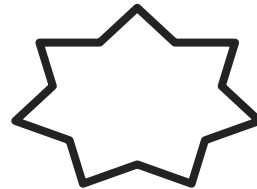
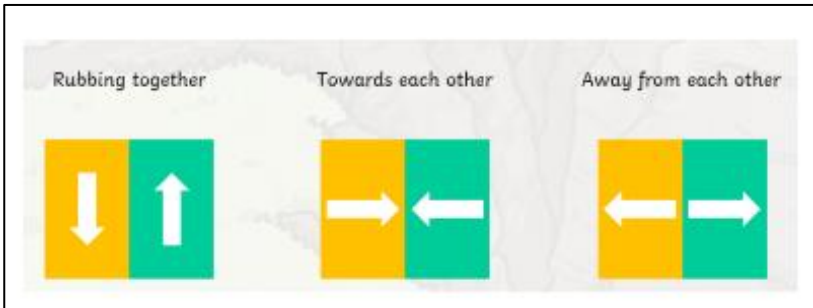
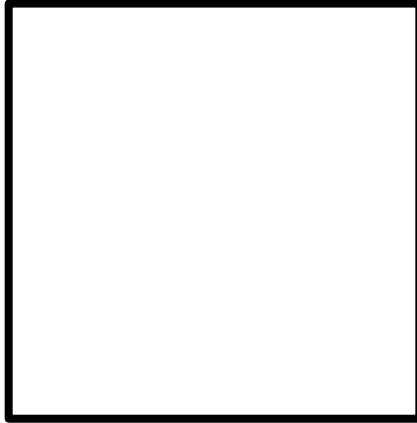
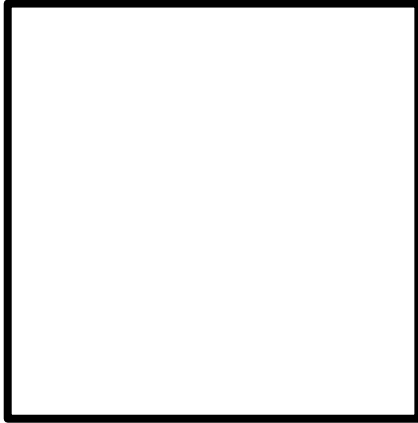
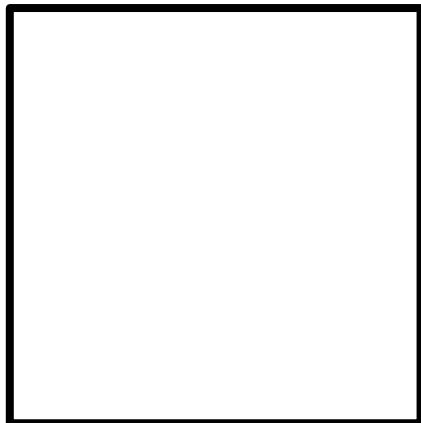
- 1.) Computing
- 2.) Tectonic Plates -
GEOGRAPHY
- 3.) Group together rocks -
SCIENCE
- 4.) Ring of Fire - GEOGRAPHY
- 5.) Living by a Volcano – Letter -
GEOGRAPHY
- 6.) Kindness and Christmas Story
– RE
- 7.) Meaning of Christmas - RE



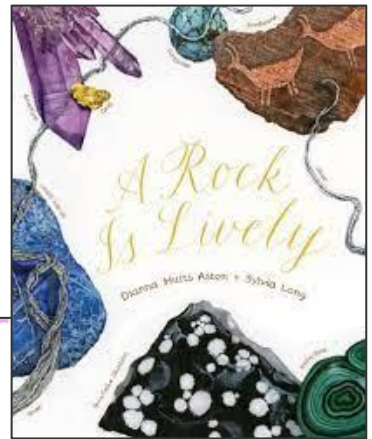
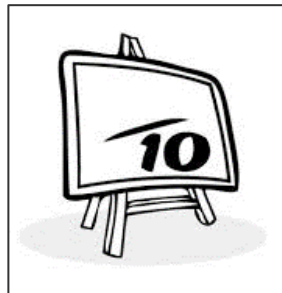
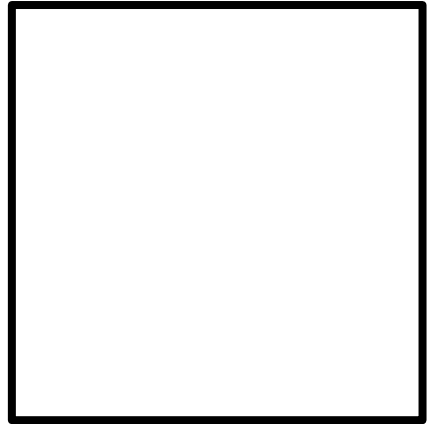
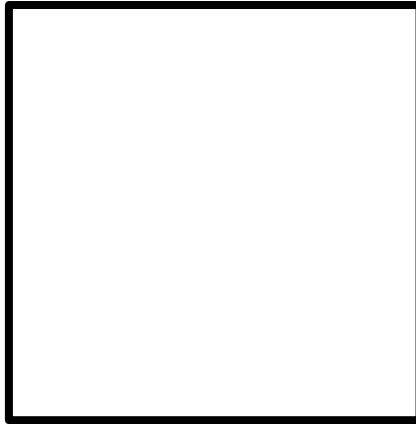
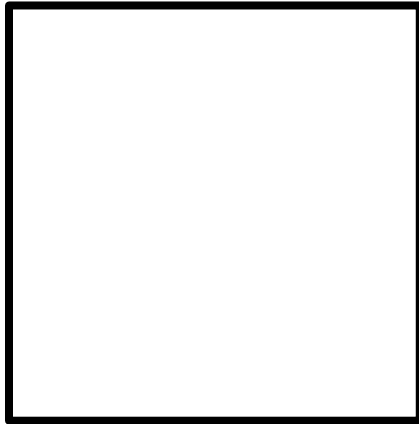
Week 1 - Computing



Week 2 - Tectonic Plates



Week 3 - Rocks



PEO Task: Rocks

All rocks are the same. True or false?

Circle your answer to the question.

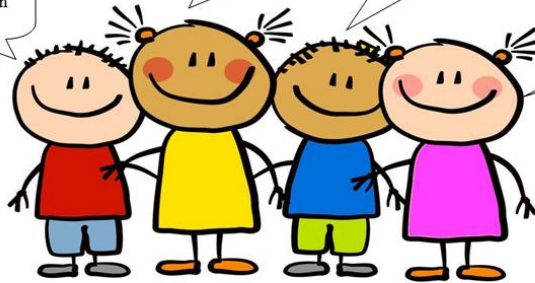
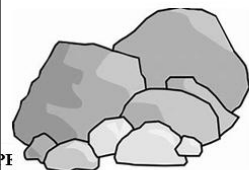
Explain your thinking.
Describe the 'rule' or reasoning you used to make your prediction.

True because all rocks are hard and can not be broken easily.

False because there are two different types of rocks. Some that have layers and some that have gas holes in.

False. There are loads of different types of rocks that are used for different things e.g. bricks, gravestones and stepping stones.

False. There are three different types of rocks.

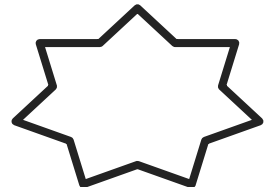


A

B


C


D




Week 4 – Ring of Fire

Key—Type of Volcano

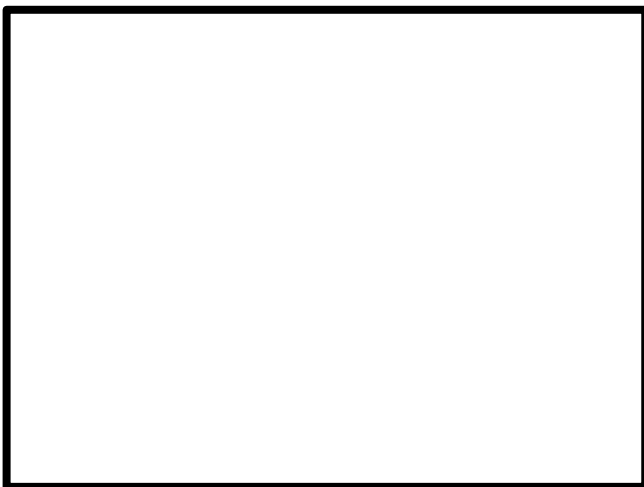
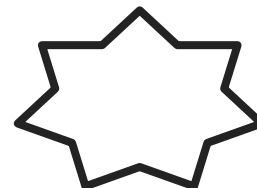
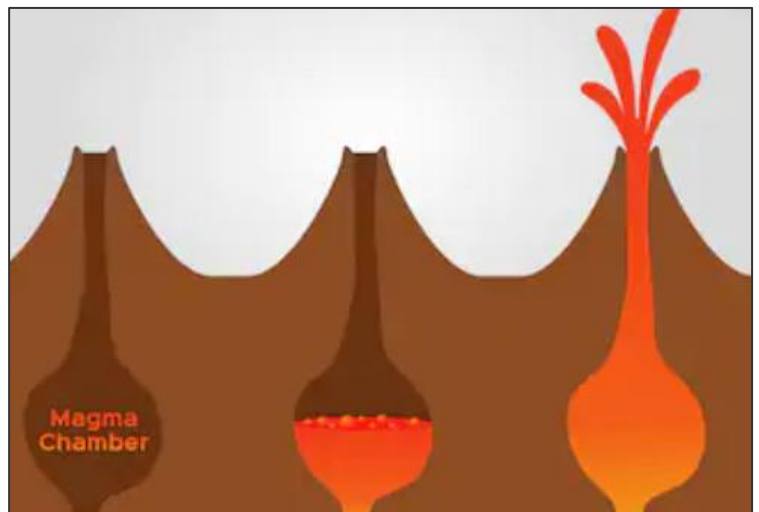
Dormant 

Active 

Extinct 



Types of Volcanoes



Week 5 - Living Near a Volcano









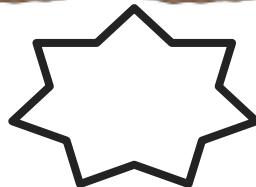




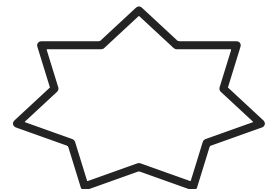
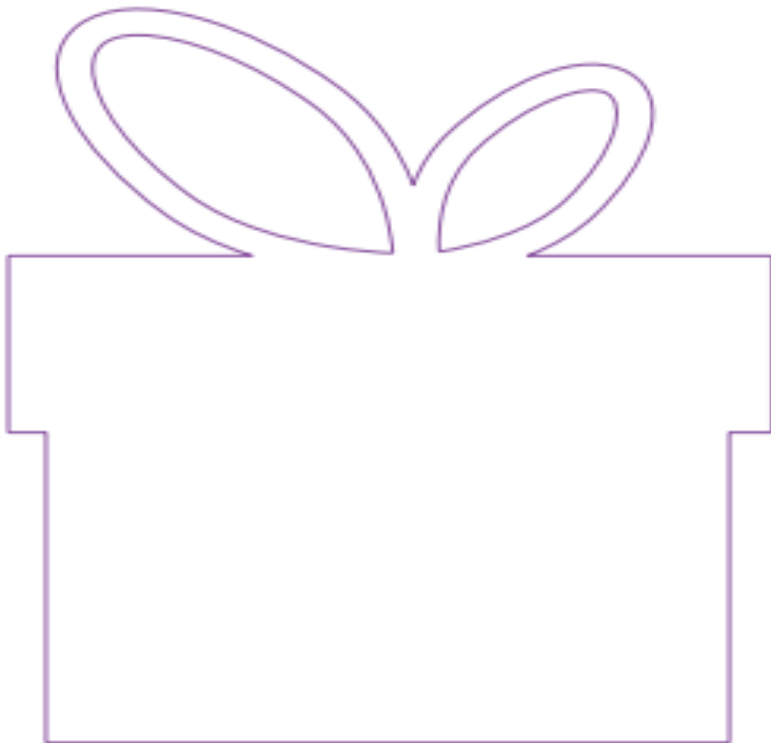








Week 6 - Kindness - Christmas Story

A large speech bubble shape with a black outline, containing four horizontal lines for writing.

Week 7 – Meaning of Christmas

Activity Sheet 2

JigsawRE



Christianity
Activity - Ages 7-8 - Piece 5 - Autumn 2

Some people do not celebrate Christmas because

.....

.....

.....

.....

Christians believe Jesus is

.....

.....

To me Christmas means

.....

.....

Christmas is important to Christians because

.....

.....



At Christmas I

.....

.....

Christians celebrate Christmas by

.....

.....

.....

Does Christmas mean the same to you as it does to Christians?

.....

.....

Has Christmas lost its true meaning? ...

.....

.....

.....

.....



Observing

Questioning



Predicting

Fair Testing



Scientific Skills

Measuring



Recording

Explaining



Reporting & Presenting

Reflection



Being Reflective

COOKING FOOD TASTING

IN THESE SESSIONS:

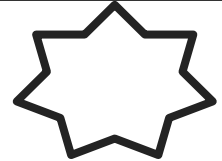
1. Vegetable Bolognese
2. Layers of Earth Cookies
3. Edible Soil
4. Edible Volcano
5. Chocolate Lava Cake
6. Fossil Biscuits
7. Mince Pies

WEDNESDAY

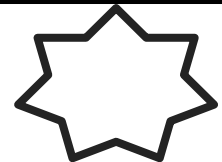




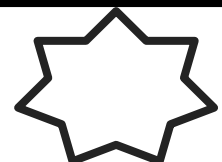
Week 1



Week 2



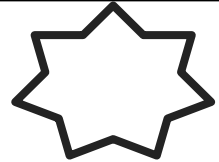
Week 3





Week 4

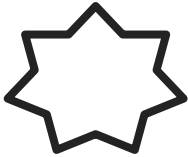
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Week 5

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Week 6



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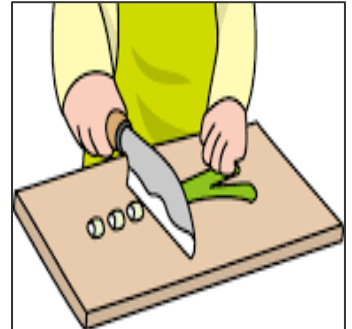
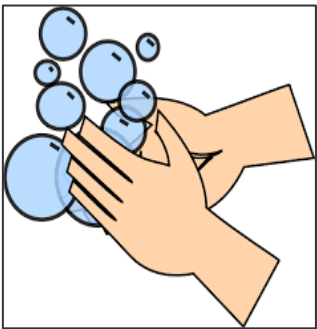


Week 7





Skills



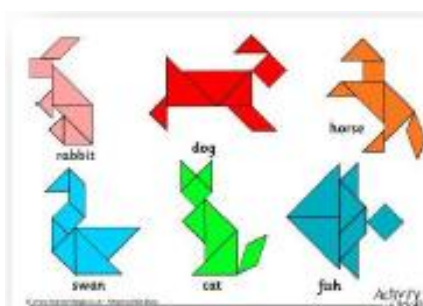
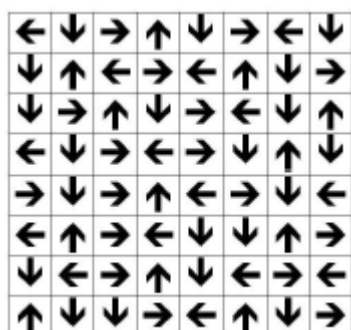
Reflection



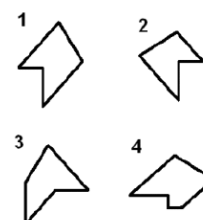
4: Visual-Perceptual Skills



Area of difficulty	Before intervention			After intervention		
	A lot of difficulty	Some difficulty	No difficulty	A lot of difficulty	Some difficulty	No difficulty
Visual Perception						
Able to write without letter reversals						
Can distinguish between b/d, u/v, m/n, r/n, n/h, p/q/g						
Letters evenly sized and spaced						
Letters placed on the writing line						
Writing organised correctly on the page						
Able to copy pre-writing shapes						
Able to recognise and match shapes, letters and objects						
Able to move around without bumping into things						
Able to copy a sequence of shapes/colours in a pattern						
Able to sort items by size/colour						
Understands positional concepts (left/ right/ under/ over/ behind/ in front)						
Understands laterality (left/right)						
Finds hidden pictures						
Keeps his/her place when reading or when copying from board						
Able to construct a 3-D model from a 2-D plan (e.g. Lego from instruction booklet)						



Which shape was cut out of the box?
The shape can be turned.



ART/DT/MUSIC



IN THESE SESSIONS:

1. Tints and Shades- **Structure of Earth Songs**
2. Charcoal and Pencil Volcano Drawing – **Volcano Songs to Describe**
3. Nick Rowland Volcano Art – **Volcano Soundscape**
4. Edible Volcano (See Wed as well)
5. RE Lesson – **Pneumatic System Design**
6. Pneumatic Toy
7. RE Lesson

THURSDAY



Week 2

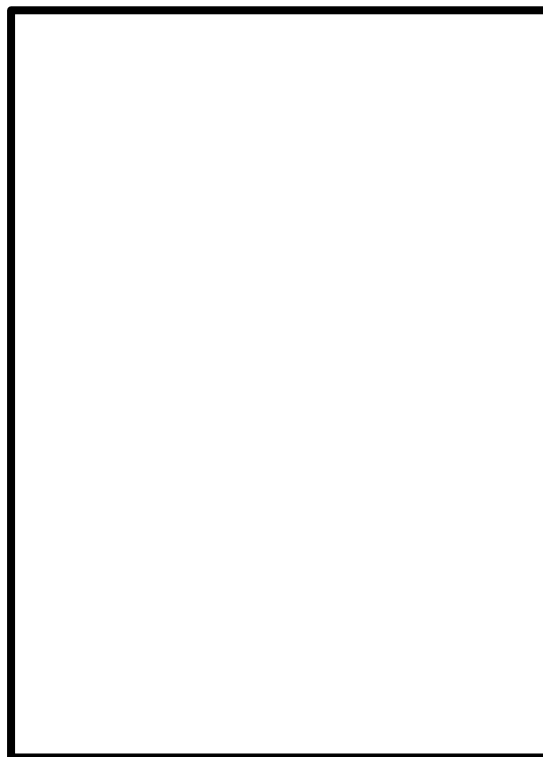


Volcano Songs





Song	Rating	Describe
		
		
		
		
		

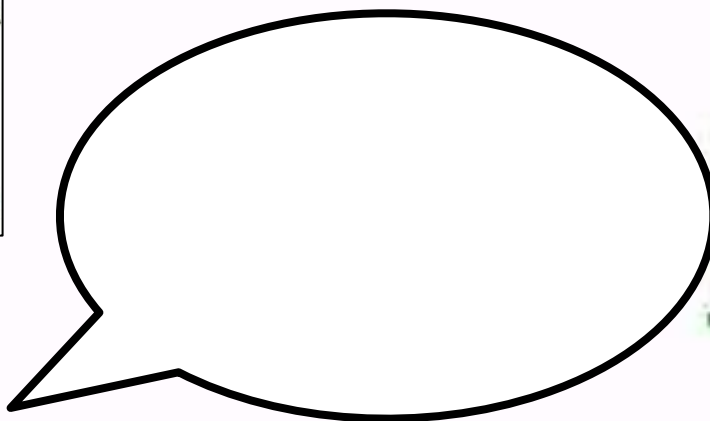


Week 3 - Nick Rowland Art

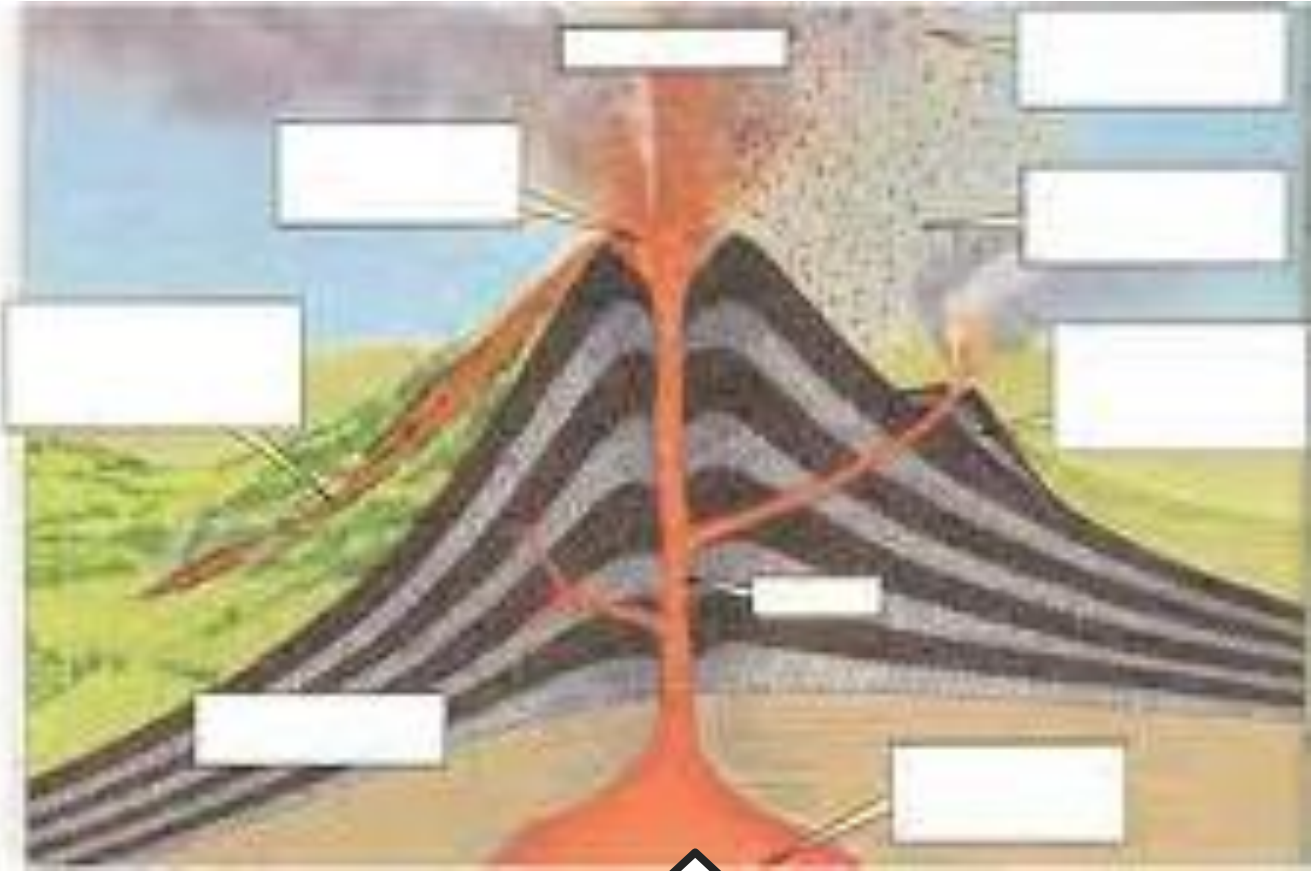


Composition

ADAGIO	Slow	
MODERATO	Medium	
ALLEGRO	Quick	
PRESTO	Very Fast	



Week 4



Facts

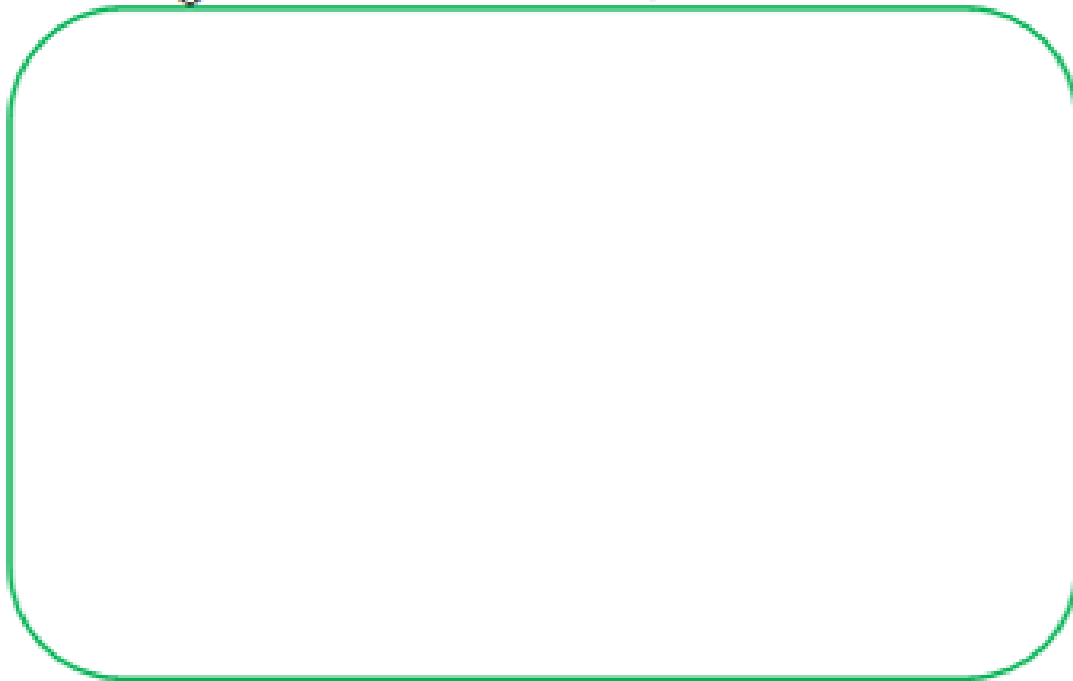




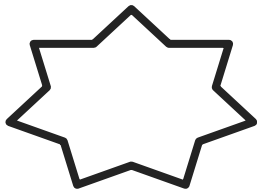
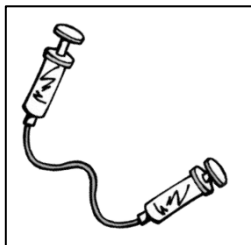




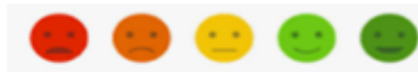
My chosen design with labels:
 syringe air open tube



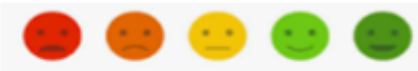
Week 6



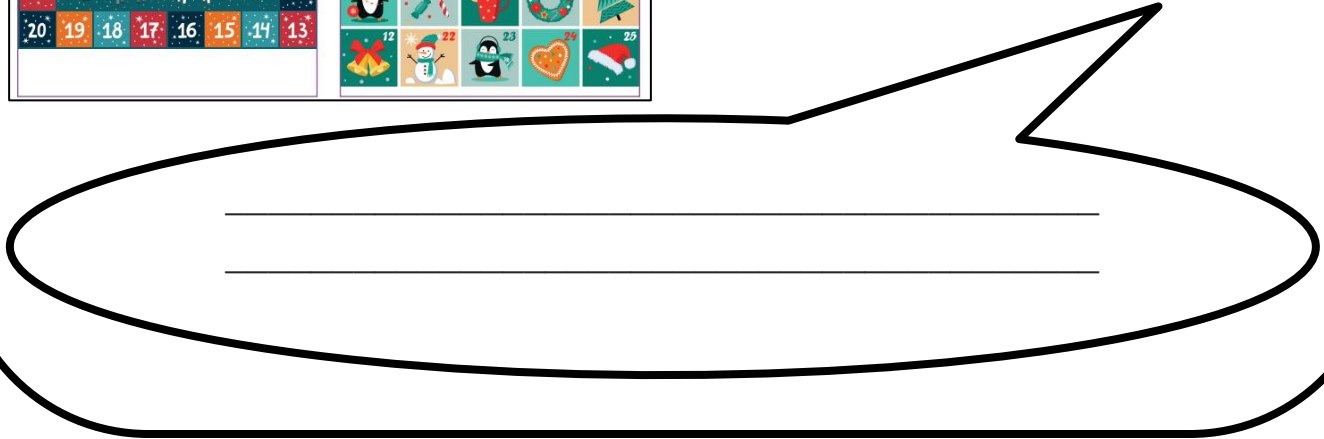
Is the product appealing?



Does the product work well?



Week 7- Christianity – Meaning of Christmas



Reflection



JIGSAW/PE

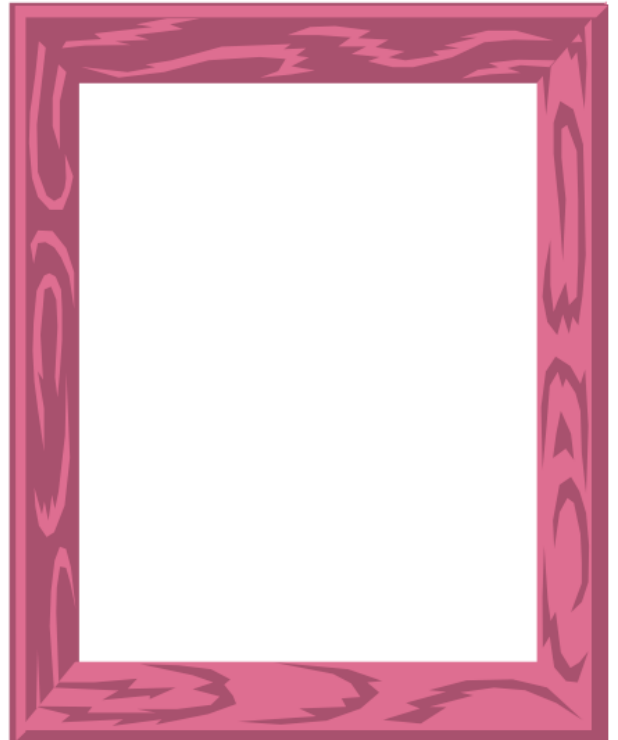
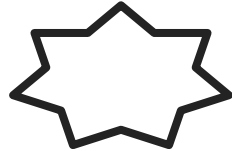
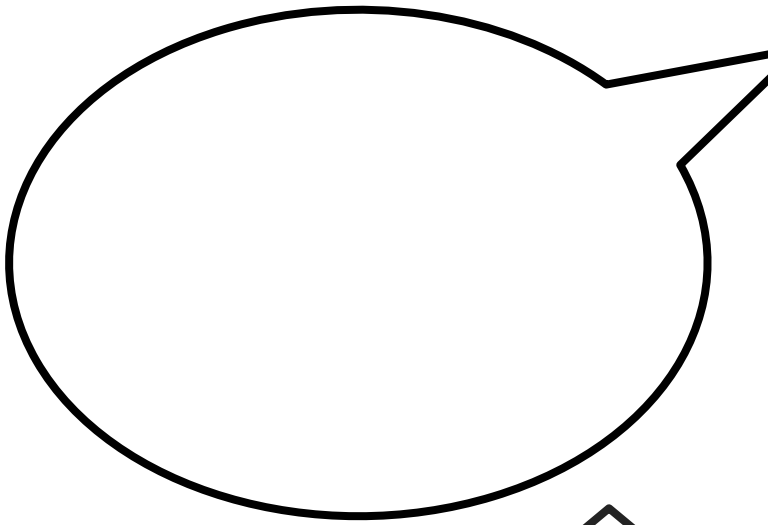
IN THESE SESSIONS:

1. Families
2. Family Conflict
3. Witness and Feelings
4. Witness and Solutions
5. Words that Harm
6. Celebrating Difference –
Compliments
7. Christmas Activities

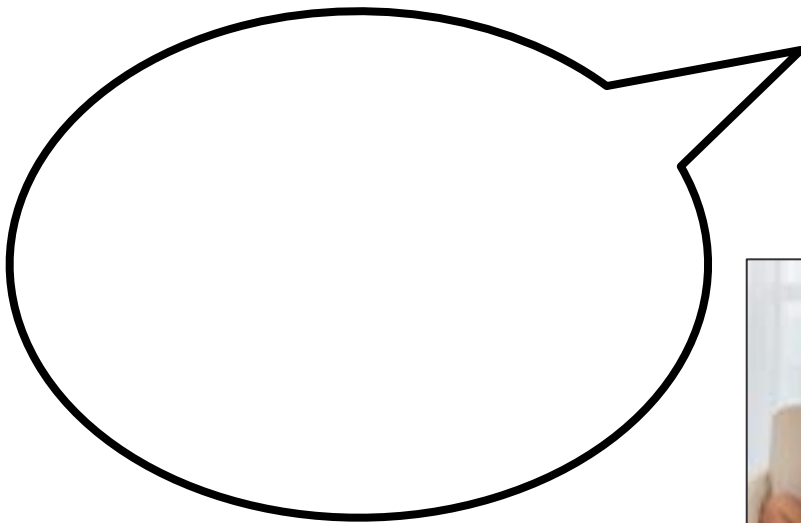
FRIDAY



Facing Challenges



Family Conflict



Witness and Feelings

'Solve it Together' Technique

Step 1 - 'Solve it Together' code

Each person needs to agree to

- Respect each other
- Take turns to speak
- Be honest
- Involve an adult if it is serious
- Want to solve the problem



Step 2 - Hearing both sides of the problem

Each person has the chance to say what he/she thinks happened.



Step 3 - Sharing feelings

Each person has the chance to say how he/she feels about the situation.

Then each person has a chance to say how he/she thinks the other person might be feeling.



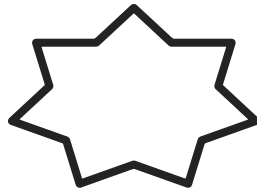
Step 4 - Finding solutions

The people think of what they can do to solve the situation or to make the situation better for them both.

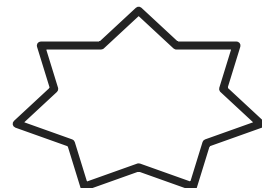
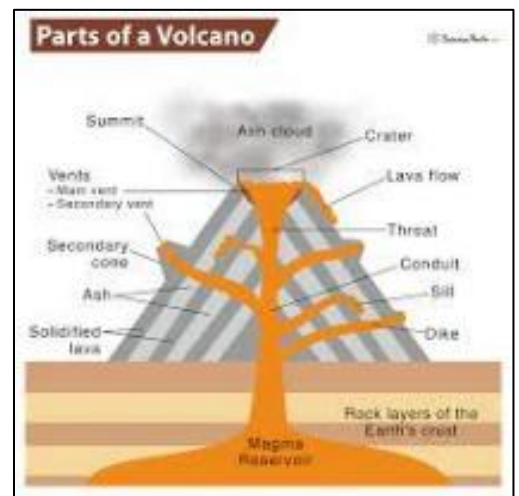


Step 5 - The agreement


They choose a solution and shake hands.



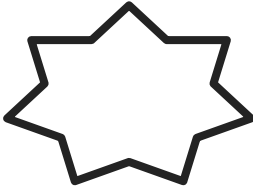
Structure of a Volcano



Witness and Solutions



- Is this bullying?
- Can you tell from the information you have?
- If you don't think it is bullying what might change to turn it into bullying?



I know that witnesses can make the situation better or worse by what they do



I can problem-solve a bullying situation with others

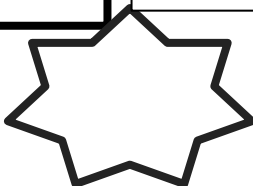


Words that Hurt

I recognise that some words are used in hurtful ways



I try hard not to use hurtful words (e.g. gay, fat)



COMPLIMENTS



Compliment List

From my teacher:

From my friends:

From myself:

From my family:

Compliment Card

To _____

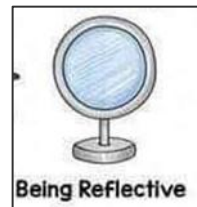
From _____

Compliment Card

To _____

From _____

REFLECTION



Use the following statements to help you evaluate your learning

The most difficult part of today's lesson was ...

To help me understand better, I would like to repeat the bit about ...

With the information that I learnt today, I will now be able to ...

I would like the answer to the following question:

Today, I was able to make progress because ...

After today's lesson, I can now explain ...

I was surprised to learn that ...

The part of the lesson I found the easiest to understand was ...

If I had to set a test based on today's lesson, I would ask the question:

If I were to set homework to build on today's learning, I would tell the students to ...

The biggest obstacle I overcame today was ...

I am proud of myself today because ...

I could have improved my work by ...

I think I am becoming an expert on this topic because ...

I think it is important to remember what I learnt today because ...

If I were to teach this lesson to somebody else, the part I would change would be ...

One thing I think I did really well today was ...

Next time, I would like to learn ...

At the end of the lesson, my confidence level is now ...

I feel that the most important thing I learnt today was ...

If I had to explain this lesson to someone who was absent, I would say ...