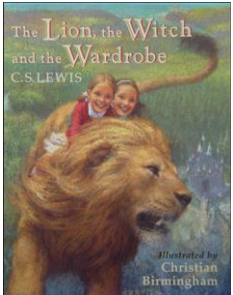


## Curriculum Information –Kingfishers

Term: Autumn 2

Class/Year Group: Two/Three

<b>Inspiration/Theme:</b> A Winter's Tale – The Lion, The Witch and The Wardrobe How easy is it to persuade people?		<b>Curriculum Driver:</b> English/Drama		<b>Outcome of learning:</b> <ul style="list-style-type: none"> <li>• Invitations to persuade parents to attend our Christmas Performance.</li> <li>• Descriptive extracts to use in our performance.</li> </ul>			
<b>Core texts/artefact/film</b>		<b>Provocation -Inspire, Immerse</b>		<b>Display outcomes</b>		<b>Topic specific speaking frames</b>	
The Lion, The Witch and The Wardrobe by CS Lewis Clips from Walt Disney's 'Narnia' (PG) <div style="text-align: center;">  </div>		<b>Hook/Super Starter</b> <ul style="list-style-type: none"> <li>• Immersion first day – transformation of the classroom and a day exploring the book and clips from the film</li> </ul> <b>Trips/Visitors/Marvellous Middle</b> <ul style="list-style-type: none"> <li>• Receiving a letter from Miss Holton asking us to perform at Christmas</li> </ul> <b>Celebration/Fabulous Finish</b> <ul style="list-style-type: none"> <li>• Christmas is Narnia – Our Christmas performance</li> </ul>		<ul style="list-style-type: none"> <li>• Display of published letters sent to parents (with copies of responses if received) along with photos of our performance and art work of the famous lamp post scene from Narnia.</li> </ul>		<ul style="list-style-type: none"> <li>• An argument for is... because...</li> <li>• An argument against is....because...</li> <li>• I understand..., however/due to/but....</li> <li>• Therefore...</li> </ul> <b>Reasons for attending the performance:</b> <ul style="list-style-type: none"> <li>• First...because...</li> <li>• Next...because...</li> <li>• Then...because...</li> <li>• Finally/Eventually/Lastly...because</li> </ul>	
<b>Topic Table</b>		<b>Role play</b>		<b>Maths Challenge table</b>		<b>Home School Links</b>	
<b>Key questions</b> <ul style="list-style-type: none"> <li>• What would you have done if you were Lucy?</li> <li>• Would you go with Mr Tumnus? Why?</li> <li>• Would you go with the witch? Why?</li> </ul> <b>Key images/artefacts</b> <ul style="list-style-type: none"> <li>• Wintery scenes</li> <li>• Pictures taken from the films</li> <li>• Characters names</li> <li>• Book corner set up as Mr Tumus's house</li> </ul> <b>Key vocabulary</b> <ul style="list-style-type: none"> <li>• Characters' names: Aslan, Mr Tumnus, Lucy, Edmund, Peter, Susan</li> <li>• Persuading, exaggerating, emotive</li> </ul>		<b>Theatre/Stage</b> <ul style="list-style-type: none"> <li>• Opportunity for Drama – costumes, dressing up clothes, staging, red curtains</li> <li>• Play scripts to read and perform</li> <li>• Writing frames to create own plays or retell the story of The Lion, The Witch and The Wardrobe</li> </ul> <b>Small World – Hansel and Gretel</b> <ul style="list-style-type: none"> <li>• Retelling the story</li> <li>• Multiple copies of the text</li> <li>• Writing frames – character descriptions and for writing persuasively</li> </ul>		<b>Key questions</b> <ul style="list-style-type: none"> <li>• Mr Tumnus says in Narnia Magical Maths can happen...             <ul style="list-style-type: none"> <li>○ Is it magic? Think of a number. Multiply it by 5. Double it. Add 2. Subtract 2. Halve it. Divide by 5. Have you got back to your original number? Is this magic? Can you work out what happened?</li> </ul> </li> </ul> <b>Key images/artefacts</b> <ul style="list-style-type: none"> <li>• Picture of Mr Tumnus asking the question.</li> <li>• Range of maths resources to solve the question.</li> </ul> <b>Key vocabulary</b> <ul style="list-style-type: none"> <li>• Renaming, subtraction, take away, minus, less than, inverse</li> </ul>		<b>Weekly Home Learning:</b> Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.  Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.  Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.  Can you persuade someone at home to help you complete a task? Which words and phrases did you use to persuade them? Write some of these down to remember for your writing.	

English	Maths (Year 3 Curriculum)	Science	PE
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will write persuasive letters to their family</li> <li>Children will write descriptive extracts from the story</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Summarise the main events in the story</li> <li>Analyse the characters in the story and consider reasons for the way they behave</li> <li>Sequence ideas using paragraphs</li> <li>Link sentences using subordinating conjunctions</li> <li>Describe using adjectives and adverbs</li> <li>Construct noun phrases</li> <li>Plan, proof-read and edit writing</li> <li>Publish writing for a purpose</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers mentally, including: a three-digit number and hundreds.</li> <li>Add and subtract numbers with up to three digits, using formal written methods of column addition</li> <li>Solve problems, including missing number problems, using number facts, place value, and more complex addition/subtraction</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>add or subtract multiples of 100 to/from a 3-digit number</li> <li>add and subtract numbers and rename with 1s and 10s</li> <li>subtract multiples of 10, up to 90, from a 3-digit number</li> <li>subtract with renaming 100s</li> <li>solve addition and subtraction problems using the Bar Model</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will explore ways to group animals based on appearance and movement</li> <li>Children will create models to show how skeletons affect movement in animals</li> <li>Explore the human body and what would happen without a skeleton</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Group animals according to their diet and compare differences between them</li> <li>Compare animals with and without skeletons</li> <li>Find out how different parts of the body have special functions</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create own movements on a weather theme</li> <li>Children will learn the choreography for the Christmas Performance</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Perform basic travelling moves</li> <li>Understand how we use our bodies to travel</li> <li>Explore movement imaginatively to express emotion</li> </ul>
Art	RE	Music	History
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create a colour wheel</li> <li>Children will create winter scene including a lamp post using light and dark hues of one colour</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Mix secondary colours</li> <li>Understand the difference between primary and secondary colours</li> <li>Make different hues of one colour</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will explore creation stories and questions about 'how the world was created'</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Make links between beliefs and sources</li> <li>Explore religious stories and sacred texts</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will perform songs at our Christmas Celebration</li> <li>Children will understand the main features of music from different eras</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Performing together as a group</li> <li>Listening to self and others</li> <li>Learning songs to perform</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will use timelines (with key events on) to explore new vocabulary</li> <li>Children will understand some of the historical context of The Lion, The Witch and The Wardrobe</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Describe events and periods of history using the words BC, AD and decade</li> <li>Order events within a specific time in history</li> </ul>
Computing	PSHE	DT	MFL
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will develop their programming skills using 'Light-Bot'</li> </ul> <p><a href="https://lightbot.com/hocflash.html">https://lightbot.com/hocflash.html</a></p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Explore and create sequences of instructions using a variety of visual tools</li> <li>Create algorithms and predict the output, identifying possible errors</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will consider ways to keep themselves safe</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understand how to stay safe when you are outside your home</li> <li>Consider 'Trust' and decide whether adults need children's help</li> <li>Managing temptation</li> <li>Knowing your family codes</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create a card with a cross stitch design</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Generate and develop ideas through discussion and annotated sketches</li> <li>Select from a range of materials</li> <li>Threading a needle</li> <li>Cross stitch</li> <li>Evaluate outcome against design criteria and identify improvements</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create a French Christmas Card</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>To learn the names of pets and some other animals using j'ai and as-tu.</li> <li>To learn about Christmas celebrations in France, and some Christmas words.</li> <li>To learn about Christmas celebrations in France, and some Christmas words.</li> </ul>

## Maths (Year 2 Curriculum)

### Outcome of learning:

- Add numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones.

### Key Skills:

- Use number bond diagrams
- Use standard column method
- Use number lines
- Solve problems with addition using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- Solve problems with addition applying increasing knowledge of mental and written methods.