


**Curriculum Information – Newts, Robins and Kingfishers**



Term: Spring Term 3

Class/Year Group: Three and Two/Three

Inspiration/Theme: The Iron Man What is the Iron Man feeling?		Curriculum Driver: Science Technology Engineering Mathematics		Outcome of learning: <ul style="list-style-type: none"> <li>Hogarth's Diary – recreation of The Iron Man (for the library).</li> <li>Published Class Fact File – shared with other schools.</li> </ul>			
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes		Topic specific speaking frames	
The Iron Man by Ted Hughes The Iron Giant animation (U) 		<u>Hook/Super Starter</u> <ul style="list-style-type: none"> <li>Whole class Iron Man creation to be made in the first week and displayed in the classroom.</li> </ul> <u>Trips/Visitors/Marvellous Middle</u> <ul style="list-style-type: none"> <li>Trip to Stonehenge.</li> </ul> <u>Celebration/Fabulous Finish</u> <ul style="list-style-type: none"> <li>Parents/carers invited in to share learning.</li> <li>"Showcase of learning".</li> </ul>		<ul style="list-style-type: none"> <li>Display in the library of Hogarth's diary version of The Iron Man.</li> <li>End of term - Art/English learning displayed.</li> <li>Large Iron Man created as a class in first week.</li> <li>Stone Age resources from WSLR.</li> </ul>		<u>Language of description:</u> <ul style="list-style-type: none"> <li>It looks/feels/sounds/smells like .....</li> <li>It appears to be.....because.....</li> <li>It seems to be.....as.....</li> <li>I think it looks like.....due to.....</li> <li>It reminds me of.....because / therefore / meanwhile.....</li> </ul> <u>Language of sequencing:</u> <ul style="list-style-type: none"> <li>First.....because.....</li> <li>Next.....however.....</li> <li>Then.....therefore.....</li> <li>Finally/Eventually/Lastly.....because.....</li> </ul>	
Topic Table		Role play		Maths Challenge table		Home School Links	
<u>Key questions</u> <ul style="list-style-type: none"> <li>Who is he? Where did he come from? How was he feeling when...? How would you feel if....? What is a Space-bat-angel?</li> <li>Is the Iron Man kind? Dangerous? How do you know? Where is your evidence?</li> </ul> <u>Key images/artefacts</u> <ul style="list-style-type: none"> <li>Large Iron Man model/Scrap Yard... playpod.</li> <li>Stone Age - resources from the WSLR.</li> </ul> <u>Key vocabulary</u> <ul style="list-style-type: none"> <li>Scrap yard, Hogarth, Iron Man, machinery, Space-bat-angel, Australia, farmer, hole, scrap metal, tractor.</li> <li>Diary, past tense, chronological order, noun, adjective, noun phrase, adverbs – to order events.</li> <li>Stone age, bronze age, iron age, Neolithic, years, forage, thatched, gather, carving.</li> <li>Attract, repel, poles, north, south, magnet (horseshoe, button, bar), magnetism, pull, push, friction, gravity, force, newtons, strength, contact, resistance.</li> </ul>		<u>Theatre/Stage</u> <ul style="list-style-type: none"> <li>Opportunity for Drama – costumes, dressing up clothes, staging, iron man scenery.</li> <li>Act out the Iron Man story.</li> </ul> <u>Construction</u> <ul style="list-style-type: none"> <li>Lego, knex etc to make scenes from The Iron Man.</li> </ul>		<u>Key questions</u> <ul style="list-style-type: none"> <li>What is..... groups of .....? e.g. <i>what is 4 groups of 8?</i> How do you know? Explain your reasons.</li> <li>Create a sequence that goes backwards and forwards in 4s and includes the number 190. Describe your sequence.</li> <li><b>True or False?</b> When I count in 4s I will say the number 248? Explain your answer.</li> </ul> <u>Key images/artefacts</u> <ul style="list-style-type: none"> <li>Timeline of Stone age – Iron age.... Key events with dates on and a blank time line – can the children order then events according to their dates?</li> <li>Artefacts with info and dates to order.</li> </ul> <u>Key vocabulary</u> <ul style="list-style-type: none"> <li>Time, timeline</li> <li>Multiplication</li> <li>Lots of</li> <li>Equation</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.  Could you keep a diary at home? You could include key events and use adverbs such as first, next, then and finally. This practise will help you when you write Hogarth's diary.	
English		Maths		Science		PE	

<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will write diaries about the appearance of The Iron Man</li> <li>Children will write information texts about Stonehenge, computer programming or forces and magnets</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Explain key events in the story</li> <li>Analyse different characters and explain their thoughts and feelings at different points in the story</li> <li>Explain events from different perspectives</li> <li>Organise and sequence ideas in chronological order</li> <li>Describe using adjectives and adverbs</li> <li>Construct noun phrases to specify</li> <li>Summarise and organise factual information using subheadings and bullet points</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>Children will learn to multiply by 2-digit numbers</li> <li>Children will solve problems involving multiplication and division (using bar models to represent information)</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Multiply and divide 2-digit numbers by a single digit number</li> <li>Multiply and divide with regrouping</li> <li>Solve word problems involving multiplication and division</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will group materials in different ways and explain their thinking</li> <li>Children will enhance their understanding of forces using magnets</li> <li>Children will plan an investigation, test and evaluate their findings</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions</li> <li>Identify similarities and differences</li> <li>Identify which materials attract/repel a magnet</li> <li>Predict whether two magnets will repel or attract</li> <li>Make careful observations</li> <li>Gather, records and classify in a variety of ways</li> <li>Report on findings from investigations</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will perform a range of balances and enhance their agility using a ball</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Explore static and dynamic balances</li> <li>Explain why there are changes to their body during exercise</li> <li>Explain various means to healthy lifestyles – sleep, exercise, food and drink</li> <li>Perform a coordination movement with a ball</li> <li>Explore agility movements with a ball</li> <li>Explore reactions and responses to a ball with agility</li> </ul>
<b>Art</b>	<b>RE</b>	<b>Music</b>	<b>History</b>
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create a series of line drawings inspired by the illustrations in The Iron Man which use colour to show changes in a character's feelings</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Explore line</li> <li>Develop use of line and tone using a mood board</li> <li>Use the work of other artists as an inspiration</li> <li>Apply skills to create a final piece of art work</li> <li>Evaluate and improve work</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 muse excerpts from The Iron Man to compose sound pictures</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Collaborate as a group</li> <li>Listening to self and others</li> <li>Evaluate and improve performance</li> <li>Develop rhythm and tempo</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will learn about changes in Britain from the Stone Age to the Iron Age</li> <li>Children will create a presentation about an aspect of prehistory</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Use timelines to order events</li> <li>Compare and contrast features of the period and own lives</li> <li>Pose and answer historical questions</li> <li>Use various sources of evidence</li> <li>Recognise the role archaeologists have in helping us understand the past</li> </ul>
<b>Computing</b>	<b>PSHE</b>	<b>DT</b>	<b>MFL</b>
<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will develop their programming skills using Lego We Do kits</li> </ul> <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>Evidence algorithms</li> <li>Think through 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 collaborate effectively as part of a group</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Share own ideas with others</li> <li>Show patience when working with others</li> <li>Contribute to a group discussion</li> <li>Give feedback to support others</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will create a simple electrical circuit with a switch to put in an Iron Man model</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understand how simple electrical circuits work</li> <li>Ask relevant questions and answer them with support</li> </ul>	<p><b>Outcome of learning:</b></p> <ul style="list-style-type: none"> <li>Children will continue to explore vocabulary</li> </ul> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Speaking – Through repetition, chants and songs and pair work role play</li> <li>Listening – through listening to video clips of authentic French/classroom instructions</li> <li>Reading – reading words on the whiteboard, and ordering words</li> </ul>