


Inspiration/Theme: Dragon's Den		Curriculum Driver: English and STEM		Outcome of learning: Biographies	
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes	
 <p>Reading Skills</p> <ul style="list-style-type: none"> Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these 		<p><u>Hook/Super Starter</u> Children will be visited by a female speaker to talk about their profession</p> <p><u>Trips/Visitors/Marvellous Middle</u> Children will make 'Smoothie brand' and evaluate ready for pitch</p> <p><u>Celebration/Fabulous Finish</u> Children will pitch 'Smoothie brand' to 'Dragons' at Wingfield</p>		<p>Children will publish biographies electronically and share during our fabulous finish to parents and siblings</p> <p>Children will publish their poems which will be displayed in the corridor</p>	
Topic Table		Reading Area		Home Learning	
<p><u>Key questions</u> What is a biography? Who are biographies written for? What do they tell us? What makes a strong woman? How do you become successful? What is success?</p> <p><u>Key images/artefacts</u> Images from book, images of women in typically male dominated roles, quotes about success, display role models from classes.</p> <p><u>Key vocabulary</u> Business, success, chronology, time adverbs (e.g. Firstly...), occupation, career, entrepreneur</p>		<ul style="list-style-type: none"> Copies of biographies Floor book containing key questions about biographies Quotes to guess which biography it has come from 		<p><u>Key questions</u></p> <ul style="list-style-type: none"> How much change would I get from..... if I spent.....? What is 300p in £s? I have 5 coins that make a total of.... what coins could I have? <p><u>Key images/artefacts</u> Coins, notes, word problems for children to answer, whiteboard for children to write their own word problems on.</p> <p><u>Key vocabulary</u> Pounds, pennies, pence, change,</p>	
				<p>The language of retelling In the beginning..... Subsequently..... I remember that..... With hindsight..... Reflecting upon... In the event that..... Lastly..... In the end..... To conclude / In conclusion / To sum up.....</p> <p>The language of sequencing Firstly.....because/however/therefore/after a while/meanwhile/in addition..... Next.... Then..... Finally.....Eventually.....Lastly.... In conclusion.....</p>	
				<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>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.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.</p> <p>Log on to Times tables Rock Stars and have a practise.</p>	

English	Maths	Science	PE
<p>Outcome of learning: Children will publish a biography and write a poem based on current affairs</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identify features of a biography Possessive apostrophes Subordinating conjunctions Cohesion through paragraphs 	<p>Outcome of learning: Children will recognise money and be able to answer problems relating to change</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Record amounts of money Compare amounts Covert pounds to pence and vice versa Find totals and calculate change 	<p>Outcome of learning: Children will explain, understand and investigate states of matter</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identify whether a material is a solid, liquid and gas Explain the steps of the water cycle (condensation, precipitation, evaporation) Observe that some materials change state when heated or cooled 	<p>Outcome of learning: Children will learn the rules of Rounders and take part in competitive games</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Throwing accurately towards a target Running with correct technique Working as a team and being gracious losers
Art	RE	Music	Geography/History
<p>Outcome of learning: Children will produce a portrait of their chosen role model for their biographies</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Increased control of marks using a range of media Using colour for specific purposes Experimenting with texture including blocking in colour 	<p>Outcome of learning: Children will continue to develop their understanding of what can we learn from stories shared in Christianity, Islam and Judaism.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Share stories from various religions Understand meanings behind each story Identify similarities and differences 	<p>Outcome of learning: Children will be using poetry as a starting place for our musical compositions. Composing sound pictures, 'Midnight Visitors', 'Woodland Haiku'</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Compose our own sound pictures using the percussion instruments Changing the tempo, texture and dynamics in our music to give interest. 	<p>Outcome of learning: Children will compare the role of women from pre-suffragettes to modern times</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Devise, historically valid questions about change of women's roles over time Note connections, contrasts and trends over time and develop the appropriate use of historical terms
Computing	PSHE	DT	MFL
<p>Outcome of learning: Children will produce a label for a smoothie bottle</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Extend knowledge of communication and explain how this is linked to the internet Communicate with others in the classroom electronically 	<p>Outcome of learning: Children will discuss a range of topics and will work towards a final role play performance through a series of scenarios</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Begins to take responsibility for their safety Make lifestyle choices e.g. spend / save Understand about a healthy diet – making healthy choices Keeping safe when out and about 	<p>Outcome of learning: Children will design, produce and pitch a smoothie</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Develop functional appealing designs aimed at a particular group Incorporating computer aided design in a product 	<p>Outcome of learning: Children will discuss types of food in French</p> <p>Key Skills:</p> <ul style="list-style-type: none"> State which foods are health/unhealthy Learn some parts of the body Cultural understanding: to learn about favourite French sports and sporting events Singing – heads, shoulders knees and toes. Writing vocabulary for parts of the body onto a diagram

Year 3 Maths Curriculum
(Kingfishers only)

Outcome of learning:

Children will be able to tell the time using analogue and digital clocks.

Children will begin to apply understanding of money to solve increasingly complex written problems.

Key Skills:

- Be able to recognise different monetary coins and notes.
- Understand how to tell the time to the nearest five minutes.
- Measure time in seconds, minutes and hours.
- Understand how to solve word problems relating to money and time.