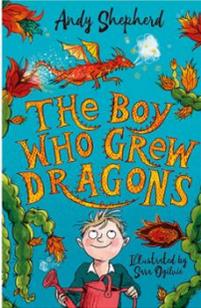
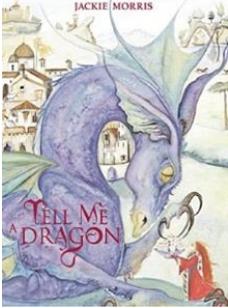


## Curriculum Information

Term: Spring Term 3

Class/Year Group: Year 3

<b>Inspiration/Theme:</b> <b>Dragons</b>	<b>Curriculum Driver:</b> English and science	<b>Outcome of learning:</b> <b>The Grand Opening of The Dragon Sanctuary</b>	
<b>Core texts</b>	<b>Provocations</b>	<b>Display outcomes</b>	<b>Topic specific speaking frames</b>
Andy Shepherd- The Boy who grew Dragons   Jackie Morris –Tell me a dragon Walking with my Iguana – Brian Moses	<b>Hook?</b> <ul style="list-style-type: none"> <li>Children will make a discovery. Children will design, create and test a structure to protect a 'dragon's egg'.</li> </ul> <b>Trips/Visitors/Marvellous Middle</b> <ul style="list-style-type: none"> <li>Jonathan's Jungle Roadshow class visit.</li> </ul> <b>Celebration/Fabulous Finish</b> <ul style="list-style-type: none"> <li>Invite parents and potential real life animal expert for grand opening of dragon sanctuary within classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Dragon art work</li> <li>Photographs from Jonathan's Jungle Roadshow visit</li> <li>Science reports</li> <li>End of term English displayed</li> <li>Dragon eggs topic table</li> </ul>	<b>The language of description</b> It looks/feels/sounds/smells like ..... It appears to be.....because..... It seems to be.....as..... I think it looks like.....due to..... It reminds me of.....because / therefore / meanwhile..... <b>Language of prediction</b> I predict that..... because....however/meanwhile/therefore... I predict that.....as a result of..... After.....I predict that..... The outcome will be... because....
<b>Topic Table/Display</b>	<b>Book corner</b>	<b>Home Learning</b>	
<b>Key questions</b> Long ago the world was full of dragons, but what happened to them? Tell me about your dragon... Where does it come from? How does it behave? What is special/ unique about your dragon? Are dragons' herbivores, carnivores or omnivores? How do you know? <b>Key images/artefacts</b> Twigs/branches to create a nest, model dragon's eggs Pictures of the illustrations from Tell Me A Dragon <b>Key vocabulary</b> Crest, talons, juvenile, curious, leathery, potent, quiver, toothless, valiant, venomous, vicious, agile, and enchanting.	<b>Key questions focusing on inference</b> <ul style="list-style-type: none"> <li>Find and copy a group of words which show that...</li> <li>How do these words make the reader feel? How does this paragraph suggest this?</li> <li>How do the descriptions of ..... show that they are .....</li> <li>How can you tell that.....</li> <li>What impression of ..... do you get from these paragraphs?</li> <li>What voice might these characters use?</li> <li>What was .... thinking when.....</li> <li>Who is telling the story?</li> </ul> <b>Key vocabulary linked to science</b> Carnivore, omnivore, herbivore, invertebrate, vertebrate, skeleton, muscle, exoskeleton, endoskeleton	<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 Record.  We will be setting a Super Six challenge in January but if you find time over the busy Christmas holidays- why not research a dragon from mythology and record in your own way, maybe as a poem or as a dance. You could even make a model.	

English	Maths	Science	PE
<p><b>Key learning:</b> Using Mantle of the Expert approach, children will become Dragonologists; creating reports for a dragon sanctuary, inspired by The Boy who grew a Dragon written by Andy Shepherd and writing poetry to illustrate the dragon that they may have discovered.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Explore language and vocabulary and use it effectively</li> <li>• Describe using adjectives and adverbs</li> <li>• Structure your writing using headings, subheadings and paragraphs</li> <li>• Using the present perfect tense</li> <li>• Plan, proof-read and edit writing</li> <li>• Publish writing for a purpose</li> </ul>	<p><b>Key learning:</b> Children will continue developing their understanding of multiplication and division using 2 digit numbers Children will learn to estimate and accurately measure length and mass. Solve problems involving length and mass. Explain different ways to measure length, including centimetres, metres and kilometres.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Decomposition and regrouping in multiplication and division</li> <li>• Use centimetres and metres to measure length.</li> <li>• To convert from metres to kilometres and metres.</li> <li>• Use grams and kilograms to measure mass.</li> <li>• To convert from grams to kilograms.</li> </ul>	<p><b>Key learning:</b> The children will learn all about the function an animals' skeleton, identifying animals that are vertebrate or invertebrate. The y will also be able to explain what the terms exoskeleton and endoskeleton mean.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Understand that different animals have different nutritional needs.</li> <li>• Comparing animals with and without skeletons.</li> <li>• Understand that different parts of the body have special functions.</li> <li>• Use modelling to create a skeleton model using split pins to show joints.</li> </ul>	<p><b>Key learning:</b> The children will create a dance performance to perform to their own class as an audience. With Mr Potter they will continue to build on their skills in Gymnastics.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Create basic movement patterns within a group</li> <li>• Respond to stimuli verbally and through movement.</li> <li>• Move with a partner using tension, force and weight</li> <li>• Evaluate each other's performances</li> <li>• Jump on and off equipment safely</li> <li>• Actively ensure their own and others safety</li> <li>• Explain what something or someone is working/performing well</li> </ul>
Geography	History	Computing	DT
	<p><b>Key learning:</b> The children will use historical vocabulary to describe and sequence events</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Sequencing famous dragons using a timeline.</li> <li>• Describe events and periods using the words: BC, AD, and decade</li> </ul>	<p><b>Key learning:</b> The children will continue to develop their programming skills and create a Dragon Game for another class to play.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Children will explore and create sequences of instructions using a variety of visual tools</li> <li>• Children will think through algorithms and predict the output, identifying possible errors.</li> </ul>	<p><b>Key learning:</b> The children will design, create and test a structure to protect a 'dragon's egg'</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Generate and develop ideas through discussions</li> <li>• Research and design functional products that are fit for purpose</li> <li>• Explore different ways to strengthen, stiffen and reinforce simple structures</li> <li>• Test products against the design criteria and consider how to improve it</li> </ul>

PSHE	RE	MFL	Art	Music
<p><b>Key learning:</b> The children will develop their understanding and use correct vocabulary to name different body parts.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Describe differences between males and females</li> <li>Consider touch</li> <li>Know that a person has the right to say what they like/dislike</li> </ul>	<p><b>Key learning:</b> The children will continue to explore symbols and beliefs from different religions.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Make links between different religions, beliefs and symbols</li> <li>Discussing symbols personal to us</li> </ul>	<p><b>Key learning:</b> The children will start to use adjectives to describe a familiar story; say whether they like it or not and ask others their opinion.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Read and learn 'The Hungry Caterpillar' using descriptive French words</li> <li>Listen and respond to instructions in French.</li> <li>Children will count to 30 and become confident with using days of the week in the context of a story</li> </ul>	<p><b>Key learning:</b> The children will create a water colour painting of their dragon demonstrating texture and tone.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Sketchbook work involving texture and tone</li> <li>Create a mood board inspired by Jackie Morris</li> <li>Use our skills and imagination to create a piece of art work</li> <li>Evaluate and improve our work.</li> </ul>	<p><b>Key learning:</b> The children will learn to distinguish between major, minor and pentatonic scales and play melodies on pitched percussion based on the Pentatonic scale. The children will listen to music from China and become skilful at improvising their own tunes using the 5 note scale.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Successfully play a Pentatonic excerpt on a pitched percussion instrument.</li> <li>Improvise a simple melody using CDE G and A</li> <li>Play a Drone to accompany the improvisations.</li> <li>Perform as a class, record and evaluate.</li> </ul>