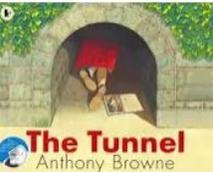
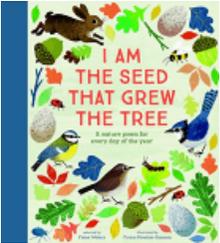
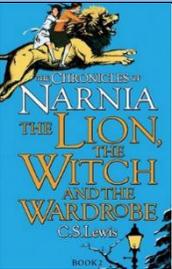


Curriculum Information

Term: Autumn Term 2

Class/Year Group: Year 3



Inspiration/Theme: Where will your portal take you	Curriculum Driver: English	Outcome of learning: Portal Stories	
Core texts/artefact/film		Display outcomes	
<div style="display: flex; justify-content: space-around;">    </div> <p>The Lion, The Witch and The Wardrobe by CS Lewis. The Tunnel by Anthony Browne. Winter poems by Nicola Davies- A First Book of Nature- Snow Song. Winter Poems from I Am the Seed. Diamond Poem by John Foster. Snowflakes by Leroy F Jackson. Snowflakes by David McCord. Winter Days by Gareth Owen.</p>		Display of published stories and non-chronological report about an undiscovered area within Narnia. Photos of our performance and artwork of the famous lamp post scene from Narnia.	Topic specific speaking frames <u>The language of persuasion</u> It looked/felt/sounded/smelt like It appeared to be.....because..... It seemed to be.....as..... I thought it looked like.....due to..... It reminded me of.....because.....
Provocation -Inspire, Immerse		Hook? Stunning Start	
		A strange tunnel will appear in the classroom. The adult will explore first and come out with an object and describe where they've just been. The children can then crawl through a 'tunnel' in the classroom to a different land.	
Trips/Visitors/Marvellous Middle		Celebration/Fabulous Finish	
		Trip to the woods to immerse children in 'Narnia' setting. 'Our Christmas performance.	
Topic Display	Reading	Home School Links	
<u>Key questions</u> What makes a good leader? What can you see? How do you feel? If you were the king or queen what would you do? <u>Key images/artefacts</u> Wintery scenes, pictures taken from the films, characters and names etc. <u>Key vocabulary</u> Characters names, winter, seasonal, royalty, noble, magical.	Children will read a non-fiction text linked to evacuation. Children will read poems about cold/ winter settings. Children will read The Lion, The Witch and The Wardrobe and develop comprehension skills through book talk.	Weekly Home Learning: 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 new Super Six Challenge the first week back, but if you want to get started early why not research a dragon from the past and record in your own way, maybe as a poem or as a dance. You could even make a model. Please use Hit the Button and Times Table Rock Stars to practise number bonds and 2, 5, 3 and 10 times tables.	

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Maths	English	Science	PE
<p><u>Outcome of learning:</u> Children will be exposed to a range of methods of both multiplication and division and will be able to apply these skills within written word problems. Children will begin to multiply and divide 2 digit numbers and will be able to regroup and rename numbers.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Multiplying and dividing numbers by 3,4 and 8. • Multiplying and dividing 2 digit numbers, regrouping and renaming when necessary. • Solving word problems that include multiplication and division. <p><u>Key Vocabulary:</u> Multiply, divide, equal to, groups of, method, product.</p>	<p><u>Outcome of learning:</u> Children will create a portal story based on the story of 'The Tunnel' by Anthony Browne. Children will Talk For Write a non-chronological report about Narnia. They will write their own versions of a very similar snowy land, beyond the mountains in Narnia, with different characters and settings.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Sequence ideas using paragraphs and link our sentences using subordinating conjunctions. • Build a rich and varied vocabulary and an increasing range of sentence structures. • Assess effectiveness of own and others writing and suggest improvements. <p><u>Key Vocabulary:</u> Subordinating conjunctions, coordinating conjunctions, tense, adverbs of time, prepositions, exclamation sentence, expanded noun phrase, comma, paragraph, structure, punctuation, apostrophe for contractions, prefix, suffix.</p>	<p><u>Outcome of learning:</u> Children will use scientific vocabulary to explain what different forces are and how they act (contact/no-contact) and will describe explain how magnets work.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Ask relevant questions and use scientific enquiry to answer them. • Identify differences, similarities or changes related to simple scientific ideas. • Compare and group together a variety of materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. • Know that magnets have two pole and predict whether two magnets will attract or repel. • Make careful observations. • Gather, record and classify in a variety of ways. <p><u>Key Vocabulary:</u> Magnet, force, pull, push, attract, repel, balanced, unbalanced, magnetic, non-magnetic, material.</p>	<p><u>Outcome of learning:</u> Children will understand rules and participate in modified versions of tag rugby.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Applying catching to changing environments, like moving to a catch • Respect simple rules in an independent situation • Understand simple tactics such as attacking and defending in modified sports. <p><u>Key Vocabulary:</u> Catch, throw, ball, tactics, tactics, dodge, attack, defend, intercept, tag.</p>

Curriculum Information

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Art	RE	Music	Geography
<p>Outcome of learning: Children will create a piece of Narnia lamppost artwork, using size and colour hues to create depth.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Create a colour wheel and explain primary and secondary colours. • Explore making different hues of 1 colour. • Develop understanding of perspective • Draw objects of varying sizes to create depth in a picture. <p>Key Vocabulary: perspective, tone, colour, depth, lighter, darker, sketch, hue</p>	<p>Outcome of learning: Children will learn about what Christians believe about God and incarnation.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Explore what is written in the Bible. • Understand events that happen through the story of Jesus. • Explore church buildings. • Understand Baptism as a religious ceremony. <p>Key Vocabulary: Christianity, Baptism, church, religion, faith.</p>	<p>Outcome of learning: Children will prepare songs that form part of the Christmas storytelling event based around a 'Winter's Journey' and 'Narnia'. Children will gain confidence playing the recorder with additional notes learnt and inclusion of more complex rhythms.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Learn three songs that link to the class topic. • Sing confidently including actions to convey the story. • Perform as a team in front of an invited audience at the Christmas event. 	<p>Outcome of learning: Children will use eight compass points to describe the location of capital cities within the British Isles and develop knowledge of England, Scotland, Wales and Ireland through hands- (or feet-) on activities.</p> <p>Create a map of the Narnia forest, based on fieldwork from our visit to the woods.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Use eight compass points to describe the location of capital cities within the British Isles • Develop knowledge of England, Scotland, Wales and Ireland through hands-on activities. • Know which countries make up the British Isles • Describe the location of different parts of the British Isles <p>Key Vocabulary: key, map, North, East, South, West, compass, grid, symbols, direction, scale, British, Isles</p>
Computing	PSHE	DT	MFL
<p>(Light touch Digital Literacy during class assemblies)</p>	<p>Outcome of learning: Children will know how to keep safe</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Understanding of different roles in the community • Understanding firework/ bonfire safety • Identify key people who are responsible for keeping them safe and healthy. <p>Key Skills: healthy, help, safe, risk, decisions, choices, roles, responsibility, community</p>		<p>Key learning: Children will speak and respond to simple sentences and greetings. Children will use pictures to memorize French words in a story.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Listening to pronunciation and key words. • Understand that grammar changes for masculine and feminine words. • Develop fluency and pronunciation. <p>Key Vocabulary: Je m'appelle, Ca va? Et toi? Tres bien, Comme si, comme ca, un/une</p>
History			

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