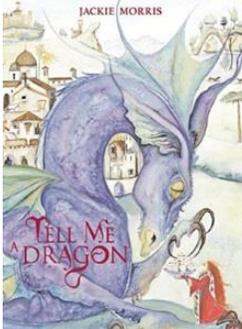
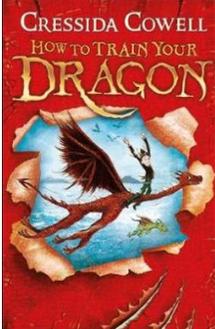


Curriculum Information,

Term: Spring Term 1 Class/Year Group: 3 Robins and Woodpeckers

<p>Inspiration/Theme: Dragons Tell me about your dragon...</p>	<p>Curriculum Driver: English</p>	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Published Collection of expert Dragonologist articles for a specialist magazine (driven through Mantle of the Expert). Information poster about our Dragon 	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
 	<p>Hook/Super Starter Children will make a discovery. Children will design, create and test a structure to protect a 'dragon's egg'.</p> <p>Trips/Visitors/Marvellous Middle The children will become part of a company of Dragonologists writing as experts for a specialist Dragon Magazine.</p> <p>Celebration/Fabulous Finish Another class will be invited to visit to play our Dragon Games. We will showcase of our learning for parents/carers.</p>	<p>Illustrations from Tell Me A Dragon by Jackie Morris – with questions. End of term English and Art displayed Dragon eggs topic table.</p>	<p>Language of description: <i>It looks/feels/sounds/smells like</i> <i>It appears to be.....because.....</i> <i>It seems to be.....as.....</i> <i>I think it looks like.....due to.....</i> <i>It reminds me of.....because / therefore / meanwhile.....</i></p> <p>Language of prediction - Science/DT: <i>I predict that.....</i> <i>because....however/meanwhile/therefore...</i> <i>I predict that.....after.....</i> <i>I predict that.....as a result of.....</i> <i>This is probable because...and.... are different in that....</i> <i>After.....I predict that.....</i> <i>The outcome will be... because...</i></p>
Topic Table	Role play	Maths Challenge table	Home School Links
<p>Key questions 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?</p> <p>Key images/artefacts Twigs/branches to create a nest, model dragon's eggs Pictures of the illustrations from Tell Me A Dragon.</p> <p>Key vocabulary Crest, talons, juvenile, curious, leathery, potent, quiver, toothless, valiant, venomous, vicious, agile, enchanting. Carnivore, omnivore, herbivore, invertebrate, vertebrate, skeleton, muscle, exoskeleton, endoskeleton.</p>	<p>Dragonologist's Desk Dragon reports Maps Magnifying glass/microscope Collection of dragon's eggs.</p>	<p>Key questions Length and mass word problems Additional challenges How many ways can you measure a dragon? How do you know which dragon is heavier? Could you use resources to help you?</p> <p>Key images/artefacts Rulers, tape measures, scales Flipchart examples from our learning Measuring cylinders/beakers, different sized bottles – in preparation for next chapter.</p> <p>Key vocabulary Word problem, length, mass, bar models measurement, longer, shorter, heavier, lighter.</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>

English	Maths	Science	PE
<p>Outcome of learning: Using Mantle of the Expert approach, children will then become Dragonologists writing for a specialist Dragon Magazine. They will write information texts about their individual creatures inspired by ‘How to Train your Dragon’. Children will write a non-chronological information poster about their dragon.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Explore language and vocabulary and use it effectively. • Describe using adjectives and adverbs. • Structure your writing using headings, subheadings and paragraphs. • Using the present perfect tense. • Plan, proof-read and edit writing. • Publish writing for a purpose. 	<p>Outcome of learning: Children will learn to estimate and accurately measure length and mass. Children will solve problems involving length and mass. Children will learn to explain different ways to measure length, including centimetres, metres and kilometres.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Use centimetres and metres to measure length. • To convert from metres to kilometres and metres. • Use grams and kilograms to measure mass. • To convert from grams to kilograms. 	<p>Outcome of learning: Children will describe the function of an animal’s skeleton. Children will learn to identify animals that are vertebrate or invertebrate. Children will explain what the terms exoskeleton and endoskeleton mean. Children will create their own skeleton model using split pins to show joints.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Understand that different animals have different nutritional needs. • Comparing animals with and without skeletons. • Comparing how different animals move. • Understand that different parts of the body have special functions. 	<p>Outcome of learning: The children will choreograph a dance performance in groups The children will build on their gymnastics skills</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Create basic movement patterns within a group. • Respond to stimuli verbally and through movement. • Move with a partner using tension, force and weight. • Evaluate each other’s performances. • Jump on and off equipment safely. • Actively ensure their own and others safety. • Explain what something or someone is working/performing well.
Art	RE	Music	Geography/History
<p>Outcome of learning:</p> <ul style="list-style-type: none"> • Children will create a water colour painting of their dragon demonstrating texture and tone. <p>Key Skills:</p> <ul style="list-style-type: none"> • Use pencil line to show texture. • Use the work of other artists as an inspiration. • Use our skills and imagination to plan and create a final piece of art work. • Apply skills to create a final piece of art work. • Evaluate and improve work. 	<p>Outcome of learning: Children will explore symbols and actions from different religions</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Make links between different religions, beliefs and symbols. • Discussing symbols that are personal to us. 	<p>Outcome of learning: Children will use the programme ‘Groovy Jungle’ on the laptops to explore and compose different mixes.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Explore different timbre and structure. • Compose. • Listen and evaluate each other’s mixes. 	<p>Outcome of learning: Children will learn about geographical similarities and differences through the study of physical and human geography of a region of the UK. Children will describe events and periods using the words: BC, AD, and decade.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Identifying counties on a map. • Sequencing famous dragons using a timeline.
Computing	PSHE	DT	MFL
<p>Outcome of learning: Children will continue to develop their programming skills and create a Dragon Game for another class to play.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Children will explore and create sequences of instructions using a variety of visual tools. • Children will think through algorithms and predict the output, identifying possible errors. 	<p>Outcome of learning: Children will be able to name body parts.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Describe differences between males and females. • Consider touch. • Know that a person has the right to say what they like/dislike. 	<p>Outcome of learning: Children will design, create and test a structure to protect a ‘dragon’s egg’.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Generate and develop ideas through discussions. • Research and design functional products that are fit for purpose. • Select from a range of materials and components. • Explore different ways to strengthen, stiffen and reinforce simple structures. • Test products against the design criteria and consider how to improve it 	<p>Outcome of learning: Children will be able to name different foods; say whether they like it or not and ask others their opinion. Children will count to 30, be more confident with days of the week and learn to say and recognise months of the year.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Begin to be aware of the use of the definite article. • Repeat new words through chants, songs and role play. • Read and order French words . • Listen and respond to instructions in French.