

Curriculum Information

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

<p>Inspiration/Theme: India What makes people unique?</p>	<p>Curriculum Driver: Geography/Art</p>	<p>Outcome of learning: Indian stories, artwork, food and dance to share at Diwali celebration.</p>	
<p>Core texts/artefact/film</p>	<p>Provocation -Inspire, Immerse</p>	<p>Display outcomes</p>	<p>Topic specific speaking frames</p>
<div data-bbox="159 405 387 703" data-label="Image"> </div> <p>Cinnamon by Neil Gaimon Extracts from The Jungle Book by Rudyard Kipling</p>	<p><u>Hook/Super Starter</u> First day – ‘We’re going on a trip, what do you need?’ Objects from the library – interactive display.</p> <p><u>Trips/Visitors/Marvellous Middle</u> Immersive experience linked to poetry</p> <p><u>Celebration/Fabulous Finish</u> Evening Diwali celebration – families invited to share in our learning about India and the Hindu festival of Diwali. Indian bedtime stories read to younger siblings.</p>	<p>Published story books to share with younger siblings during Diwali celebration evening.</p> <p>Rangoli artwork to use as illustrations for the stories.</p> <p>Compose poems to perform to the class.</p>	<p>I agree / disagree because..... I think..... because.... and also because..... However.....and.....are similar because.....and.....are different in that..... I understand however/ due to / but / therefore ... I accept your decision however I feel / believe..... because / as / due / to...</p> <p>Language of retelling: Meanwhile..... Later on..... Eventually</p> <p>I remember that..... Then.....happened... During..... Lastly..... In the end.....</p>
<p>Topic Table</p>	<p>Role play</p>	<p>Maths Challenge table</p>	<p>Home Learning</p>
<p><u>Key questions</u> What makes people unique? How is this celebrated? Where is India? How is it different to Trowbridge? What do Hindus believe? What do you believe? Does everyone believe the same?</p> <p><u>Key images/artefacts</u> Saris, bells, art work, clothing, scarves. Resources from SWLR. Images of Indian locations and animals.</p> <p><u>Key vocabulary</u> India, beliefs, Hinduism, Diwali, cultures.</p>	<p><u>Key questions</u> Investigating light Story telling tent</p> <p><u>Key questions</u> What happens if.....? What happens next? How are the characters feeling? Where is the story set?</p> <p><u>Key images/artefacts</u> Light resources: mirrors, torches, rocks, different surfaces, different materials, traditional stories</p> <p>Masks, dressing up clothes, puppets, story writers book, non-fiction books etc.</p>	<p><u>Key questions</u> Preparing for Diwali festival questions.</p> <p><u>Key questions</u> How many candles will you need if...? What is partitioning? How do you decompose a number? Describe three different ways to add two numbers. How far can you count in 4s? What patterns can you see?</p> <p><u>Key images/artefacts</u> Counting objects</p> <p><u>Key vocabulary</u> Altogether, How much, Difference Less , More, Decompose, Partition, Column, Word Problem</p>	<p>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 Maths Facts in a Flash and have a practise. The children will continue to be tested each week.</p>

English	Maths	Science	PE
<p>Outcome of learning: Narrative: Children will create an adaptation of an Indian tale and will publish their work into a book. Poetry: Having been immersed in a Jungle setting, children will create a sensory poem which will be performed to their peers.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identify the main events of the story. To explain and justify reasons. Compose questions. Sequence and structure ideas for a story. Describe using expanded noun phrases that describe and specify. Apply inverted commas to punctuate speech. Use a range of conjunctions (subordinating and coordinating) Evaluate, edit & publish writing for an audience. Collect ideas for writing and identify synonyms. Perform poems to an audience, listen to others’. 	<p>Outcome of learning: Numbers to 1000: Children will be able to identify, compare, order and decompose numbers up to 1000. Addition and Subtraction: Children will be exposed to a range of differing methods of both addition and subtraction and will be able to apply these skills within written word problems.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Counting in 100s, 50s 10s and 1s. Compare and order numbers using place value. Sequence numbers. Counting in 3s, 4s and 8s. Apply basic addition knowledge to 2 digit and 3 digit numbers. Renaming numbers within addition/ subtraction. Apply basic subtraction knowledge to 2 digit and 3 digit numbers. Use bar models to support addition/subtraction. 	<p>Outcome of learning: Children will perform a shadow puppet show, following research on the best light sources and materials to use.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identify that light is reflected from some surfaces. Explain that light travels from a light source. Describe how shadows are formed and change. Design and evaluate an experiment to test optimum light conditions for a shadow puppet show. 	<p>Outcome of learning: Dance – Children will learn a Bollywood dance to perform to Parents for Fabulous Finish. Football – Children will learn the correct arm and leg action for sustained runs, while playing football</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Arrange and sequence a number of movements into a dance. Construct a dance to accompany a specified beat. Discuss what changed happen to my body when I exercise, and why. Understand why we need to respect another person’s opinions and beliefs. Perform the correct arm and leg action for sustained runs.
Art	RE	Music	Geography/History
<p>Outcome of learning: Children will create their own Rangoli artwork to share as part of our fabulous finish.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Use a range of media to create marks and line. Explore variations in tone using a range of media. Study pattern to generate ideas. 	<p>Outcome of learning: Children will learn about the symbolism of light and darkness and the different ways religious people use these symbols</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Describe the teaching of two different religions about light and dark, good and evil Use religious or spiritual vocabulary about symbolism to describe the meanings of light in different festivals Make links between symbols and stories with reference to two different festivals or celebrations Make links between religious symbols, language and stories and the beliefs or ideas that underlie them Compare their own and others’ experiences and feelings. 	<p>Outcome of learning: Children will compose a simple Indian tune on a recorder, following music on a stave.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Read and follow music on a stave. Explain how to play a number of notes on a recorder. Evaluate our own simple music compositions. 	<p>Outcome of learning: Children will create fact files to compare the physical and human geography of the UK and India.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Name and locate the world’s countries. Define geographical vocabulary including continents, equator, land locked, islands and capital cities, climate, rivers, mountains, earthquakes. Use maps, atlas, globes etc to compare locations.

Computing	PSHEE	DT	MFL
<p><u>Outcome of learning:</u> Children will design and type an invitation to the Diwali celebration for parents.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Share awareness of where content is stored. • Save and reopen work saved on the school network. • Use a laptop or similar device to create a simple document. 	<p><u>Outcome of learning:</u> Children will be able to explain the school rules and how they apply to everyone around us.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Understanding how the behaviour of others impacts on me. 	<p><u>Outcome of learning:</u> Children will cook a range of Indian snacks for our families at the Diwali celebration.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Prepare a variety of savoury dishes based on understanding of a healthy and varied diet. • Use a range of cooking techniques safely and effectively, e.g. chopping, peeling, mashing. 	<p><u>Outcome of learning:</u> Children will learn to hold a simple conversation in French about our families and their birthdays.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Name and ask about different members of the family in French. • Count to 20 in French. • Name the months of the year and days of the week.