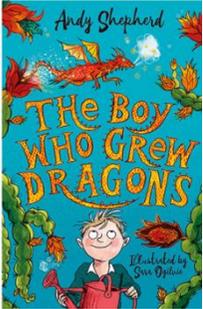
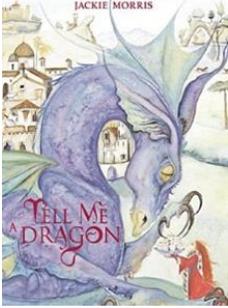


Curriculum Information

Term: Autumn Term 1

Class/Year Group: Year 3

Inspiration/Theme: <u>Dragons</u>	Curriculum Driver: English and Science	Outcome of learning: <u>The Grand Opening of The Dragon Sanctuary</u>	
Core texts	Provocations	Display outcomes	Topic specific speaking frames
<p>Andy Shepherd- The Boy who grew Dragons</p>   <p>Jackie Morris –Tell me a dragon Walking with my Iguana – Brian Moses</p>	<p>Hook</p> <ul style="list-style-type: none"> Children will make a discovery. Children will design, create and test a structure to protect a 'dragon's egg'. <p>Trips/Visitors/Marvellous Middle</p> <ul style="list-style-type: none"> Jonathan's Jungle Roadshow class visit. <p>Celebration/Fabulous Finish</p> <ul style="list-style-type: none"> Invite parents for grand opening of dragon sanctuary within classrooms 	<ul style="list-style-type: none"> Dragon art work Photographs from Jonathan's Jungle Roadshow visit Dragon healthy eating plate End of term English displayed Dragon eggs topic table 	<p><u>The language of description</u></p> <p>It looks/feels/sounds/smells like</p> <p>It appears to be.....because.....</p> <p>It seems to be.....as.....</p> <p>I think it looks like.....due to.....</p> <p>It reminds me of.....because / therefore / meanwhile.....</p> <p><u>Language of prediction</u></p> <p>I predict that.....</p> <p>because....however/meanwhile/therefore...</p> <p>I predict that.....as a result of.....</p> <p>After.....I predict that.....</p> <p>The outcome will be... because....</p>
Topic Table/Display	Book corner	Home Learning	
<p><u>Key questions</u></p> <ul style="list-style-type: none"> 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><u>Key images/artefacts</u></p> <p>Twigs/branches to create a nest, model dragon's eggs</p> <p>Pictures of the illustrations from Tell Me A Dragon</p> <p><u>Key vocabulary</u></p> <p>Crest, talons, juvenile, curious, leathery, potent, quiver, toothless, valiant, venomous, vicious, agile, and enchanting.</p>	<p><u>Key questions focusing on inference</u></p> <ul style="list-style-type: none"> Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of show that they are How can you tell that..... What impression of do you get from these paragraphs? What voice might these characters use? What was thinking when..... Who is telling the story? <p><u>Key vocabulary linked to science</u></p> <p>Carnivore, omnivore, herbivore, invertebrate, vertebrate, skeleton, muscle, exoskeleton, endoskeleton</p>	<p><u>Weekly Home Learning:</u> 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 Record.</p> <p>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.</p> <p>Please use Hit the Button and Times Table Rock Stars to practise number bonds and 2, 5 and 10 times tables</p>	

English	Maths	Science	PE
<p>Key learning: We will begin by writing poetry to describe features of dragons. Using Mantle of the Expert approach, children will become Dragonologists; creating instructions for how to trap a dragon. Children will also write a diary entry inspired by The Boy who grew a Dragon written by Andy Shepherd.</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>Key Vocabulary: Instructions, imperative verb, time conjunctions, prepositions, adverbs, adjectives, rhetorical questions, contractions</p>	<p>Key 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. • Sequencing numbers. • Counting in 3s, 4s and 8s.. • Renaming numbers within addition/ subtraction. • Apply basic subtraction knowledge to 2-digit and 3-digit numbers. • Use bar models to support addition/subtraction <p>Key Vocabulary: Total, sum, add, subtract, minus, difference, compare, order,</p>	<p>Key learning: Identify that animals need the right nutrition, that they cannot make their own food and that they get nutrition from what they eat. To identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Understand that different animals have different nutritional needs. • To understand what constitutes a balanced diet • To understand the different food groups and the amounts of these humans need • To understand that skeletons and muscles provide support, protection and movement. <p>Key Vocabulary: Exoskeleton, vertebrate, invertebrate, carnivore, herbivore, protein, carbohydrate, vitamin, mineral, fats, sugar, fibre, nutrition, joint, muscle, skeleton</p>	<p>Key learning: Children will focus on the fundamental skill of kicking and trapping. Children will also be working on their social skills of supporting each other during their lessons.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Combine kicking skills with dodging and running e.g. dribbling • Be pleased for others when they win/ are chosen. • Recognise the impact of exercise on the way their bodies feel mentally including concentration, mental health. <p>Key Vocabulary: Kick, strike, trap, dodge, running, dribbling, congratulate, celebrate, concentrate, focus</p>
Geography	History	Computing	DT
<p>Outcome of learning: Children will be able to name and locate the world's countries focussing on Europe.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Identify countries and major cities in our world. • Compare physical and human characteristic of countries. • Local North and South America on a world map. 		<p>Key learning: Children will learn what the internet is and dismantle technology to see what is inside. Children will learn where and how to save their work.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. • Design and create content that accomplishes a given goal. 	

<p>Key Vocabulary: geographical features, country, continent, rainforest, physical, human,</p>		<p>Key Vocabulary:</p> <ul style="list-style-type: none"> Dismantle, network, internet, world wide web, computer 		
PSHE	RE	MFL	Art	Music
<p>Key learning: Children will understand what is meant by a 'healthy relationship' and explain why we have rules at school.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Identify qualities of friendships Suggests reasons why friends sometimes fallout Know how to resolve conflicts peacefully Recognise who they have positive relationships with Understand why we should follow school rules Consider possible consequences of breaking the rules <p>Key Vocabulary: Friends, relationships, social, conflict, rules, friendship, respect</p>		<p>Key learning: Children will understand that French is spoken in France and elsewhere. Children will say and respond to <i>bonjour, salut</i> and <i>au revoir</i>.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Learn all the words for greetings. Understand the words for seven animals <p>Key Vocabulary: Bonjour! Salut! Ça va? Et toi? Au revoir! À bientôt!</p>	<p>Key learning: Children will create a water colour painting of their dragon demonstrating texture and tone.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Sketchbook work involving texture and tone Create a mood board inspired by Jackie Morris Use our skills and imagination to create a piece of art work Evaluate and improve our work. <p>Key Vocabulary: texture, tone, light, dark, hatching cross hatching, surface</p>	<p>Key learning: Children will begin to learn how to play the recorder. Children will explore how to read from a music stave and understand how to interpret rhythm.</p> <p>Key skills:</p> <ul style="list-style-type: none"> Play successfully as a group ensemble To successfully play B, A and G on the descant recorder To understand how to play with a pleasing tone and clear tonguing. <p>Key Vocabulary: Instrument, note, pitch, scale, stave, rhythm</p>