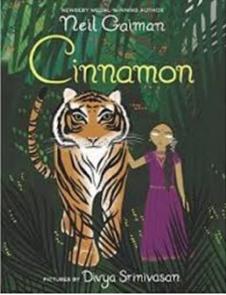


Curriculum Information

Term: Autumn 1 Class/Year Group: 3 (Barbastelles)



Inspiration/Theme: India		Curriculum Driver: Geography/Art		Outcome of learning: Indian stories, artwork, food and dance to share at Diwali celebration.	
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes	
 <p>Cinnamon by Neil Gaimon Extracts from The Jungle Book by Rudyard Kipling The Abominables – Whole class reader</p>		<p>Hook/Super Starter First day – ‘We’re going on a trip, what do you need?’ Objects from the library – interactive display.</p> <p>Trips/Visitors/Marvellous Middle Creating and tasting Indian food.</p> <p>Celebration/Fabulous Finish 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 will be shared with younger siblings and other children 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>	
Topic Table		Role play		Maths Challenge table	
<p>Key questions What makes people unique? How is this celebrated? Where is India? How is it different to the UK and Trowbridge? What do Hindus believe? What do you believe? Does everyone believe the same?</p> <p>Key images/artefacts Sarīs, bells, art work, clothing, scarves. Images of Indian locations and animals.</p> <p>Key vocabulary India, beliefs, Hinduism, Diwali, cultures.</p>		<p>Story telling tent</p> <p>Key questions What happens if....? What happens next? How are the characters feeling? Where is the story set?</p> <p>Key images/artefacts Traditional stories Masks, dressing up clothes, puppets, story writers book, non-fiction books etc.</p>		<p>Preparing for Diwali festival questions.</p> <p>Key questions 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>Key images/artefacts Counting objects</p> <p>Key vocabulary Altogether, How much, Difference Less , More, Decompose, Partition, Column, Word Problem</p>	
Topic specific speaking frames		Language of retelling:		Home Learning	
<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>Meanwhile..... Later on..... Eventually</p> <p>I remember that..... Then.....happened... During..... Lastly..... In the end.....</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 they will be using this term (Do they know what these words mean?). This will help them with their writing.</p> <p>Sustain reading a 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 on their number facts and multiplication tables.</p>	

English	Maths	Science	PE
<p>Outcome of learning: Narrative: Create an adaptation of an Indian tale and 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: Identify the main events of the story. Compose questions, explain and justify answers Sequence and structure ideas for a story. Describe using expanded noun phrases. 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>	<p>Outcome of learning: Numbers to 1000: Children will be able to identify, compare, order and decompose numbers 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: Counting in 100s, 50s 10s and 1s. Compare and order numbers using place value. Apply addition/subtraction knowledge to 3 digit numbers. Renaming numbers within addition/subtraction. Use bar models to support addition/subtraction.</p> <p>Cross-Curricular Maths Apply addition and subtraction knowledge when preparing resources for our Diwali celebration (e.g number of candles). Begin to understand and apply an understanding of measurement to our giant art pieces and Indian cooking.</p>	<p>Outcome of learning: Perform a shadow puppet show, following research on the best light sources and materials to use.</p> <p>Key Skills: 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>	<p>Outcome of learning: Dance -Bollywood dance to perform to Parents for Fabulous Finish. Football – Play a game of football, performing the correct arm and leg action for sustained runs.</p> <p>Key Skills: 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.</p>
Art	RE	Music	Geography/History
<p>Outcome of learning: Create our own Rangoli artwork to share as part of our fabulous finish.</p> <p>Key Skills: 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>	<p>Outcome of learning: An acrostic poem using the words ‘Light’ and ‘Dark’.</p> <p>Key Skills: Consider their own experiences, religious symbols and understanding of light and dark, good and evil by studying different faiths. Consider their answers to challenging questions. Explore their own beliefs (whether religious or non-religious). Build their own sense of identity and belonging. Develop respect and consider our responsibilities.</p>	<p>Outcome of learning: Compose a simple Indian tune on a recorder, following music on a stave.</p> <p>Key Skills: 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>	<p>Outcome of learning: Create fact files to compare the physical and human geography of the UK and India.</p> <p>Key Skills: 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 and globes to compare locations.</p>
Computing	PSHEE	DT	MFL
<p>Outcome of learning: Design and type an invitation to the Diwali celebration for parents.</p> <p>Key Skills: 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>	<p>Outcome of learning: Be able to explain the school rules and how they apply to everyone around us.</p> <p>Key Skills: Understanding how the behaviour of others impacts me.</p>	<p>Outcome of learning: Cook a range of Indian snacks for our families at the Diwali celebration.</p> <p>Key Skills: 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>	<p>Outcome of learning: Have a simple conversation in French about our families and their birthdays.</p> <p>Key Skills: 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.</p>

