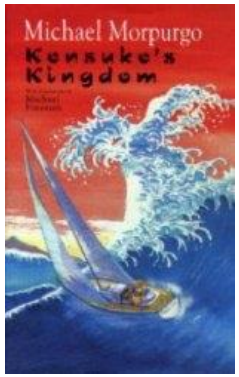
Curriculum Information

Term: Summer Term 6 Class/Year Group: 3

Inspiration/Theme:	Curriculum Driver:	Outcome of learning:
Survival	PSHEE/PE	• Adventure stories to share with Year 1s and 2s. • Sharing our instructions with a cross-school game swap.

Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
 Kensuke's Kingdom by Michael Morpurgo Adventure stories based on children's own reading experiences.	**Hook/Super Starter** Survival Day – use teamwork skills to survive the day on a 'desert island'! **Trips/Visitors/Marvellous Middle** Cooking for parents – designing and making a healthy, nutritious snack to share with families. **Celebration/Fabulous Finish** Visit to Braeside Sharing our stories with the upcoming year two children.	Adventure stories collated into a floor book to share with the upcoming Year 1s and 2s, to show off the writing they can achieve by the end of the year. Reading area will display a variety of adventure stories, including recommendations from the children.	**Language of Description** Looks/feels/sounds/smells like It appears to be...because…… It seems to be……as…… I think it looks like……due to…… Why? How? What? Tell Me About… **Language of Explanation** How, Why, Where, When, What, After Then / As a result of / Later / because **Language of Retelling** Once upon a time/ Once there was As a result of/ Meanwhile Later on/ Eventually Unfortunately/ Luckily During/ Lastly/ In the end/ To conclude / In conclusion **Language of Sequencing** First……because…… Next……however…… Then……therefore…… Finally/Eventually/Lastly……because……

Topic Table	Reading	Maths Challenge table	Home Learning
Key questions • What equipment could we use in a survival situation? • What are the top 5 things we would need in order to survive? • Can you name some team work qualities? **Key images/artefacts** • Instructions for team survival activities • Food choices – how do you construct a healthy meal? **Key vocabulary** Survival, essentials, team work, dehydration, hydration, nutrition, sustainable, equipment, rope, fire, shelter, warmth	**Whole Class Reading**- Kensuke's Kingdom by Michael Morpurgo. Children will be focusing on inference and prediction, language, structure and presentation and comprehension. **SPAG –** • Spellings beginning with *kn/gn* and *wr* • Prepositions of space, place and time • Sentences and clauses • Nouns/ verbs/ adjectives/ adverbs.	**Key questions** • How can you share survival resources equally? What fraction would you get? • What is bigger: two sixths or three tenths? How do you know? • Which snack is the most popular? • What are the properties of a cylinder? **Key images/artefacts** • Fractions resources, e.g. counting blocks, Cuisennaire rods. • Surveys to complete and analyse. • 3D shapes **Key vocabulary** • Fraction, numerator, denominator, half, quarter, third, data, analyse, popular, bar chart, vertices, edges,	Read and share adventure stories at home. Develop an opinion about which is your favourite and make comparisons between texts that you have read, in order to make recommendations to your friends. **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 Log. Log on to Times Tables Rockstars and have a practise

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English	Maths	Science	PE
Outcome of learning: • Children will create an Adventure Story where they are 'stranded' on a desert island and meet an interesting character. • Children will compose and perform their own poetry based on being lost at sea. • Continue developing reading skills by comparing and discussing a range of adventure stories. Key Skills: • Analyse structure of adventure story:opening, build up, problem, resolution, ending. • Constructing exciting setting descriptions including noun phrases. • Using increasingly adventurous language to describe a setting through poetry.	Outcome of learning: • Children will learn about fractions, perimeter, angles, shape and line, and apply them in other curriculum areas. Key Skills: • Understanding fractions and solving simple equations about fractions. • Creating angles and analysing different angles. • Identifying perpendicular and parallel lines. • Identifying a range of 2D and 3D shapes. • Carry out a survey to investigate most popular snack options.	Outcome of learning: • Children will be able to describe the functions of different parts of flowering pants • Children will explore water transportation within plants and the life cycle of flowering plants. Key Skills: • Ask relevant questions and with support use different types of scientific enquiry to answer them. • Make systematic and careful observations and, where appropriate, take measurements using standard units, using a range of equipment..	Outcome of learning: • Children will learn the key physical literacy skills of throwing and catching through the sport of Rounders. • We will also be focusing on running in preparation for Sports Day. • Invent a game for other children to play. Key Skills: • Ensuring our own and others safety. • Applying simple tactics. • Compete against each other and ourselves to beat our time, distance or score, using skills learnt in Maths.
Art	**RE**	**Music**	**Geography/History**
Outcome of learning: • Digital piece of art based on imagery from Kensuke's Kingdom, and Japanese wave art. Key Skills: • Record and collect visual information for own use, using digital media. • Use graphics program to manipulate an imported image to achieve a piece of artwork.	Outcome of learning: • Children will be able to consider and answer the question: Does a beautiful world mean a wonderful God? Key Skills: • Understand and respect the viewpoints and religions of others. • Develop an awareness of how others believe the world has been shaped.	Outcome of learning: • Children will use percussion instruments to add sound effects to the poem 'Boneyard Rap' by Wes Magee, to replicate the sounds of the human body (e.g. bones, crunching of food, breathing). Key Skills: • Use percussion instruments to improvise our own pieces and to create word rhythms based on the human body.	Outcome of learning: • Children will be able to describe an island setting within an adventure story, based on a real UK island location. Key Skills: • Locate and describe the key geographical and human features of UK islands. • Compare the natural geographical features of UK islands.
Computing	**PSHE**	**DT**	**MFL**
Outcome of learning: • Use a range of search engines to research ideas for their digital art project, using the internet safely. • Use computers to manipulate an image, to create a final art piece. Key Skills: • Understanding where content is stored. • Choosing and using a suitable programme for a specific purpose. • Understand that there are different search engines.	Outcome of learning: • Children will be able to explain how to keep their bodies and minds healthy. Key Skills: • Discussing and identifying the key elements of a balanced diet. • Understanding why it is important to exercise every day and the benefits of exercising. • Understanding what happens to my body when I exercise, and measure my pulse using time-measuring skills learnt in Maths.	Outcome of learning: • (Link with Science) – Design and make a healthy and nutritious lunch product that will encourage families to make healthy food choices. Key Skills: • Select appropriate tools and use a range of preparation techniques such as cutting, slicing, grating, peeling, mixing, spreading. • Explain choices using the knowledge they have gained. • Design and make a product based on market research, and evaluate against design spec	Outcome of learning: • To be able to have a simple conversation about healthy food and ask the preferences of others. Key Skills: • Continue learning words for different items of food. • Take part in a role play activity based in a café.

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