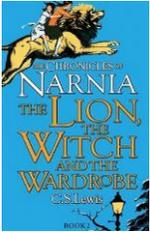
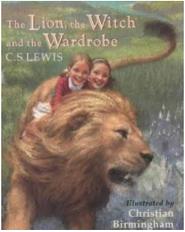


## Curriculum Information

Term: Autumn Term 2

Class/Year Group: Year 3

<p><b>Inspiration/Theme:</b>  <b>A Winter's Tale – where would your wardrobe take you?</b>          Narnia – The Lion, The Witch and The Wardrobe          Anthony Brown- The Tunnel</p>	<p><b>Curriculum Driver:</b>          Art and Design</p>	<p><b>Outcome of learning:</b>          Narnia dance performance for parents.          Sharing of descriptive writing inspired by Anthony Browne 'The Tunnel', linked to Narnia with Year 4</p>	
<p style="text-align: center;"><b>Core texts/artefact/film</b></p>	<p style="text-align: center;"><b>Provocation -Inspire, Immerse</b></p>	<p style="text-align: center;"><b>Display outcomes</b></p>	<p style="text-align: center;"><b>Topic specific speaking frames</b></p>
<p>The Lion, The Witch and The Wardrobe by CS Lewis.</p>    <p>Clips from BBC version of The Lion, The Witch and The Wardrobe</p>	<p><b>Hook? Stunning Start</b>          Immersing first day – transformation of the classroom and a day of exploring Narnia</p> <p><b>Trips/Visitors/Marvellous Middle</b>          Sharing of campaigns- who will we elect as the king or queen of Narnia?</p> <p><b>Celebration/Fabulous Finish</b>          'Christmas is Narnia'          Our Christmas performance</p>	<p>Display of published stories and letters written as Lucy to her parents.</p> <p>Photos of our performance and artwork of the famous lamp post scene from Narnia.</p>	<p><b>Reasons for attending the performance:</b>          First...because...          Next...however...          Then...therefore...          Finally/Eventually/Lastly...because</p> <p>An argument for...is because...          An argument against is...because...          I understand...however / due to / but...          Therefore...</p>
<p style="text-align: center;"><b>Topic Table</b></p>	<p style="text-align: center;"><b>Reading</b></p>	<p style="text-align: center;"><b>Maths Challenge Questions</b></p>	<p style="text-align: center;"><b>Home School Links</b></p>
<p><b>Key questions</b>          What makes a good leader?          What can you see?          How do you feel?          If you were the king or queen what would you do?          Why should we vote for you?</p> <p><b>Key images/artefacts</b>          Wintery scenes, pictures taken from the films, characters and names etc.          Book corner set up as Mr Tumnus's house.</p> <p><b>Key vocabulary</b>          Characters names, winter, seasonal, royalty, noble, magical</p> <p><b>Small World – The Lion, the Witch and the Wardrobe role play</b>          Retelling the story          Copies of the text          Writing frames for children to create their own character descriptions and for writing persuasively.</p>	<p><b>Read, Write, Inc.</b> to continue throughout the term for some children. Children will focus on reviewing sounds taught and applying them in reading, handwriting, spelling and comprehension.</p> <p><b>Whole Class Reading-</b> The Lion, the Witch and the Wardrobe. Children will be focusing on making inference and prediction, language, structure and presentation and comprehension.</p> <p><b>SPAG –</b></p> <ul style="list-style-type: none"> <li>• Use 'a' and 'an' correctly</li> <li>• Subordinate clauses</li> <li>• Verbs and nouns</li> <li>• Plurals</li> <li>• Suffixes and prefixes</li> </ul>	<p><b>Key questions</b>          Mr Tumnus says in Narnia there is magic maths...  <b>Is it magic?</b>  <b>Think of a number. Multiply it by 5. Double it. Add 2. Subtract 2. Halve it. Divide it by 5. Have you got back to your original number? Is this magic? Can you work out what has happened?</b></p> <p><b>Key images/artefacts</b>          Picture of Mr Tumnus asking the question.          Range of maths resources.</p> <p><b>Key vocabulary</b>          Renaming, subtraction, take away, minus, less than, inverse, decomposing</p>	<p><b>Weekly Home Learning:</b>          Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.          Have a go at the 'super six'- six challenges to be completed in your own time!</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>Practise your spellings each week. The children will be tested weekly on their own words and new spelling rules taught.</p> <p>Log on to Times table rock stars, consolidate 2,5,10 and practise 3, 4, 8's. The children will continue to be tested weekly.          Use 'Hit The Button' to add an extra element of excitement to their basic maths skills.</p>

Maths	English	Science	PE
<p><b>Curriculum outcomes:</b>  <b>Multiplication and Division:</b> Children will be exposed to a range of methods of both multiplication and division and will be able to apply these skills within written word problems.  <b>Further Multiplication:</b> Children will begin to multiply and divide 2 digit numbers and will be able to regroup and rename numbers.</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• Multiply and divide numbers by 3,4 and 8.</li> <li>• Multiply and divide 2 digit numbers, regrouping and renaming when necessary.</li> <li>• Solve word problems that include multiplication and division.</li> </ul>	<p><b>Curriculum outcomes:</b>  <b>Story:</b> Children will create a portal story based on the story 'The Tunnel' and 'Through the Magic Mirror.' by Anthony Browne.'  <b>Speech and Language:</b> Building on their persuasive letters, children will write and perform a persuasive speech in the role of the King/ Queen of Narnia.  <b>Letter:</b> Children will write a letter from Lucy to her family back in London.</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• Describe features of persuasive writing.</li> <li>• Sequence ideas using paragraphs and link our sentences using subordinating conjunctions.</li> <li>• Identify how speakers maintain attention</li> <li>• Speak audibly and fluently and gain, maintain and monitor the interest of the listener.</li> <li>• Build a rich and varied vocabulary and an increasing range of sentence structures.</li> <li>• Assess effectiveness of own and others writing and suggesting improvements.</li> </ul>	<p><b>Curriculum outcomes:</b>  Children will design, carry out and evaluate an experiment to test the most effective material for a sledge.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Ask relevant questions and use scientific enquiry to answer them.</li> <li>• Compare and group together materials based on their magnetic properties.</li> <li>• Know that magnets have two poles and predict whether two magnets will attract or repel.</li> <li>• Notice that some forces need contact between objects but magnetic forces act at a distance.</li> <li>• Use scientific enquiry to answer questions through investigation. Set up simple practical enquiries. Make systematic and careful observations and draw a simple conclusion.</li> </ul>	<p><b>Curriculum outcomes:</b>  <b>Hockey</b> – children will apply skills learnt to play a game of Hockey  <b>Dance</b> – children will create a Narnia dance piece</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• Understand and apply simple tactics such as attacking and defending.</li> <li>• Begin to select and apply movement skills appropriately in a game.</li> <li>• Create simple sequences of movement in response to music and narrative.</li> </ul>
Art	RE	Music	Geography
<p><b>Curriculum outcomes:</b>  Children will create a piece of Narnia lamppost artwork, using size and colour hues to create depth.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Create a colour wheel and explain primary and secondary colours.</li> <li>• Explore making different hues of 1 colour.</li> <li>• Develop understanding of perspective</li> <li>• Draw objects of varying sizes to create depth in a picture.</li> </ul>	<p><b>Curriculum outcomes:</b>  Children will create an acrostic poem using the words 'Light' and 'Dark'.</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• Consider their own experiences, religious symbols and understanding of light and dark, good and evil by studying different faiths.</li> <li>• Consider their answers to challenging questions.</li> <li>• Explore their own beliefs (whether religious or non-religious).</li> <li>• Build their own sense of identity and belonging.</li> <li>• Develop respect and consider our responsibilities.</li> </ul> <p>The RE unit is continued from the work in term 1 where the children looked at symbolism in different religions.</p>	<p><b>Curriculum outcomes:</b>  Children will compose a simple tune on a recorder, following music on a stave.  Children will learn songs for the Christmas performance.</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• Read and follow music on a stave.</li> <li>• Explain how to play a number of notes on a recorder.</li> <li>• Evaluate our own simple music compositions.</li> </ul>	<p><b>Curriculum outcomes:</b>  Create a map of the Narnia forest, based on fieldwork from our visit to the woods.</p> <p><b>Key learning:</b>  Observe, measure and record the human and physical features in the local area using a range of methods.</p>

Computing	PSHE	DT	MFL
<p><b>Curriculum outcomes:</b>            Children will learn what the internet is.            Children will dismantle technology to see what is inside.            Children will learn where and how to save our work.</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Design and create content that accomplishes a given goal.</li> </ul>	<p><b>Curriculum outcomes:</b>            Children will show they know how to keep safe.            Children will fundraise for Children in Need.</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• Understand of different roles in the community</li> <li>• Explore road safety</li> <li>• Understand firework safety</li> <li>• Develop an understanding of charity and what it means to fundraise</li> </ul>	<p><b>Curriculum outcomes:</b>            Children will design and create a winter pattern card using textiles.</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• Research existing designs for inspiration and create pattern for design using design criteria.</li> <li>• Select from a range of materials to achieve a desired effect in the final product.</li> <li>• Evaluate our final product against the design criteria and consider how they could improve their work.</li> </ul>	<p><b>Curriculum outcomes:</b>            Have a simple conversation in French about our families and their birthdays.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Name and ask about different members of the family in French.</li> <li>• Count to 20 in French.</li> <li>• Name the months of the year and days of the week.</li> </ul>