

Curriculum booklet: **A Winter's Tale**

Term: 2

Class/Year Group: Hedgehogs Year 3



Inspiration/Theme: A Winter's Tale Narnia – The Lion, The Witch and The Wardrobe		Curriculum Driver: Geography/ Art		Outcome of learning: Invitations (letters) to persuade parents/carers to attend our Christmas Performance.			
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes		Topic specific speaking frames	
<p>The Lion, The Witch and The Wardrobe by CS Lewis.</p>  <p>Clips from the BBC version of The lion, the witch and the wardrobe</p>		<p><u>Hook/Super Starter</u> Immersing first day – transformation of the classroom and a day of exploring the film and book.</p> <p><u>Marvellous Middle</u> Sharing of campaigns- who will we elect as the king or queen of Narnia?</p> <p><u>Celebration/Fabulous Finish</u> 'Christmas in Narnia' Christmas performance</p>		<p>Super Writer display of published letters sent to parents (with copies of responses if received)</p> <p>Photos of the artwork from the famous lamp post scene from Narnia.</p> <p>Large whole class English/art tree display</p>		<p>Reasons for attending the performance: 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>	
Topic Table		Role play		Maths Challenge table		Home School Links	
<p><u>Key questions</u> 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><u>Key images/artefacts</u> Wintery scenes, pictures taken from the films, characters and names etc. Book corner set up as Mr Tumnus's house.</p> <p><u>Key vocabulary</u> Characters names, winter, seasonal, royalty, noble, magical</p>		<p><u>Learning through Drama</u> Opportunity for drama – costumes, dressing up clothes – staging/red curtains. Play scripts to read and perform. Writing frames to create own plays or retell the story of The Lion, The Witch and The Wardrobe.</p> <p><u>Small World – Hansel and Gretel</u> Retelling the story Multiple copies of the text – also shared through how class shared reading linked to team read approaches. Writing frames – character descriptions and for writing persuasively.</p>		<p><u>Key questions</u> Mr Tumnus says in Narnia there is magic maths... Is it magic? 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?</p> <p><u>Key images/artefacts</u> Picture of Mr Tumnus asking multiplication questions Numicon to build arrays Counters to group for multiplications</p> <p><u>Key vocabulary</u> Multiply, times groups of, multiple of, multiplied by, lots of, repeated addition</p>		<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Spellings: Each week children will receive spellings to be learnt at home. These will be tested on a Wednesday.</p> <p>Maths Challenge: You can help your children with their basic skills as details of their maths challenges are stapled into their planners each week.</p> <p>Reading at home: Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.</p> <p>Slippers: We continue to encourage the children to bring slippers into school. National research has shown this to have a positive impact.</p> <p>Water and snack: In Year 3 children have the opportunity to bring in their own snack. It is no longer provided from the kitchen. Please ensure your child has a bottle of water in class.</p>	

Maths	Geography/History	Science	English
<p><u>Outcome of learning:</u> Subtraction and multiplication</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Counting in 100s, 50s 10s and 1s. Apply subtraction knowledge to 3 digit numbers. Renaming numbers within subtraction. Use bar models to support subtraction. Multiplying and dividing numbers by 3, 4 and 8. Multiplying and dividing 2 digit numbers, regrouping and renaming when necessary. 	<p><u>Outcome of learning:</u> Create a map of the Narnia forest. Create a timeline of events in Narnia</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Describe events and periods using the words: BC, AD, and decade. Use a timeline within a specific time in history to set out in order things that may have happened. Observe measure and record the human and physical features in the local area using a range of methods. 	<p><u>Outcome of learning:</u> Design and evaluate an experiment to test the most effective material for a sledge.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Ask relevant questions and use scientific enquiry to answer them. Compare and group together materials based on their magnetic properties. Understand that magnets have two poles and predict whether two magnets will attract or repel.. Use scientific enquiry to answer questions through investigation. Set up simple practical enquiries. Make systematic and careful observations and draw a simple conclusion. 	<p><u>Outcome of learning:</u> Persuasive letter writing and writing a persuasive speech to share with the class.</p> <p><u>Key Skills in letter writing:</u></p> <ul style="list-style-type: none"> Describe features of persuasive writing Understand and use the features of a letter Sequence ideas using paragraphs Link sentences using subordinating conjunctions Assessing effectiveness of own and others writing and suggesting improvements. <p><u>Key skills in speaking and listening:</u></p> <ul style="list-style-type: none"> Identify how speakers maintain attention Speak audibly and fluently and gain, maintain and monitor the interest of the listener. <p>Building a rich and varied vocabulary and an increasing range of sentence structures.</p>
Art	Computing	Music	PE
<p><u>Outcome of learning:</u> Create a piece of Narnia lamppost artwork, using size and colour hues to create depth</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Create a colour wheel and explain primary and secondary colours. Explore making different hues of 1 colour. Draw objects of varying sizes to create depth in a picture. 	<p><u>Outcome of learning:</u> Move a sprite around Narnia on Scratch.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Understand key terms- algorithm and debugging. Begin to programme using a simple algorithm. Debug areas when something does not work 	<p><u>Outcome of learning:</u> Christmas performance</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Control instruments Learn songs from Narnia Learn songs that celebrate Christmas Explore different rhythms 	<p><u>Outcome of learning:</u> Tag rugby and hockey</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Performing correct leg and arm action for a sustained run. Consistently make contact, using correct stance and striking technique. Understand and apply simple tactics such as attacking and defending. Begin to self-motivate and become resilient to challenges.
RE	PSHE	DT	Modern Foreign Languages
<p><u>Outcome of learning:</u> An acrostic poem using the words 'Light' and 'Dark' (continued from their work in Term 1).</p> <p><u>Key Skills:</u> 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). Develop respect and consider our responsibilities.</p>	<p><u>Outcome of learning:</u> Be able understand that other people have different points of view. To know how to keep myself safe</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Taking turns Speaking and listening Brain storming ideas on keeping safe Fire safety 	<p><u>Outcome of learning:</u> Design and make a cross-stitch winter card</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Research existing designs for inspiration and create own design using design criteria. Select from a range of materials to achieve a desired effect in the final product. Evaluate our final product against the design criteria and consider how they could improve their work. 	<p><u>Outcome of learning:</u> Have a simple conversation in French about our families, homes and pets</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Name and ask about different members of the family in French. Learn animal names in French Learn through songs and rhymes Speaking and listening