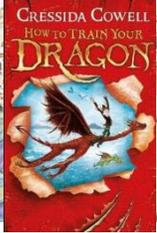


Class/Year Group: Hedgehogs/3

Inspiration/Theme: Dragons Tell me about your dragon...		Curriculum Driver: English		Outcome of learning: Published Collection of expert Dragonologist articles for a specialist. Information poster about our Dragon	
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes	
 <p>How to train your dragon by Cressida Cowell Tell me a dragon by Jackie Morris</p>		<p><u>Hook/Super Starter</u> Children will make a discovery. Children will design, create and test a structure to protect a 'dragon's egg'.</p> <p><u>Marvellous Middle</u> Jonathan's Jungle Road show (£5) <u>Celebration/Fabulous Finish</u> Another class visiting to play our Dragon Games. Showcase of our learning for parents/carers – open classroom to share learning.</p>		<p>Illustrations from Tell Me A Dragon by Jackie Morris – with questions.</p> <p>End of term English and Art displayed</p> <p>Dragon eggs topic table</p>	
		<p>Language of description: It looks/feels/sounds/smells like It appears to be.....because..... It seems to be.....as..... I think it looks like.....due to..... It reminds me of.....because / therefore / meanwhile.....</p> <p>Language of prediction - Science/DT: I predict that..... because...however/meanwhile/therefore... I predict that.....after..... I predict that.....as a result of..... After.....I predict that..... The outcome will be... because...</p>			
Topic Table		Role play		Maths Challenge table	
<p><u>Key questions</u> 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? <u>Key images/artefacts</u> Twigs/branches to create a nest, model dragon's eggs Illustrations from Tell Me A Dragon <u>Key vocabulary</u> Crest, talons, juvenile, curious, leathery, potent, quiver, toothless, valiant, venomous, vicious, agile, enchanting. Carnivore, omnivore, herbivore, invertebrate, vertebrate, skeleton, muscle, exoskeleton, endoskeleton</p>		<p><u>Learning through Drama</u> Dragon reports Maps Magnifying glass/microscope Collection of dragon's eggs.</p>		<p><u>Key questions</u> Length and mass word problems Additional challenges. How many ways can you measure a dragon? How do you know which dragon is heavier? Could you use resources to help you? <u>Key images/artefacts</u> Rulers, tape measures, scales Measuring cylinders/beakers, different sized bottles <u>Key vocabulary</u> Word problem, length, mass, bar models measurement, longer, shorter, heavier, lighter.</p>	
		<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday. Spellings: Each week children will receive spellings to be learnt at home. These will be tested on a Thursday. Maths Challenge: You can help your children with their basic skills as details of their maths challenges are stapled into their planners each week. 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. Slippers: We continue to encourage the children to bring slippers into school. National research has shown this to have a positive impact. 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> Children will learn to estimate and accurately measure length and mass. Solve problems involving length and mass. Explain different ways to measure length, including centimetres, metres and kilometres.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Use centimetres and metres to measure length. • To convert from metres to kilometres and metres. • Use grams and kilograms to measure mass. • To convert from grams to kilograms. <p>Cross Curricular Maths: Timelines, rhythm in music, and algorithms in computing unit</p>	<p><u>Outcome of learning:</u> Identify counties on a timeline Create a timeline</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Identifying counties on a map • Sequencing famous dragons using a timeline. • Identifying similarities and differences in human geography 	<p><u>Outcome of learning:</u> Create a skeleton model that shows movement in the joints</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Describe the function of an animals' skeleton. • Identifying and comparing animals that are vertebrate or invertebrate. • Explain what the terms exoskeleton and endoskeleton mean. • Comparing how different animals move. 	<p><u>Outcome of learning:</u> Information texts A non-chronological information poster about a dragon.</p> <p><u>Key Skills in letter writing:</u></p> <ul style="list-style-type: none"> • Describe features of non-fiction • Understand and use the features of a non-chronological report • 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
Art	Computing	Music	PE
<p><u>Outcome of learning:</u> A water colour painting of a dragon demonstrating texture and tone.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Use pencil line to show texture • Explore the work of other artists as an inspiration • Use learnt skills to plan and create a final piece of art work. • Using water colours • Evaluate and improve work 	<p><u>Outcome of learning:</u> Creating a dragon game using a laptop</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • explore and create sequences of instructions using a variety of visual tools • Children will explore algorithms and predict the output, identifying possible errors. 	<p><u>Outcome of learning:</u> Perform a pentatonic scale on tuned instruments</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Understand the pentatonic scale • Read musical notation • Play using musical notation • Listen to music from other cultures • Composing music in style of other cultures 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> • Dance and gymnastics <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Create basic movement patterns within a group • Respond to stimuli verbally and through movement. • Move with a partner using tension, force and weight • Evaluate each other's performances • Jump on and off equipment safely • Actively ensure their own and others safety • Explain what something or someone is working/performing well
RE	PSHE	DT	Reading
<p><u>Outcome of learning:</u> A poster or presentation on symbols and actions from different religions</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Make links between different religions, beliefs and symbols • Discussing symbols personal to us • Develop respect and consider our responsibilities. 	<p><u>Outcome of learning:</u> Children will be able to name parts of their bodies</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Describe differences between males and females • Consider appropriate touch • Know that a person has the right to say what they like/dislike 	<p><u>Outcome of learning:</u> Children will design, create and test a structure to protect a 'dragon's egg'</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Select from a range of materials and components • Explore different ways to strengthen, stiffen and reinforce simple structures • Test products against the design criteria and consider how to improve it 	<p><u>Outcome of learning:</u> Exploration of non-fiction texts</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> • Using dictionaries to check the meaning of words that they have read • Understanding the difference between fiction and non-fiction • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say