




Inspiration/Theme: The Tin Forest		Curriculum Driver: Science and Technology/English		Outcome of learning: Iron man art installation Tin Forest stories			
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes		Topic specific speaking frames	
<p>The Iron Man by Ted Hughes The Iron Giant animation (U)</p> 		<p><u>Stunning Start</u> Whole class Iron Man creation to be made in the first week and displayed <u>Trips/Visitors/Marvellous Middle</u> Stonehenge <u>Celebration/Fabulous Finish</u> Parents into sharing learning. "Showcase of learning"</p>		<p>Tin Forest Stories</p> <p>End of term - Art/English learning displayed.</p> <p>Large Iron Man created as a class in first week.</p> <p>Stone Age resources on loan from SWLR</p>		<p><u>Language of description:</u> 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..... <u>Language of sequencing:</u> First.....because..... Next.....however..... Then.....therefore..... Finally/Eventually/Lastly.....because.....</p>	
Topic Table		Role play		Maths Challenge table		Home School Links	
<p><u>Key questions</u> How was Stonehenge built? What materials were used to build Stonehenge? What houses did people live in during The Stone Age? <u>Key images/artefacts</u> Resources borrowed from Wiltshire library. Countdown to Stonehenge <u>Key vocabulary</u> Stone age, iron, tin, Neolithic, homo sapien, tools, prehistoric.</p>		<p><u>Iron Man's Junkyard</u> Create a home for Iron Man using small world materials Act out The Iron Man story.</p> <p><u>History</u> Researching how bronze and iron changed life for people in prehistoric Britain from the Stone Age to the Iron Age.</p>		<p><u>Key questions</u> Can you help The Iron Man solve the measure problems in his scrapyard? <u>Key images/artefacts</u> Timeline of Stone age – Iron age.... Key events with dates on and a blank time line – can children order then events according to their dates? Stone age artefacts <u>Key vocabulary (Maths No Problem):</u> Length, mass, width, distance, difference, volume and capacity</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 Thursday. <b>Spellings:</b> Each week children will receive spellings to be learnt at home. These will be tested on a Thursday. <b>Maths Challenge:</b> You can help your children with their basic skills as details of their maths challenges are stapled into their planners each week. <b>Reading at home:</b> Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log. <b>Slippers:</b> We continue to encourage the children to bring slippers into school. National research has shown this to have a positive impact. <b>Water and snack:</b> In Year 3 children have the opportunity to bring in their own snack. It is no longer provided from the school kitchen. Please ensure your child has a bottle of water in class.</p>	

Maths	Geography/History	Science	English
<p><u>Outcome of learning:</u> Develop understanding of length, mass and volume</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Use centimetres, metres and kilometres</li> <li>• Solve word problems that include units of measure</li> <li>• Use and record weigh on scales</li> <li>• Use and record volume in millilitres</li> <li>• Use and record volume in litres</li> </ul>	<p><u>Outcome of learning:</u> A poster about The Stone Age</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Create a timeline and develop chronology skills (Maths link: comparing and ordering numbers)</li> <li>• Identify changes in great Britain</li> <li>• Explore local history</li> </ul>	<p><u>Outcome of learning:</u> Understand forces (pushing and pulling) and magnetism through experimentation.</p> <p><u>Key Skills:</u></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>• Understand that magnets have two poles and predict whether two magnets will attract or repel..</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><u>Outcome of learning:</u> To write a story on The Plastic Ocean</p> <p><u>Key Skills in diary writing:</u></p> <ul style="list-style-type: none"> <li>• Write in past tense</li> <li>• Sequence ideas using paragraphs</li> <li>• Use a range of sentence openers</li> <li>• Use expanded noun phrases</li> <li>• Assessing effectiveness of own and others writing and suggesting improvements.</li> </ul> <p style="text-align: right;"><u>Reading</u></p> <p><u>Outcome of learning</u> Exploration of non-fiction texts</p> <p><u>Key skills</u></p> <ul style="list-style-type: none"> <li>• Understanding the difference between fiction and non-fiction</li> <li>• retrieve and record information from non-fiction</li> </ul>
Art	Computing	Music	PE
<p><u>Outcome of learning:</u> Iron man artwork</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Explore a range of textiles and materials</li> <li>• Explore line and tone</li> <li>• Work cooperatively as part of a group</li> <li>• Consider how colour can reflect mood</li> </ul>	<p><u>Outcome of learning:</u> Create a sequence of instructions for a computer to follow, in order to move a character from a beginning to an end point.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Understand and create algorithms (maths link: data input and interpreting data in different contexts)</li> <li>• Predict outcomes</li> <li>• Correct errors that may occur in programming</li> </ul>	<p><u>Outcome of learning:</u> Recorder</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Learning about the pentatonic scale</li> <li>• Explore different rhythms (maths link: count in different multiples)</li> <li>• Listen with interest to a range of live and recorded music</li> <li>• Compose simple patterns on the recorder</li> <li>• Critically evaluate the work of others</li> </ul>	<p><u>Outcome of learning:</u> Understanding ways to keep ourselves fit and healthy</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Understanding how core muscle groups work</li> <li>• Developing methods of exercising different muscle groups</li> <li>• Set and improve upon personal targets</li> <li>• Evaluate the work and performance of others</li> </ul>
RE	PSHE	DT	Modern Foreign Languages
<p><u>Outcome of learning:</u> Continue to explore symbolism used in different religions</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Make links between different religions, beliefs and symbols</li> <li>• Discussing symbols personal to us</li> <li>• Develop respect and consider our responsibilities.</li> </ul>	<p><u>Outcome of learning:</u> Understanding that families can be different</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Speaking and listening</li> <li>• Taking turns</li> <li>• Looking at different family scenarios and set ups</li> </ul>	<p><u>Outcome of learning:</u> <u>Large model of Iron man</u></p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Choose appropriate materials for a task</li> <li>• Explore different ways to strengthen, stiffen and reinforce simple structures</li> <li>• Test products against the design criteria and consider how to improve it</li> </ul>	<p><u>Outcome of learning:</u> Learn simple stories in French</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>• Learn animal names in French</li> <li>• Learn through songs and rhymes</li> <li>• Speaking and listening</li> <li>• Look at sentence structure</li> </ul>