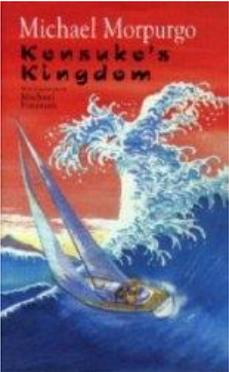


Inspiration/Theme: Survival		Curriculum Driver: PSHE/PE		Outcome of learning: <ul style="list-style-type: none"> <li>• Adventure stories to be shared with Year 2</li> <li>• Newspaper articles to be published in 'The River Mead News' which will be displayed in the library.</li> <li>• Poems will be published alongside their artwork and displayed in the corridor.</li> </ul>			
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes		Topic specific speaking frames	
Kensuke's Kingdom by Michael Morpurgo 		<u>Hook/Super Starter</u> The children will be immersed in Kensuke's Kingdom by Michael Morpurgo. The class will take part in activities using teamwork skills to survive a day on a desert island' <u>Trips/Visitors/Marvellous Middle</u> The children will share their stories with children in Year 2. Children will also receive a visit from The Wiltshire Life Education Bus. <u>Celebration/Fabulous Finish</u> A welcome home party for Michael. The hero of our book!		The children's poems will be displayed in the corridor as a transition piece of work that can be viewed by the upcoming Year 2s.  <b>Reading Corner-</b> The reading corner will contain adventure stories, copies of newspaper articles and poetry books. There will also be elements of 'survival', .		<u>Language of Description</u> looks/feels/sounds/smells like It seems to be.....as..... I think it looks like.....due to..... Why? How? What? Tell Me About... <u>Language of Explanation</u> How, Why, Where, When, What, After Then / As a result of / Later / because <u>Language of Retelling</u> 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	
Topic Table		Reading/Phonics		Maths Challenge table		Home School Links	
<u>Key questions</u> <ul style="list-style-type: none"> <li>• What equipment could we use in a survival situation?</li> <li>• What are the top 5 things we would need in order to survive?</li> <li>• What makes a good team player?</li> </ul> <u>Key images/artefacts</u> <ul style="list-style-type: none"> <li>• Instructions for team survival activities</li> </ul> <u>Key vocabulary</u> Survival, essentials, team work, dehydration, hydration, nutrition, sustainable, equipment, rope, fire, shelter, warmth		<u>Read, Write, Inc</u> to continue throughout the term. Children will focus on a new sound each week and will begin to apply this to reading, handwriting, spelling and comprehension.  <b>Whole Class Reading-</b> Kensuke's Kingdom by Michael Morpurgo. Children will be focusing on making inference and prediction, language, structure and presentation and comprehension.		<u>Key questions</u> <ul style="list-style-type: none"> <li>• How could you explain this in another way?</li> <li>• Is there more than one way to find the answer?</li> <li>• How would you explain this lesson to someone who isn't here?</li> </ul> <u>Key images/artefacts</u> <ul style="list-style-type: none"> <li>• Fractions- cakes, fraction wall.</li> </ul> <u>Key vocabulary</u> Fractions, half, quarter, numerator, denominator, perimeter, plot, scale, angle, obtuse, acute, shape, line.		<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>Water and snack:</b> In Year 3 children have the opportunity to bring in their own snack. Please ensure your child has a bottle of water in class.	

Maths	Geography	Science	English
<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> <li>Children will explore fractions of numbers and shapes as well as equivalence in fractions.</li> <li>Children will explore line, shape, angles and perimeter.</li> </ul> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>Adding and subtracting fractions</li> <li>Counting in fractions</li> <li>Finding equivalent fractions</li> <li>Comparing angles</li> <li>Identifying parallel and perpendicular lines</li> <li>Measuring perimeter</li> </ul>	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> <li>Children will be able to describe an island setting within an adventure story, based on a real island location.</li> </ul> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>Understand and compare natural geographical features of islands around the worlds.</li> <li>Be able to define and describe the terms biome, vegetation and climate.</li> </ul>	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> <li>Design a healthy meal based on research about the different food groups, incorporating ideas about sustainability (ESD)</li> </ul> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>Identify that humans need the right types and amount of nutrition.</li> <li>Understand the importance of eating a balanced diet and the impact on our bodies. <ul style="list-style-type: none"> <li>Work scientifically by researching different food groups and how they keep us healthy</li> </ul> </li> </ul>	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> <li>Children will create an Adventure Story where they are 'stranded' on a desert island and meet an interesting character.</li> <li>Children will create a newspaper report about the discovery of Michael.</li> <li>Children will create a poem based on Kit Wright's Magic Box.</li> </ul> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>Analysing a structure of an adventure story- opening, build up, dilemma, resolution, ending.</li> <li>Constructing exciting setting descriptions including noun phrases.</li> <li>Understand features of poetry</li> </ul> <p>Construct sentences using the present perfect tense.</p>
Art	Computing	Music	PE
<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> <li>Children will create a digital piece of art based on imagery from Kensuke's Kingdom.</li> </ul> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>Record and collect visual information for own use, using digital media.</li> <li>Use graphics program to manipulate an imported image to achieve a piece of artwork.</li> </ul>	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> <li>Children will have an awareness of how to stay safe online.</li> </ul> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>Identifying safe and unsafe websites and content.</li> <li>Knowledge of who to go to if they find something online.</li> </ul>	<p><u>Outcome of learning:</u></p> <p>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></p> <p>Athletics/sports day</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>Run, jump and throw in isolation and together</li> <li>Understand how to improve own health and wellbeing</li> <li>Beat personal bests (cross curricular maths)</li> </ul> <p><u>Outcome of learning:</u></p> <p>Swimming- There is a contribution cost of £8.75 towards the tuition fees for Term 6.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>To be able to swim 25m by the end of Key Stage 2.</li> <li>Understand how to stay safe in the water</li> <li>Use a range of strokes confidently, including front crawl and back stroke.</li> </ul>
RE	Modern Foreign Languages	DT	PSHE
<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> <li>Children will be able to consider and answer the question: Does a beautiful world mean a wonderful God?</li> </ul> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>Understand and respect the viewpoints and religions of others.</li> <li>Develop an awareness of how others believe the world has been shaped.</li> </ul>	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> <li>To be able to have a simple conversation about food and ask the preferences of others.</li> </ul> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>Continue learning words for different items of food.</li> <li>Take part in a role play activity based in a shop.</li> </ul>	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> <li>Based on their healthy learning, children will plan, create and evaluate a healthy meal option.</li> </ul> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>Cutting safely using a knife.</li> <li>Identifying healthy food groups.</li> <li>Understand the importance of eating a balanced diet and the impact on our bodies.</li> </ul>	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> <li>Children will be able to explain how to keep their bodies and minds healthy.</li> </ul> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>Discussing and identifying the key elements of a balanced diet.</li> <li>Understanding why it is important to exercise every day and the benefits of exercising. <ul style="list-style-type: none"> <li>Understanding what happens to my body when I exercise.</li> </ul> </li> </ul>