

St Dennis Primary Academy

Year: 3

Term: Spring 1

Curriculum Drivers

Big Question: What is King Henry VIII remembered for?

Stunning Start:

Children to dress up as kings and queens. Make Tudor-style crowns in school.

Fabulous Finish:

Present learning to parents in groups

Real life experiences

Visit from King Henry VIII



English

Storytelling Text: A Tudor Tale



Imitation: Read the text and use drama techniques such as hot seating, roll on the wall and feelings graphs.

Spelling, Punctuation and Grammar: Subordinate clauses, direct speech, prepositional phrases, commas in a list.

Innovation: Change the setting/action

Invention: Write a defeating the monster tale

Assembly Theme: Achievement

Emotional Literacy:

How do I feel? / My zones across the day / Caution! Trigger ahead

Wellbeing

Matching sensory tools to Zones
Size of the Problem



Wider Curriculum Writing: Non-chronological report to show the changes in homes over time (History)

Novel Study Text: The Queen's Token

Mathematics:



Number: Multiplication and Division

- Multiplying and dividing a 2-digit number with a 1-digit number -no exchange/ exchange
- Linking multiplication and division
- Scaling

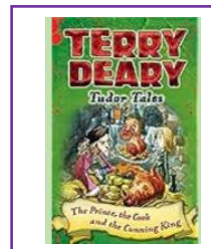
Oracy

Physical: To experiment with adjusting tone, volume and pace for different audiences. – Fab Finish

Linguistic: To begin to make precise language choices (e.g. describing a cake as 'delectable' instead of 'nice'). – English

Cognitive: To reach shared agreement in discussions. – RE

Social and Emotional: Listen actively, questioning and responding to others. – History



Measurement: Length and Perimeter

- Measure in mm, cm and m
- Find equivalent lengths in mm, cm and m


Key Skills Session:





- Times tables :6, 9 and 11
- Number bonds
- Maths jotter fluency
- Mastering number weeks 4-18





Environment and Community

Visit Pendennis Castle



	Science 	History 	RE 	Computing 
Unit title:	Subject: Physics Unit: Forces and magnets	Themes: Beliefs Unit: What is King Henry VIII remembered for?	Theme: Christianity: PEOPLE OF GOD: Unit: What is it like for someone to follow God? (Unit 19)	Area: Programming Unit: Sequencing sounds Natterhub: Secure it
Builds On:	Year: 2 Term: Spring 1 Unit: Forces and magnets	Year: 2 Term: Autumn 2 Unit: Who were the great monarchs?	Year: 2 Term: Autumn 2 Unit: What is the good news Christians believe Jesus brings? (Unit 14+) (Gospel – P of God is new)	Year: 2 Term: Summer 1 Unit: Programming quizzes
Memory Master:	Explain what happens to objects when stretched, bent, twisted or squashed and if this is a push or pull force.	Choose a monarch and write about why they are significant.	Discussion and mind map about all the different bits of good news that Christians believe Jesus brings to his followers.	Revisit vocabulary: sequence, command, program, run, start, outcome, predict, blocks, actions, sprite, modify, algorithm, debug, code
Lesson Sequence:	I can compare how different things move (pushes and pulls).	How did Henry VIII's break from the Catholic Church change religion in Britain forever?	Which information about Bible stories can we get from different types of texts?	I can explore a new programming environment.
	I can plan and conduct a fair test to compare how objects move on different surfaces (fair test).	What does Henry VIII's reign tell us about how power and monarchy changed in Britain?	What can we say about Noah from reading the biblical story?	I can identify that commands have an outcome.
	I can explore how magnetic forces act at a distance (investigation about whether objects are repelled or attracted from a distance).	How was Henry VIII's reign a turning point in British history?	What is the link between the story of Noah and the idea of covenant?	I can explain that a program has a start.
	I can compare and group various everyday materials based on whether they are attracted to a magnet.	How did the Dissolution of the Monasteries affect communities and land ownership in Britain?	What are the links between the story of Noah and how many Christian people live?	I can recognise that a sequence of commands can have an order.
	I can predict whether two magnets will attract or repel, depending on which poles are facing.	What lasting impact did Henry VIII have on government, religion and society in Britain? Show what you know.	Did Abram show he trusted in God?	I can change the appearance of my project.
	I can record my findings using simple scientific vocabulary. I can use results to draw simple conclusions. Show what you know.		Is it always easy for Christians to try to follow God? Show what you know.	I can create a project from a task description.
Composite:	Explaining the purpose of one of the experiments using scientific language linked to forces/magnets.	One page spread about King Henry VIII using a variety of images and written work.	On an artist's interpretation of moment God tells Abram to leave everything and go to a new land, children add thought bubble and write in role as Abram to share his thoughts about what he was asked to do and the covenant that God made with him.	Children will create sequences in a block-based programming language to make music.
Impact:	Children recognise how things move on different surfaces and that some forces need contact between two objects, but magnetic forces can act at a distance. They can explain how magnets attract or repel each other and attract some materials and not others. They can identify magnetic materials and know that magnets have two poles.	Use more than one source as evidence to ask questions and research answers to questions. They can list events from an era in history that have influenced Britain. Begin to describe differences in society and religious beliefs (during Tudor era) explaining what changes occurred because of them and why.	Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world.	Children can choose a name that describes the action of the sprite and relevant backdrops and costumes. Children can create an algorithm for each sprite and explain what sequence means and demonstrate it in an algorithm. Children can run their code and identify if it meets the requirements of the task.

	Art and Design 	Physical Education 	Sport 	Spanish 
Unit title:	Technique: Painting Artist: Hans Holbein	Learning focus: Cognitive Unit: REAL Gym – Unit 1	Unit: Hockey	Unit: Los Animales (<i>Animals</i>)
Builds On:	Year: Term:	Year: 2 Term: Summer 1 Unit: REAL Gym	Year: 2 Term: Spring 1 Unit: Hockey	Year: 3 Term: Autumn 1 Unit: Aprendo Español (<i>I'm Learning Spanish</i>)
Memory Master:	New this year	N/A	N/A	Revisit phonics ch, j, ñ, ll, rr. Revisit counting to 10, colours and greetings with questions How are you? and What is your name?
Lesson Sequence:	Artist – I can recall key features of Tudor portraits by Hans Holbein	Warm up Games: Follow my leader Shape	I can hold a hockey stick correctly and safely	I can remember five animals with the correct indefinite article/determiner.
	Imitate – I can draw in the style of Hans Holbein maintaining control over my lines.	Fundamental Movement Skills: Travel (Floor work) Travel (Hand apparatus) Rotation (Floor work) Rotation (Partner work)	I can use a push pass.	I can remember five more animals with the correct indefinite article/determiner.
	Experiment – I can draw the human face using the correct proportions I can mix colours to create skin tones	Skills Application: Mapping pathways Beanbag rolls Jump, rotate, balance	I can make a standing tackle.	I can consolidate the pronunciation and spelling of ten animals.
	Plan – I can plan my portrait using the correct proportion		I can keep control of the ball when moving.	I can consolidate ten animals with a particular focus on the indefinite article/ determiner.
	Create – I can create my Tudor inspired portrait.		I can demonstrate the Indian dribble.	I can start to use the irregular verb 'to be' to form a short sentence with animal nouns.
	Evaluate – I can review and revisit my ideas		I can play hockey games against others.	
Composite :	Children will use and apply their skills in drawing portraits and mixing colours to create their own portrait inspired by Hans Holbein.	Children learn, develop and apply travel and rotation on the floor, with hand apparatus and partner work through focused skill development, sequence creation and games.	Children play game 3v1 and 3v2 game using hockey skills – passing, dribbling, shooting using hockey sticks. (3 small goals at one end of the pitch (for the team of three) and one large goal at the other end (for the team of one). Aim is to score the most goals.	Children name animals and share short sentence with the verb 'I am' plus the animal nouns and determiners.
Impact:	The children will have developed their knowledge and skills in how to use proportion to draw basic facial features and mix colours to create skin shades. The children will have an awareness of a new artist and have used their sketchbooks to develop their ideas and skills.	REAL Gym – Cognitive Cog Children can explain what they are doing well. They begin to identify areas for improvement.	Children move with a ball keeping it under control. They develop control and technique. Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).	Children start to use the 1st person singular high frequency verb 'I am'. They recognise, remember and spell 10 animals with their indefinite article. They can create short phrases with the verb 'I am' plus the animal nouns and determiners.

	Design Technology 	PSHE 	PSHE 	PSHE (Drugs and Alcohol Education) 
Unit title:	Area: Structures Unit: Constructing a castle	Brook Learn 1 Unit: Physical Activity	Brook Learn 2 Unit: Drugs	Theme: Smoking
Builds On:	Year: Year 2 Term: Autumn 2 Unit: Baby bear's chair	Year: Year 2 Term: Summer 2 Unit: Keeping Our Teeth Healthy	Year: Year 3 Term: Autumn 2 Unit: Road Safety	Year: Year 2 Term: Spring 1 Unit: Keeping Safe
Memory Master:	Kapow Quiz on Baby Bear's Chair Unit	List foods that our good and bad for our teeth.	Name what a risk is and identify some risks that we might encounter	Name some situations that are safe or unsafe
Lesson Sequence:	Research – I can identify different features of castles.	I can explain the benefits of physical activity for our bodies and minds.	I can identify that some drugs are legal and some are illegal.	I can consider smoking and its effects.
	Skill – I can construct 3D nets.	I can identify the recommendations of regular physical activity for my age group.	I can understand the basic of the health risks of legal drugs.	I can understand the impact of smoking and passive smoking.
	Design – I can design a castle using some key features that meet a design brief.	I can explain how physical activity makes our bodies feel.	I can understand the dangers of illegal drugs.	I can name some strategies to prevent starting smoking.
	Make – I can make a castle using some 3D nets and packaging	I can describe why exercise makes us feel good.	I can explain the reasons that some people may choose to use legal drugs.	
	Evaluate – I can evaluate my castle against the design brief, considering its stability.		I can understand that I can always ask for help and who to ask for support.	
Composite :	Identify and explain why the key features of a castle are important.	Carrying out physical activity and explaining to others how it makes their bodies feel	In groups, pupils record the potential risks of taking substances	Discussion and role-play of smoking scenarios.
Impact:	Children will be able to name key features of castles and consider them within their design. They will continue to develop their understanding of joining techniques when creating their structure from a combination of packing and 3D nets. Their evaluation will consider how to improve the stability of their final product.	Children will be able to name different physical activities and different levels of physical intensity.	Pupils will understand the difference between legal and illegal and be able to identify adults that they can go to for help.	Pupils know how to make informed choices around what positively and negatively impacts their physical and emotional health.