

St Dennis Primary Academy

Year: 3

Term: Spring 2

Curriculum Drivers

Big Question: How did Britain change during prehistory?

Stunning Start: Archaeological dig

Fabulous Finish: Plan and design their own Stone Age settlement

Real life experiences

Trip to Discovering+2 Science Museum



English

Storytelling Text: Stone Age Boy



Assembly Theme: Teamwork

Emotional Literacy: Exploring Sensory Support Tools / Exploring Tools for Calming / Exploring Tools – Thinking Strategies

Wellbeing:

Exploring Tools for Calming

Bee Breaths

Side Bend and Calf Stretcher



Imitation: Read the text and use the drama technique roll on the wall.

Spelling, Punctuation and Grammar: Adverbials of time and place, prepositional phrases, subordinating conjunctions, apostrophes for contraction and possession

Imitation: Using drama techniques such as acting role on the wall

Innovation: Change the setting/action

Invention: Create and write a 'finding tale'

Wider Curriculum Writing: Instructional text. Write a guide on how to survive in a particular time period (History)

Mathematics:

Measurement: Length and Perimeter



- Compare lengths
- Add and subtract lengths
- Measure and calculate perimeter

Number: Fractions

- Understand the denominators of unit fractions
- Compare and order unit fractions
- Understand the numerator of non-unit fractions
- Understand the whole
- Compare and order non-unit fractions
- Fractions on a number line
- Equivalent fractions- on a number line and as bar models

Oracy

Physical: To consider position and posture when addressing an audience. – Stop-frame animation – Computing

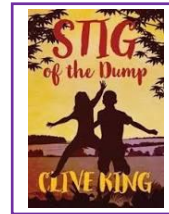
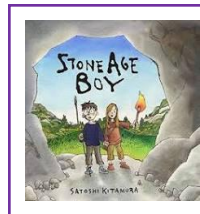
Linguistic: To begin to use specialist vocabulary. – Identifying features of a plant – Science

Cognitive: To offer opinions that aren't their own.

Social and Emotional: To adapt the content of their speech for a specific audience. – Discussing the benefits of time away from devices – PSHE



Novel Study Text: Stig of the Dump



Environment and Community

Visit to Castle an Dinas – Iron Age Hillfort







Measurement: Mass and Capacity





- Measure in g and kg
- Compare, add and subtract mass
- Measure volume and capacity in ml and l
- Compare, add and subtract volume and capacity

Key Skills Session:

- Times tables 6, 9 and 11
- Number bonds
- Maths jotter fluency
- Mastering number weeks 11-17

	Science 	History 	RE 	Computing 
Unit title:	Subject: Biology Unit: Plants	Themes: Settlements, food and farming Unit: How did Britain change during prehistory?	Theme: Islam Unit: How do festivals and worship show what matters to a Muslim? (Unit 21)	Area: Creating media Unit: Stop-frame animation Natterhub: Chat it
Builds On:	Year: 2 Term: Summer 2 Unit: Plants	Year: 3 Term: Autumn 2 Unit: How did the Romans change Britain?	Year: 2 Term: Summer 1 Unit: Who is Muslim and how do they live? (Unit 17)	Year: 2 Term: Summer 2 Unit: Digital music
Memory Master:	Name some types of plants and trees (including deciduous and evergreen). Explain what a plant needs to grow and stay healthy.	Diamond nine – which Roman inventions are most important?	Revisit Zakat and what might be given.	Introduce vocabulary – where have we heard some of it before? animation, flip book, stop-frame, frame, sequence, image, photograph, setting, character, events, onion skinning, media, import, transition
Lesson Sequence:	I can explore the requirements of plants for life and growth.	How did daily life in Britain evolve between the Palaeolithic and Mesolithic periods?	How do festivals and family life show what matters to a Muslim?	I can explain that animation is a sequence of drawings or photographs.
	I can identify, locate and describe the function of different parts of flowering plants.	How and why did farming change the way people lived in the Neolithic period?	What does the opening chapter of the Qur'an teach Muslims about God?	I can relate animated movement with a sequence of images.
	I can identify, locate and describe the function of the roots in plants.	What does Stonehenge tell us about prehistoric beliefs and society?	Why does prayer matter to Muslims?	I can plan an animation.
	I can investigate the way in which water is transported within plants.	What stayed the same and what was different from the Stone Age to the Bronze Age?	Why is the mosque a special place for Muslims?	I can identify the need to work consistently and carefully.
	I can explore the part that flowers play in the life cycle of flowering plants.	What stayed the same and what was different during the Iron Age?	Why do Muslims celebrate at the end of Ramadan?	I can review and improve my animation.
	I can explore the part that flowers play in the life cycle of flowering plants, including seed formation/seed dispersal. Show what you know.	What were the most significant changes to people's lives in Britain from the Stone Age to the Iron Age? Show what you know.	How do festivals and worship show what matters to a Muslim? Show what you know.	I can evaluate the impact of adding other media to an animation.
Composite :	Children draw lifecycle of plants and write an explanation of the different types of seed dispersal.	Children will use a Venn diagram to show key similarities and differences between the Stone Age and Iron Age.	Share the book Golden Domes and Silver Lanterns by Hena Khan. Focusing on the celebration of Eid, children create a list of anything they know about this festival or have found out from the book.	Children create a story-board and a short stop-frame animation adding another media.
Impact:	Children identify and describe functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. They know the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. They recognise how water is transported within plants. They know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Children will be able to compare times studied with regards to settlements and society and remember key facts related to this (see plan). They will use appropriate historical vocabulary to communicate, including dates, the time period, era, change and chronology and use AD and BC for dates understanding these terms. They will be able to communicate where this period lies in comparison to learning on other eras.	Children can identify beliefs about God in Islam, expressed in Surah and make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God). Children can give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. They make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque).	Children can create a storyboard with a clear beginning, middle, and end, Movement is smooth and animation follows the storyboard. Children can make some improvements and add some additional media

	Art and Design 	Physical Education 	Sport 	Design Technology 
Unit title:	Technique: Drawing Artist: Quentin Blake	Learning focus: Creative Unit: REAL PE	Unit: Cricket	Area: Mechanical systems Unit: Pneumatic toys
Builds On:	Year: Term:	Year: 2 Term: Summer 1 Unit: REAL PE	Year: 2 Term: Spring 2 Unit: Cricket	Year: 2 Term: Spring 1 Unit: Fairground wheel
Memory Master:		N/A	What do remember about cricket? What do we need to do to keep safe when playing cricket?	Fairground Wheel quiz
Lesson Sequence:	Artist: I can recall the key features of Quentin Blake's illustrations.	Warm up games Ball handling Pass it on Fundamental Movement Skills Coordination – Sending and receiving Counter-balance – Counter-balance Skills Application Removal team Lean on me	I can throw a ball with increasing accuracy and distance.	Research – I can research how pneumatic systems create movement.
	Imitate: I can draw in the style of Quentin Blake from observation.		I can catch a ball with increasing consistency.	Skill – I can create draw different types of diagrams.
	Experiment: I can show expression and mood through simple facial features.		I can successfully hit a ball from a tee.	Design – I can design a pneumatic toy.
	Plan: I can design my own character inspired by Quentin Blake.		I can hit a ball with correct technique.	Make – I can make a toy using a pneumatic system.
	Create: I can create my own character inspired by Quentin Blake		I can choose fielding skills to make it difficult for an opponent.	Evaluate – I can evaluate my toy by considering its effectiveness in creating movement. Show what you know.
	Evaluate: I can review and revisit my creation.		I can work well as part of a team.	
Composite :	Children will be able to apply their knowledge and skills in gestural drawing to create their own illustration inspired by Quentin Blake.	Children will develop and apply their sending and receiving and counter balance with a partner.	Games in groups of 5 - batter hits ball off cone then runs to the hoop and jumps in and out of it to score as many points as possible.	Children will be able to share their toys with younger pupils, explaining how they work. Show what you know.
Impact:	Children can use gestural drawing and exaggeration drawing techniques to show expression in their characters. The children will have developed their understanding of an illustrator and have used their sketchbooks to develop their skills and ideas.	REAL PE – Creative (Respond differently) Children can make up their own rules and versions of activities. They can respond differently to a variety of tasks.	Children can throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique. They can intercept and stop the ball consistently. They can work well as part of a team, employing simple tactics, particularly when exercising.	Children will understand how they can use pneumatic systems to create movement for a toy. They will incorporate this knowledge into their designs, copy these carefully when making and evaluate their toy based on the movement they have been able to create.

	PSHE 	PSHE 	PSHE (Money and Careers Week) 	Music 
Unit title:	Brook Learn 1 Unit: The Internet and Everyday Life	Brook Learn 2 Unit: Everyday Feelings	Theme: What is money?	Unit: Three Little Birds
Builds On:	Year: 2 Term: Summer 1 Unit: Online Friends	Year: 2 Term: Summer 1 Unit: Big Feelings	Year: 2 Term: Spring 2 Unit: All About Money	Year: 3 Term: Autumn 2 Unit: Glockenspiel 1
Memory Master:	What could people be untruthful about online?	Role play how 'big feelings' can affect behaviour.	Create a list of things that are 'needs' and 'wants'.	Create a list of musicians with their genre of music.
Lesson Sequence:	I can describe how someone might feel if people are always on their devices.	I can identify that feelings/emotions are part of a person's health and wellbeing	I can understand why money was invented.	I can listen and apprise a range of Reggae music from Bob Marley.
	I can evaluate how much time I spend on my digital devices.	I can recognise that feelings usually change throughout the day.	I can recognise that people make spending decisions based on priorities.	I can understand the meaning behind Bob Marley's choice of lyrics.
	I can identify the benefits of taking time to disconnect from digital devices.	I can give examples of everyday things that can affect feelings.	I can explain different ways people can pay for things and the choices they can make.	I can interpret my own artwork based around Three Little Birds.
		I can describe what can help people to feel good/better.		I can sing and clap to the rhyme of Three little birds.
Composite :	Create an image or timetable showing how much time to spend on devices and how much time to spend on other things.	Identify strategies to improve emotional well-being for different emotions.	Choose 5 items and put them in order of priority to buy (include 'needs' and 'wants')	To be able perform Three Little Birds in groups to the class.
Impact:	Children will understand the benefit of appropriate screen time and be equipped to make better choices.	Children will have better understanding of their emotions and how to manage them.	Children will be able to make more informed choices about how to spend money.	Children will be able to learn and play a new instrument.