

Reconnection Curriculum Year 3

Year 3	Summer 1	Summer 2
Theme	Predators	Survival
Enrichment (including WOW days, activity passport and careers)	<p>Birds of Prey Visitor http://www.falconry-uk.org/downloads/falconryukschoolsflyer.pdf -Last day of term</p> <p>Make giant shark ? Mystery- who do these paw prints belong to? Stick owls Animal collages</p>	<p>Orienteering day- first day back Camping on school field (marshmallows, hot chocolate) Science- ice cap investigation PE trip Seurat (see art) wow day</p>
Well being	<p>We have identified that the children need opportunities to re-establish friendships and positive learning behaviours. To support with this, we will incorporate team games in all subjects of the curriculum. To enhance physical and mental wellbeing, outdoor game sessions to encourage turn taking and resilience (eg capture the flag, field trips, science investigations- all completed in groups or pairs). We have timetabled daily mindfulness sessions into our afternoons.</p>	<p>We have identified that the children need opportunities to re-establish friendships and positive learning behaviours. To support with this, we will incorporate team games in all subjects of the curriculum. To enhance physical and mental wellbeing, outdoor game sessions to encourage turn taking and resilience (eg camping, science investigations- all completed in groups or pairs, PE experience days x2). We have timetabled daily mindfulness sessions into our afternoons.</p>
English reading	<p>Class readers- Pugs of the Frozen North Varjak Paw- guided reading The children will complete daily reading sessions which will be ppt based as opposed to worksheets. Children will work in groups and in pairs on their reading skills. The sessions are planned to encourage the children to have discussions and debates. We will also focus on our feelings of individuality, acceptance and tolerance whilst reading this book.</p>	<p>Class readers- Snow Leopard The land of Roar- guided reading The theme of overcoming adversity and our fears. Same as Summer 1 but with opportunities to recreate the setting using a map and adding landmarks to it.</p>
English writing	<p>Writing tasks will be based on The Fox The book focuses on the theme of friendship which we will explore in detail. The children will spend 3 weeks looking at the main character and his undesirable character traits- we will explore the questions: <i>What does it mean to be a good friend?</i> They will spend the next 4 weeks exploring the theme further and retelling the story from another character's point of view. This will encourage the discussion around perceptions and expectations put on us. We will make fox dens and a small play area will be set aside for the children to practise their storytelling skills in. All our debates will be planned to take place outside, which will enable the pupils to spread out and work on their oratory skills when presenting their ideas to the rest of the class (weather permitting)</p>	<p>Writing tasks will be based on the Ice Bear- very strong environmental message. First 2 weeks: Haiku poems about a desert (modelled on the desolate setting of this story). Next 2 weeks: Retelling of the story in a form of an informal letter We will collect plastic from around the playground. Ice Science Investigation- liked to ice caps melting.</p>

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Maths	<p>Fractions:-</p> <ul style="list-style-type: none"> • Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts. • Find unit fractions of quantities using known division facts (multiplication tables fluency) • Reason about the location of any fraction within 1 in the linear number system. • Add and subtract fractions with the same denominator, within 1. <p>Active Maths- investigations. Using resources to assist learning. Making learning practical. For example, children have a plate section make it look like a pizza, then cut it in 4's give $\frac{1}{4}$ of pizza to a friend etc.</p> <p>Active maths games:- Fractions baseball Stairway to success Snakes alive Line them up Fraction Fingers Tenths to whole Chalk chop 2 Name that half Maths and the beanstalk</p>	<p>Geometry:-</p> <ul style="list-style-type: none"> • Recognise right angles as a property of shape or a description of a turn and identify right angles in 2D shapes presented in different orientations. • Draw polygons by joining marked points and identify parallel and perpendicular sides. <p>Active maths- investigations in groups. Active math games:-</p> <ul style="list-style-type: none"> • Mystery shapes • Shape construction task • Turn, Turn, Turn • There must be angles • Great compass Angle game • Perps and Paras • Tape Lines <p>If there is time at the end of the term we will recap some of the learning from the beginning of the year such as addition and subtraction.</p>
Science	<p>Weeks 1 and 4/5 We will block this to enable the pupils to develop their skills during projects rather than individual skills.</p> <p>We will start with Food chains- in week 1. L1- The pupils will learn about food chains (videos and ppts), then go outside and draw the chains in chalk (partner work) if wet chn will be making paper food chains (display in the room) L2- an art collage showing Who eats Whom L3- (Friday) science and PE combined playing food chain games, STEM website lesson.</p> <p>We will spend Week 2 looking at Plants Prior to the lesson we will go outside and pick flowers L1- Field work: The children go out to look for seeds, berries, fruits, buds and flowers. L2- types of seed dispersion and seed sorting L3- what do plants need, cress investigation write up and set up L4-L6- water transportation: celery and flower- 2 mini investigations using food dye L7- drama, Eric Carle the tiny seed- flowering plant life cycle, growing beans and sunflowers.</p>	<p>Week 1 and 2 Animals including humans (nutrition), we will use Dave the school skeleton Lesson 1: Types of Nutrition, ppt. What do we need to stay healthy? Chn design a healthy mean and make a collage on a paper plate. Also, they will look at their lunches and decide how healthy they were. Lesson 2: Types of Skeleton (Read and watch Funny Bones!). Sugar paper- sort animals based on their skeletons. Lesson 3: Naming Bones, draw around your friend and n identify and name bones. Can be done outside using chalk. Lesson 4: Mighty Muscles, investigation on how our muscles work.</p>
Computing	<p>Weeks 6 and 7 E- safety Digital media- Animation</p>	<p>Weeks 2 and 3 E- safety Digital media- Desktop publishing</p>

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	<p>During this unit, learners will use a range of techniques to create a stop frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p> <p><u>Unit guide</u> <u>Learning graph</u> <u>Rubric</u> <u>Lessons</u> <u>Lesson 1 Can a picture move?</u> <u>Lesson 2 Frame by frame</u> <u>Lesson 3 What's the story?</u> <u>Lesson 4 Picture perfect</u> <u>Lesson 5 Evaluate and make it great!</u> <u>Lesson 6 Lights, camera, action!</u></p> <p>Outdoor learning opportunities Drama outside The film can be filmed at an outdoor location- chn can create a film set Chn create their version of the Eric Carle movie of the cress seed life cycle.</p>	<p>During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p> <p><u>Unit guide</u> <u>Learning graph</u> <u>Rubric</u> <u>Lessons</u> <u>Lesson 1 Words and pictures</u> <u>Lesson 2 Can you edit it?</u> <u>Lesson 3 Great template!</u> <u>Lesson 4 Can you add content?</u> <u>Lesson 5 Lay it out</u> <u>Lesson 6 Why desktop publishing?</u></p> <p>Outdoor opportunities- Sway as a guide to survival, chn take pictures demonstrating basic survival skills</p>
History	<p>Weeks 2 and 3</p> <p>Sir David biography and research as a significant historical figure (see geography).</p>	<p>Weeks 4 and 5</p> <p>Bear Grills- modern day explorer (The Arctic challenge)</p> <p>Find out about his life Read the Arctic challenge book and discuss Watch him in action- see clips Complete a Bear Grills challenge- chn are give some equipment (limited), they must build shelter and forage for food (lamented pictures)</p>
Geography	<p>Weeks 2 and 3</p> <p>L1- Research David Attenborough- find out who he is and what countries he has been to. L2- Map out continents use an atlas and mark where David Attenborough has been. L3- Field Trip. Bird watching and plant finding. Observation drawings of plants and birds found in England. Use an OS map) L4- Write up findings of field trip using tally chart and bar graphs. L5- Investigate birds found in the different countries of the UK. Outside learning trying to identify any common birds found in England. L6- Using an OS map of Rushden, children are to create a key and label different areas of the map (rivers, fields etc)</p>	<p>Weeks 4 and 5</p> <p>L1- Research Bear Grylls- find out who he is and what countries he has been to. L2- Children to learn and identify human and physical geography of a region within North America. Outside children will have laminated features from North America, they are to run around find them and then sort them into the correct area of the playground (Human or physical features) L3- Children to learn and identify human and physical geography of a region within South America. Outside children will have laminated</p>

	<p>L7- Using an OS map of Starogard (Poland), children are to create a key and label different areas of the map (rivers, fields etc) Children to research the town. Children then to compare Rushden and Starogard hot seat Mrs Patrick about her town in Poland. L8- Children to write a persuasive letter trying to convince someone to live in either Rushden or Starogard.</p>	<p>features from South America, they are to run around find them and then sort them into the correct area of the playground (Human or physical features) L4- Comparisons of North and South America on sugar paper. (Do they have lakes, rivers, mountains etc) L5- Orally or create a sway children are to present their findings about North and South America identifying similarities and differences.</p>																																																				
<p>Art Week 1</p>	<p>No artist study at this time</p>	<p>Seurat study Sketch, colour mixing, pointillism. (real life drawing, shade and tone- charcoal, take away colour- animals, this will be completed during our WOW Day</p>																																																				
<p>DT See computing</p>	<p>Bird Feeders- design in paint 3D and then build it Hang bird feeders and observe the wildlife (bird identification)</p>	<p>Week 6 Moving monsters- https://www.youtube.com/watch?v=5QqinrOcbIM</p>																																																				
<p>PE</p>	<p>Athletics Unit 2 Lessons 1 – 12 Also: cat and mouse, capture the flag and orienteering games lined to our topic</p>	<p>Cricket/Rounders Sports day</p>																																																				
<p>SMSCH</p>	<p><i>Relationships</i> <i>Nothing ever happens here</i></p> <table border="1" data-bbox="300 1323 842 1682"> <thead> <tr> <th>Weekly Celebration</th> <th>Pieces</th> <th>PSHE Education (Developed from National Framework DfEE 2000)</th> <th>Emotional Literacy/Social Skills (Developed from SEAL - Social and Emotional Aspects of Learning DfES 2004)</th> </tr> </thead> <tbody> <tr> <td>Know how to make friends</td> <td>1. Family Roles and Responsibilities</td> <td>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</td> <td>I can describe how taking some responsibility in my family makes me feel</td> </tr> <tr> <td>Try to solve friendship problems when they occur</td> <td>2. 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<p>RE</p>	<p>Christianity – The Church This unit enables pupils to begin to understand how the Christian faith responds to global issues of human rights, fairness and social justice. The focus is on the way Christian teaching impacts on the beliefs and practices of Christians. Children will engage in activities that will allow them to explore the relationship between what a person believes and what they do, drawing on their own experiences and those of other people, including Christians. Pupils are encouraged to consider what can be learned from Christian beliefs and practices whilst</p>	<p>Christian Parables This unit enables pupils to begin to understand why and how Jesus is inspiring to Christians. Pupils use stories from the Bible to reflect on what made/makes Jesus an inspiration to some people. Christianity will be seen as a living religion relevant to many people around the world today. The focus is on the concept of inspiration and pupils will be encouraged to think for themselves about questions to do with the impact this has on the life of people inspired by Jesus.</p>																																																				

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	referring to their own	Pupils are encouraged to consider what can be learned from these Bible stories by referring to their own experiences, beliefs and values. <i>Act out the parables, e.g. the good Samaritan.</i>
Music	Charanga – Three Little Birds and the Dragon Song	Charanga – Bringing Us Together
French	Food- DMC to plan games linked to Food and our topic	