

# WOODHALL CURRICULUM OUTLINE

## YEAR 3 Autumn Term 2020

### TERM TITLE: Angry Planet

#### English

In English we will be:

#### Writing

##### **Can you imagine starting a new life in a new country and culture?**

The start of the term is based around Floella Benjamin's book *Coming to England*. This truly wonderful autobiographical recount of Floella's childhood in Trinidad through to her family's migration to Britain in 1960 offers children an opportunity to access important historic information. Its poignancy and relevance continues to shine today as we aim to support children to learn about the experiences of those involved. The children will learn about memories and recalling and recording them whilst also expressing their feelings about situations in their lives and in the lives of others.

##### **What would you do if dragons kept following you around?**

We will then read *The Dragon Machine*, a fantastically imaginative book will help us with the topic of directions and instructions. We will make our own maps and give instruction and directions on how to make a dragon machine and how to get the dragons home again. The children will need to use prepositions to explain where to go, adjectives to describe the places they are going and adverbs to describe how to do things.

##### **Do you have a dog at home? Are they really a dog and not an alien from another planet?**

*Dr Xargle's Book of Earth Hounds* by Jeanne Willis is a hilarious book that will help the children to punctuate their sentences properly and expand their sentences using conjunctions.

Each term we will have the opportunity to practise using our writing skills in a range of styles as we use a whole school text for 'Love that Book' week.

##### **Do you love cake as much as Mini Rabbit?**

Mini Rabbit loves cake - but cake can't be baked without berries. Off he goes, on a foolhardy mission to find some. John Bond's book *Mini Rabbit Not Lost* will teach the children to include dialogue within a story and begin to use this to reveal details about characters. During this section of work the children will also begin to vary sentence openings to make their writing more interesting.

##### **She is not a typical princess!**

Then we will be looking at retelling fairy tales by reading *The Paper bag Princess* by Robert Munsch. The Princess Elizabeth is slated to marry Prince Ronald when a dragon attacks the castle and kidnaps Ronald. In resourceful and humorous fashion, Elizabeth finds the dragon, outsmarts him, and rescues Ronald--who is less than pleased at her un-princess-like appearance. During this topic the children will be learning about expanding and improving their sentences through the use of multi-clause sentences and carefully thought out sentence structure and use of grammar.

The main grammar focuses for this term will be using conjunctions, adverbs and prepositions to express time, place and cause. These aspects of grammar will be delivered throughout the term and I will be encouraging the children to embed these grammatical skills into their writing to develop their sentence structure.

Spellings for this term will be based around a continuation of phonics from year 2 and building on the spellings skills they have already learnt. They will also learn about homophones and adding prefixes and suffixes to root words.

#### Reading

In guided reading sessions we will be focusing on vocabulary and the understanding of the texts, making sure the children are able to accurately recall the events that have happened and using the text to prove their answers.

	<p>The books we will be reading in class are:          Coming to England – Floella Benjamin          The Dragon Machine – Helen Ward          The Paper Bag Princess - Robert Munsch  <i>Dr Xargle’s Book of Earth Hounds</i> by Jeanne Willis</p> <p>To help support you children’s learning at home make sure to practice their spellings with them over the course of each week, it is better for the children to practice spellings little and often rather than all at once. It is also incredibly important that your children are reading every day for at least 10 minutes. It builds up their vocabulary and understanding so much better than anything else.          Please make use of the Bug Club books at home as well.          Here are a few website that might help with your child’s learning.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zhrd2p">https://www.bbc.co.uk/bitesize/topics/zhrd2p</a>  <a href="https://home.oxfordowl.co.uk/english/primary-writing/writing-year-3-age-7-8/">https://home.oxfordowl.co.uk/english/primary-writing/writing-year-3-age-7-8/</a>  <a href="http://www.primarycurriculum.me.uk/year3/english">http://www.primarycurriculum.me.uk/year3/english</a></p>
<b>Maths</b>	<p>This term we will be focusing on place value and adding the hundreds to the tens and ones that the children already know. We will look at mental and written methods of addition and subtraction. We will spend lots of time on these two areas because they are such vital foundations for all other areas of maths that we are going to cover, not only in Year 3 but throughout the rest of their school life. We will also spend time developing the children’s mental fluency with addition and subtraction facts. This mental fluency will also be developed alongside the development of written methods of calculation.</p> <p>After half term we will move on to statistics. We will begin reading, interpreting and creating our own bar charts and tables. Gathering data and turning the simple data into a graph and interpreting what that graph can tell us.</p> <p>The next step in our mathematical journey will lead us to look at lines and angles. First of all being able to identify, describe and draw perpendicular, parallel, vertical and horizontal lines which can then develop to build understanding of identifying what an angle is and whether an angle is a right angle, an obtuse angle or an acute angle.</p> <p>We will follow the idea of using concrete (beads/cubes/coins/counters) materials to assist the children with their understanding of place value and calculation moving onto using pictorial (pictures) and abstract (numbers).</p> <p>To help support you children’s learning try reading and looking at these websites:  <a href="https://uk.ixl.com/math/year-3">https://uk.ixl.com/math/year-3</a>  <a href="https://www.theschoolrun.com/year-3-maths">https://www.theschoolrun.com/year-3-maths</a>  <a href="https://www.mathsisfun.com/">https://www.mathsisfun.com/</a></p>
<b>Science</b>	<p><b>Rocks</b></p> <p>In the first half term we will be looking at rocks and soil. We will compare and group together different kinds of rocks on how they look. Looking at the rocks as a scientist and using equipment like magnifying glasses to have a closer look at their structure.</p> <p>We will be able to describe, in simple terms, how fossils are formed when things that have lived are trapped within rock. We will look at examples of fossils and draw examples of how the process happens. Finding and identifying different kinds of soil from around the local area will help us to recognise that soils are made from rocks and organic matter.</p> <p><b>Animals including humans</b></p> <p>In the second half term we will identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food, they get nutrition from what they eat.</p> <p>We will take on the roles of personal trainers for a group of different individuals and inform them of the kinds of exercise and diet they need to keep them healthy.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>

	<p>At home, you could support our classroom learning by creating healthy lunches for your children, speaking to your children about the importance of exercise and a varied diet.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/zppvv4j">https://www.bbc.co.uk/bitesize/topics/zrffr82/articles/zppvv4j</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z9bbkqt">https://www.bbc.co.uk/bitesize/topics/z9bbkqt</a> has information about rocks, soils and fossils. You could even take your children to sites where fossils are found and go searching for them yourselves.</p> <p><a href="https://www.nhm.ac.uk/discover/rocks-and-minerals.html">https://www.nhm.ac.uk/discover/rocks-and-minerals.html</a> The natural history museum also has some great information about rocks and fossils.</p>
<p><b>History</b></p>	<p><b>Who were the Romans and what did they ever do for us?</b></p> <p>During this exciting topic we can answer these very questions and more.</p> <p>Our geography skills will again be tested with finding out about where the Roman Empire ruled and locating the major countries and cities throughout the Roman Empire. We will also use our geography topic of volcanoes to discover what Roman life was like in Pompeii before the terrible eruption of Mount Vesuvius.</p> <p>We will place the Romans onto a timeline, relating this to events and civilisations which we have previously learnt about.</p> <p>Using a variety of secondary resources such as books, websites, and photos of archaeological findings, we will find out about Roman daily life and how much it affected the lives of people in Britain.</p> <p>We will be using drama and role-play to bring aspects of Roman society to life, learning about the discipline of soldiers and the struggle of slaves during this time. We will write about what it was like for a Roman soldier to invade Britain and what they thought of the Brits that were already there.</p> <p>After gaining an overview of the Roman Empire we will then start to look at the Romans from the point of view of the Brits who had to live with (and occasionally fight against) the Roman invaders.</p> <p>Looking at different sources of information and evaluating its value to our specific topic. And understanding why the Brits, along with Boudicca, fought back against the Romans in Britain.</p> <p>We will use all we have learned to write a set of letters from Boudicca explaining her attack of Verulamium and describing the thoughts and feelings of the people who followed her to fight.</p> <p>We will also be able to visit the fantastic local resource of Roman Verulamium (St. Albans)</p> <p>At home, you could support our classroom learning by looking at the Roman Collection at the British Museum:</p> <p><a href="https://www.britishmuseum.org/collection/galleries/roman-empire">https://www.britishmuseum.org/collection/galleries/roman-empire</a></p> <p>Or look at <a href="https://www.bbc.co.uk/bitesize/topics/zwmpfg8">https://www.bbc.co.uk/bitesize/topics/zwmpfg8</a> for lots of extra interesting information about the Romans.</p> <p>In class, we will be reading <i>'The Orchard Book Of Roman Myths'</i>, by Geraldine McCaughrean &amp; Emma Chichester Clark and <i>Escape from Pompeii</i>, by Christina Balit.</p> <p>Other books you might like to read at home include: <i>'What the Romans Did For Us'</i>, by Alison Hawes, <i>'A Roman Adventure (The Histronauts)'</i>, by Frances Durkin &amp; Grace Cooke and <i>'Avoid Being a Roman Soldier (The Danger Zone)'</i>, by David Stewart</p>
<p><b>Geography</b></p>	<p><b>What makes our planet so angry?</b></p> <p>Why does the planet throw up plumes of ash and gas miles into the sky and what makes volcanoes erupt?</p> <p>These are some of the questions we will be answering in this explosive topic of volcanoes!</p> <p>We will not only be using our geography skills in this topic but our skills in history as well as we look at the eruption of Mt. Vesuvius at Pompeii and explore how it affected the lives of the people there and ask the question, why do people live near volcanoes?</p> <p>Using a variety of sources such as books, letters, maps, websites, photos and videos we will discover; the inner workings of a volcano and what makes them erupt with such destructive force, where volcanoes are situated around the world, and why they are in these specific locations, Ask and answer questions about the effects of volcanoes and discuss how volcanoes affect human life.</p> <p>At home, you could support our classroom learning by looking at websites such as</p> <p><a href="https://www.natgeokids.com/uk/">https://www.natgeokids.com/uk/</a>,</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyz">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zd9cxyz</a></p> <p>In class, we will look at:</p> <p><i>Escape from Pompeii</i> - Christina Balit</p> <p><i>A volcano wakes up (mainsails)</i> - Bugclub book.</p>

<b>Art</b>	<p>In art the class will look at the sculptures of brilliant British artists Barbara Hepworth and Henry Moore, recreating their own interpretation of some of their most famous works. We will be looking at the techniques used by these artists to design and draw their sculptures including, experiment with different grades of pencil and other implements and using different media to achieve variations in line, texture, tone, colour, shape and pattern.</p> <p>After designing a sculpture based around the style of Hepworth and Moore we will construct a simple base of clay and make a Papier-mâché sculpture that will be displayed within the classroom.</p> <p>This topic will give the children a chance to work with a degree of independence and give them a chance to express their artistic flair.</p> <p>These links have more information about some of Britain’s amazing sculptors and artist.</p> <p><a href="https://www.tate.org.uk/kids/explore/who-is/who-barbara-hepworth">https://www.tate.org.uk/kids/explore/who-is/who-barbara-hepworth</a></p> <p><a href="https://www.bbc.co.uk/programmes/p012q0m4">https://www.bbc.co.uk/programmes/p012q0m4</a></p> <p><a href="https://www.henry-moore.org/archives-and-library/sculpture-research-library/biographical-dictionary-of-sculptors">https://www.henry-moore.org/archives-and-library/sculpture-research-library/biographical-dictionary-of-sculptors</a></p>
<b>DT</b>	<p>During this term our Design and technology topic will be linked to our history topic of the Romans. The children will be designing and making Roman scutum shields. The children will need to identify the purpose for the shields and work out criteria to create a successful shield. After their shields are made they will need to evaluate their work and adapt and improving it where appropriate.</p> <p><a href="https://www.historyhit.com/kinds-of-ancient-roman-shields/">https://www.historyhit.com/kinds-of-ancient-roman-shields/</a></p> <p><a href="https://www.timetrips.co.uk/romsol-shield.htm">https://www.timetrips.co.uk/romsol-shield.htm</a></p>
<b>Computing</b>	<p>E safety is a huge and important part of modern life and throughout the year children will be taught and reminded about how to remain safe while using modern technology.</p> <p>Emails are a fantastic way to communicate with others and composing and sending an email is a vital skill that children will learn during this term. Working on these key technological skills will also develop the children’s confidence and abilities with using computers to type and research topics using the internet.</p> <p>There are lots of relevant resources linked to computing on</p> <p><a href="https://www.purplemash.com/sch/woodhall-wd19">https://www.purplemash.com/sch/woodhall-wd19</a></p>
<b>RE</b>	<p>Rules for living</p> <p>This terms unit of work is about rules and how they influence actions. Looking in particular at the rules that are followed by Christians and Muslims. We will also look at stories of key religious leaders; some key Christian and Muslim beliefs and practices; and ways of describing God. We will see how religious festivals are related to key figures, events and stories and how these are observed within families and religious communities.</p> <p>These websites have some useful information about the topics we will be covering,</p> <p><a href="http://www.primaryhomeworkhelp.co.uk/religion/Islam.htm">http://www.primaryhomeworkhelp.co.uk/religion/Islam.htm</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zpdt5bk/articles/zrxxgwx">https://www.bbc.co.uk/bitesize/topics/zpdt5bk/articles/zrxxgwx</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zvfnkmm">https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zvfnkmm</a></p> <p><a href="http://www.primaryhomeworkhelp.co.uk/religion/christian.htm">http://www.primaryhomeworkhelp.co.uk/religion/christian.htm</a></p>
<b>PE</b>	<p>Yoga and mindfulness are interlinked and a really important way for people, adults and children to relax their minds and unwind from the daily stresses of the school day. The children will learn a series of yoga poses and routines to carry out that will help strengthen their bodies and minds.</p> <p>Hopefully, we will be able to take the children swimming during this ter as well but that all relies on the government guidelines we are given.</p> <p>Game on. Cricket</p>
<b>MfL</b>	<p>Spanish is one of the most widely spoken languages in the world and it is so important, fun and exciting to learn about a different culture by learning a new language! This term the children will learn about greetings, colours and numbers.</p> <p>Here are some useful websites for teaching extra Spanish at home!</p> <p><a href="https://www.123teachme.com/learn_spanish/spanish_for_children">https://www.123teachme.com/learn_spanish/spanish_for_children</a></p> <p><a href="https://rockalingua.com/videos">https://rockalingua.com/videos</a></p>
<b>PSHE</b>	<p>How can we be a good friend? What keeps us safe?</p> <p>During this difficult time PSHE is even more important than ever and this term will all be about social interactions and keeping ourselves and others safe.</p>
<b>Music</b>	<p><b>Can you feel the rhythm?</b></p>

	<p>Rhythmic patterns are an intrinsic part of being a human. Rhythm flows through your body as soon as you hear it. This term in music we will be repeating patterns using our bodies and instruments. Being able to listen carefully and recognise patterns will help to increase aural memory and the children should become able to recall, improvise and perform rhythmic patterns.</p>
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