

Spring 1	Spring 2
<b>Unit Title: Tall Tales</b>	<b>Unit Title: Law and Power</b>
<b>Entry point:</b> Stunning Start – School trip to RHS Wisley to build upon our learning about plants. There will be interactive workshops, learning about how plants grow and fun activities to complete in the Hilltop Horticultural Science Centre.  <b>An interactive activity from Thames Water linking to the geography topic: rivers (tbc).</b>	<b>Entry point</b> Part 1: History topic: learning what Plantagenet means and designing own family emblems, Part 2: Art topic: Ancient Egyptian collar making.
<b>Exit point:</b> Children's homework to be shared. Children can stand up to talk about their homework linked to our topic.	<b>Exit point:</b> Children's homework to be shared. Children can stand up to talk about their homework linked to our topic. Year 3 Parliamentary Debate.
<b>Outcome:</b> The children will learn folk tales, deepen their scientific knowledge about plants and understand rivers and their patterns.	<b>Outcome:</b> The children will learn about the origins of parliament and the relationship with royalty and religion.

<p><b>English:</b></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>Poetry – focussed on animals and examples from the Core Knowledge textbook.</li> <li>Narrative Writing – based on Rudyard Kipling's 'Just So Stories' such as How the Camel got His Hump.</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li><i>Listen and respond to adults and peers</i> – questioning and classroom discussion</li> <li><i>Gain, Maintain and monitor interest of the listeners</i> - Presentation of ideas and information</li> <li><i>Articulate and justify answer, arguments and opinions</i> - Comprehension and discussion of answers</li> </ul> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li><i>exposure to a wide range of literature/ reading for a range of purposes/ using dictionaries to check meaning / identify themes.</i></li> <li><i>Recognise different forms of poetry</i></li> <li><i>Discussing words and phrases that interest the reader.</i></li> <li><i>Preparing poems to read aloud.</i></li> <li><i>Asking questions to improve their understanding of a text.</i></li> <li><i>Discussing a wide range of fiction, poetry, plays and non-fiction</i></li> </ul>	<p><b>Key Texts:</b></p> <p>Aesop's Fables</p> <p>Animal Poetry</p> <p>How the Camel got his Hump</p> <p><b>UNCRC Article(s):</b></p> <p><u>Article 2</u> The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.</p> <p><u>Article 16</u> You have the right to privacy.</p> <p><u>Article 17</u> You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.</p> <p><u>Article 24</u> Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so</p>	<p><b>English:</b></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>Informative Writing – Non-Chronological Reports</li> <li>Persuasive Writing – Hero or Villain – using famous British Folk Tale Heroes.</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li><i>Listen and respond to adults and peers</i> – questioning and classroom discussion</li> <li><i>Gain, Maintain and monitor interest of the listeners</i> - Presentation of ideas and information</li> <li><i>Articulate and justify answer, arguments and opinions</i> - Comprehension and discussion of answers</li> </ul> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li><i>exposure to a wide range of literature/ reading for a range of purposes/ using dictionaries to check meaning / identify themes.</i></li> <li><i>Recognise different forms of poetry</i></li> <li><i>Discussing words and phrases that interest the reader.</i></li> <li><i>Preparing poems to read aloud.</i></li> <li><i>Asking questions to improve their understanding of a text.</i></li> <li><i>Discussing a wide range of fiction, poetry, plays and non-fiction</i></li> </ul>	<p><b>Key Texts:</b></p> <p>Robin Hood and His Merrymen (Henrietta Marshall)</p> <p>King Arthur and the Knights of the Round Table</p> <p><b>UNCRC Article(s):</b></p> <p><u>Article 2</u> The Convention applies to everyone, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from.</p> <p><u>Article 4</u> Governments should make these rights available to children.</p> <p><u>Article 6</u> All children have the right to life. Governments should ensure that children survive and develop healthily</p> <p><u>Article 24</u> Children have the right to good quality health care, to clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.</p> <p><u>Article 29</u> Your education should help you use and develop your talents and abilities. It should</p>
---	--	--	---

<p><b>Writing – transcription/composition/SPAG</b></p> <ul style="list-style-type: none"> <li>• Use of prefixes and suffixes</li> <li>• Inverted commas</li> <li>• Dictionary Skills</li> <li>• Sentence structure</li> <li>• Planning/drafting/editing/proof-reading</li> <li>• Reading aloud</li> <li>• Conjunctions</li> </ul> <p><b>Narrative Writing</b></p> <ul style="list-style-type: none"> <li>• Write a familiar story that includes settings, characters, dialogue and, if appropriate, several events, using temporal words and phrases to indicate the chronology of events.</li> <li>• Write a personal narrative.</li> <li>• Create a title and an ending that are relevant to the narrative.</li> </ul> <p><b>Poetry Writing:</b></p> <ul style="list-style-type: none"> <li>• Writing for a range of purposes</li> </ul> <p>Considering audience</p> <p>Subject appropriate</p> <p>Concentration on grammar and vocabulary for clarity</p> <p>Discuss writing similar to that which they are planning to write.</p> <p><b>Maths:</b></p> <p><b>Length</b></p> <p><u>Writing Length</u></p> <p>To use metres and centimetres to measure objects.</p> <p>To write length in centimetres only by converting metres to centimetres.</p> <p>To convert kilometres to metres.</p> <p>To convert length from metres to kilometres and metres.</p> <p><u>Comparing Length</u></p> <p>To compare two lengths.</p> <p><u>Solving Word Problems</u></p> <p>To solve measurement-related word problems.</p>	<p>that they will stay healthy. Rich countries should help poorer countries achieve this. <u>Article 29</u></p> <p>Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p> <p><u>Article 38</u></p> <p>Governments should not allow children under 16 to join the army.</p>	<p><b>Writing – transcription/composition/SPAG</b></p> <ul style="list-style-type: none"> <li>• Use of prefixes and suffixes</li> <li>• Possessive apostrophe</li> <li>• Dictionary Skills</li> <li>• Sentence structure</li> <li>• Planning/drafting/editing/proof-reading</li> <li>• Reading aloud</li> <li>• Conjunctions</li> </ul> <p><b>Non-Chronological Reports</b></p> <p>Write about a topic, including beginning and concluding sentences, facts and examples relevant to the topic and specific steps (if writing explanatory text).</p> <ul style="list-style-type: none"> <li>• Group similar information into paragraphs.</li> <li>• Use linking words such as also, another, and, etc. to connect ideas within a paragraph.</li> </ul> <p><b>Persuasive Writing</b></p> <ul style="list-style-type: none"> <li>• Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion.</li> <li>• Use words to link opinions with reasons or supporting details, such as because, also, another.</li> <li>• Create a title that is relevant to the topic or subject of the text.</li> </ul> <p><b>Maths:</b></p> <p><b>Telling the Time</b></p> <p>To use the terms 'a.m.' and 'p.m.' correctly to identify morning or afternoon/evening.</p> <p>To learn to tell time to the minute; to understand the relationship between the minute hand and hour hand.</p> <p>To consolidate and apply a variety of vocabulary used to express the time.</p> <p>To compare analogue and digital time; to represent time using both analogue and digital methods.</p> <p>To tell time before the hour using the hour and minute hands.</p> <p>To learn to tell time using 24-hour notation; to use analogue time and 24-hour notation interchangeably.</p> <p>To tell the time on an analogue clock using Roman numerals.</p> <p><u>Measuring and Comparing Time in Seconds</u></p> <p>To measure time in seconds and milliseconds.</p>	<p>also help you learn to live peacefully, protect the environment and respect other people.</p> <p><b>P4C Stimuli:</b></p> <p>Refer to UNICEF Calendar</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>•How do you persuade someone?</li> <li>•How do you influence their thinking and convince them of a point of view?</li> <li>•How do you persuade people verbally in spoken or written English?</li> <li>•How many hours are there in a day?</li> <li>•How many days in a week? How many months are there in a year?</li> <li>•How many days are there in each month?</li> <li>What is the difference with a 24 hour clock?</li> <li>•Who were the Plantagenets?</li> <li>•What were Henry II's legal and judicial reforms?</li> </ul>
	<p><b>P4C Stimuli:</b></p> <p>Refer to UNICEF Calendar</p> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>•What is a folk tale?</li> <li>•What do we mean by a 'tall tale'?</li> <li>•What is the difference between a fable and a narrative.</li> </ul> <p>How many millimetres are in a centimetre?</p> <p>How many centimetres are in a metre?</p> <p>What is the difference between mass and weight?</p> <p>Roughly how many millilitres can a mug hold?</p> <ul style="list-style-type: none"> <li>•Can you identify settlements, physical features and points of interest on a map?</li> <li>•How is the land used?</li> </ul>		

<p>To solve word problems further, involving multiplication.</p> <p>To solve word problems associated with length using division.</p> <p>To solve more challenging word problems.</p> <p><b>Mass</b></p> <p><u>Reading Weighing Scales</u></p> <p>To measure mass using weighing scales and compare the mass of objects using grams and kilograms.</p> <p>To use weighing scales to measure mass when the mass is between multiples of 100g.</p> <p>To read values on a scale which are 1 kg or more.</p> <p>To weigh heavier items where the markers in the scales represent 200 g each.</p> <p><u>Solving Word Problems</u></p> <p>To solve word problems relating to mass with addition and subtraction.</p> <p>To solve word problems relating to mass using multiplication.</p> <p>To solve word problems relating to mass using division.</p> <p><b>Volume</b></p> <p>To measure volume in millilitres.</p> <p>To measure capacity in millilitres.</p> <p>To measure volume using millilitres and litres.</p> <p>To measure volume in millilitres and litres from a 'homemade' bottle with markings.</p> <p>To measure volume using millilitres and litres in comparison to 1 l.</p> <p>To measure larger capacity in litres and millilitres.</p> <p>Solving Word Problems</p> <p>To solve basic word problems related to volume.</p> <p>To solve word problems through division.</p> <p>To solve two-step word problems.</p> <p><b>Geography:</b></p> <p><u>Rivers and Basins</u></p>	<ul style="list-style-type: none"> <li>•How do you use a compass to navigate?</li> <li>•What are the points of a compass?</li> <li>•How can coordinates help us describe the location of objects and places on a map?</li> <li>•What do we mean by scale on a map?</li> <li>•What different types of residence are there?</li> <li>•What is meant by a natural environment?</li> <li>•How is the natural environment managed and changed by people?</li> </ul> <p>What are shadows? What variables change the size of a shadow?</p> <p>How do opaque, transparent and translucent objects affect how light travels?</p> <p>What practical applications do mirrors have by reflecting light?</p>	<p>To measure time in seconds using a stopwatch; to consolidate previous learning about seconds.</p> <p>To consolidate measuring time in seconds; to conduct a time experiment using seconds.</p> <p>To measure time in hours using an analogue clock.</p> <p>To consolidate the measurement of time in hours.</p> <p>To measure time in hours using analogue clocks and timelines; to count backwards in time by the hour.</p> <p><u>Measuring Time in Minutes</u></p> <p>To measure the passage of time in minutes using an analogue clock and a timeline.</p> <p>To measure time to the minute when it crosses into the next hour; to use number bonds to calculate the passage of time.</p> <p>To measure time in minutes, counting backwards to determine the starting point; to use number bonds and timelines to calculate the passage of time.</p> <p><u>Changing Minutes to Seconds</u></p> <p>To determine how many seconds are in a minute; to use multiplication to calculate the number of seconds in a number of minutes.</p> <p>To convert seconds into minutes using number bonds.</p> <p><u>Finding Number of Days</u></p> <p>To calculate the number of days in a month</p> <p>To learn which months have 31, 30 and 28/29 days.</p> <p>To find the duration of days for different activities.</p> <p><b>History:</b></p> <p>Children will help pupils gain a coherent knowledge and understanding of Britain's past. Therefore, meeting the following national curriculum aims:</p> <ul style="list-style-type: none"> <li>▪ <i>gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'</i></li> <li>▪ <i>understand historical concepts such as continuity and change, cause and consequence, similarity, difference, and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions</i></li> </ul>	<p>•How did Royal influence change in local, civil cases?</p> <p>•What is 'trial by jury'?</p> <p>•Why did Henry II argue with Thomas á Becket? •Why was the archbishop murdered at Canterbury Cathedral?</p> <p>Key Questions:</p> <p>•What were the crusades?</p> <p>•What was the purpose of the Crusades?</p> <p>What is the link between the tale of Robin Hood, Richard the Lionheart and his brother John?</p> <p>•What was the Magna Carta and why was it needed?</p> <p>•Who was Simon Demontford and what did he have to do with parliament?</p> <p>•What is a plant?</p> <ul style="list-style-type: none"> <li>• How does pollination work</li> <li>• What do the words dispersal and formation mean?</li> <li>• Can you name a pollinator?</li> </ul>
	<p>Community/International Involvement:</p> <p>Exploring our community - finding out how our community uses the land. What type of residences do we live in. What facilities do we require? How is the landscape changing? How do we</p>		<p>Community/International Involvement:</p> <p>Investigating parliament and democracy. How do MPs represent our community?</p>

<p>Know the terms and begin to recognise river source, tributary, river mouth, flood plain, irrigation, watershed, drainage basin and estuary.</p> <p>To understand physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>use the natural environment? How does our capital city differ from Paris?</p>	<p><i>and create their own structured accounts, including written narratives and analyses</i></p> <ul style="list-style-type: none"> <li>▪ <i>understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</i></li> <li>▪ <i>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</i></li> </ul>	
<p><b>Computing:</b></p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p><b>Science:</b></p> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• explore 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</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><b>Art/D&amp;T: Art of Ancient Egypt</b></p> <p>Art: The Great Sphinx, Bust of Nefertiti, Tutankhamun's death of the Dead</p> <p>Concepts: Power of the Pharaohs, represented in art, what is a bust, first use of paper.</p> <p>Skills: sketching, modelling in clay, creating patterns, making paper, drawing in profile.</p> <p><b>R.E.</b></p> <p>The Teaching of Jesus</p> <p>Using the <i>Cycle of Enquiry</i>: communicate, apply, enquire, contextualise, and evaluate</p> <p><i>Know about a range of religions and world views.</i></p> <p><i>Express ideas and insights about the nature, significance and impact of religions.</i></p>		<p><u>HENRY II / Law and murder in the cathedral</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> First of the Plantagenet Kings</li> <li><input type="checkbox"/> Henry II's legal and judicial reforms <ul style="list-style-type: none"> <li>o Royal Magistrate Courts; Royal 'circuit' judges; extension of Royal influence in local, civil cases</li> <li>o Trial by jury; precedent for modern legal systems</li> <li>o Henry's conflict with the church over Thomas à Becket, the Archbishop of Canterbury, who challenged the King's authority</li> <li>o Murder of the Archbishop at Canterbury Cathedral.</li> </ul> </li> </ul> <p><u>THE CRUSADES, RELIGIOUS CONFLICTS IN THE HOLY LAND</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Many Crusades from the 11<sup>th</sup> to 13<sup>th</sup> centuries</li> <li><input type="checkbox"/> The purpose of the Crusades was to gain control of the Holy Land – those sites in the Middle East associated with the narrative of the New Testament – from Muslims</li> <li><input type="checkbox"/> Third Crusade (1187-1192) <ul style="list-style-type: none"> <li>o Richard I of England, known as Richard the Lionheart, left his brother John in charge of England while he went to the Holy Land. John is an unpopular ruler.</li> </ul> </li> </ul> <p><u>MAGNA CARTA</u></p> <p>Richard, I die (1199)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> King John reigns <ul style="list-style-type: none"> <li>o Dissatisfaction with King John because of unsuccessful foreign wars and his treatment of nobles</li> </ul> </li> <li><input type="checkbox"/> Magna Carta was created by discontented barons, to be in effect in perpetuity <ul style="list-style-type: none"> <li>o the right not to be imprisoned without lawful judgement of peers</li> <li>o Limits on the king's power to collect money</li> <li>o Initially ineffective and limited but has had long-term significance</li> </ul> </li> </ul>	

*Gain and deploy the skills needed to engage seriously with religions and world views.*

**PE:**

One outdoor session with Chelsea Football Club

One indoor session: Gymnastics

*National Curriculum Aims:*

- take part in outdoor and adventurous activity challenges both individually and within a team
- develop flexibility, strength, technique, control, and balance [for example, through athletics and gymnastics]

**MFL:** French

All about Me:

Class instructions.

My body.

- *Listen attentively to spoken language and show understanding by joining in and responding*
- *Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.*
- *Engage in conversations*
- *Develop accurate pronunciation and intonation.*
- *Appreciate stories, songs, poems and rhymes.*

**Music:**

Patriotic Music:

- Exposure to patriotic music and analyse its meaning (God Save the Queen, Land of Hope and Glory).

Famous Western Europe Composers (cross curricular links):

- Create a profile of Vivaldi and Four Seasons
- Create profile of Beethoven and Fur Elise, Symphony Number 6

o Provides precedent to question royal prerogative

King accepts the Magna Carta at the meeting at Runnymede on 15 June 1215

o King rejected the Charter immediately afterwards

**MONTFORT'S PARLIAMENT: THE FIRST ELECTED PARLIAMENT IN EUROPE**

Simon de Montfort

o Simon de Montfort led the barons in rebellion (1263)

o King captured at the Battle of Lewes (1264); de Montfort constructs new system of government

Each borough sent two elected representatives to parliament

o First time to have elected representatives in parliament

o Many barons felt de Montfort had gone too far and abandoned them

o Battle of Evesham (1265): de Montfort ambushed and killed, and his system of government was disbanded

Long term significance

o Precedent for inclusion of non-royals in politics

o De Montfort's parliament was an antecedent of modern representative parliamentary democracy

**Science: Light**

Pupils should be taught to:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

**Computing:**

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

- Create profile of Mozart and Rondo All Turca.

**Spelling:**

Spelling Shed:

- Challenge words
- Words with the prefix 're-' 're-' means 'again' or 'back.'
- The prefix 'dis-' which has a negative meaning. It often means 'does not' as in does not agree = disagree.
- The prefix 'mis-' This is another prefix with negative meanings.
- Adding suffixes beginning with vowel letters to words of more than one syllable. The consonant letter is not doubled if the syllable is unstressed.
- Adding suffixes beginning with vowel letters to words of more than one syllable. If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled

**Sayings:**

Get a taste of your own medicine

Two heads are better than one

**PSHE:**

Jigsaw - Dreams and Goals:

- Difficult challenges and achieving success
- Dreams and ambitions
- New challenges
- Motivation and enthusiasm
- Recognising and trying to overcome obstacles
- Managing feelings

**Art/D&T:**

Architecture/Architects e.g., National Gallery, St Paul's Cathedral

Line of symmetry in architecture (Parthenon, The National Gallery)

Easter Art Project

**R.E:**

Why is prayer important:

Using the *Cycle of Enquiry*: communicate, apply, enquire, contextualise and evaluate

*Know about a range of religions and world views.*

*Express ideas and insights about the nature, significance and impact of religions.*

*Gain and deploy the skills needed to engage seriously with religions and world views.*

**PE:**

One outdoor session with Chelsea Football Club

One indoor session: Ball skills

*National Curriculum Aims:*

- take part in outdoor and adventurous activity challenges both individually and within a team
- use running, jumping, throwing and catching in isolation and in combination

**MFL:**

All about Me:

Clothes: What's in your wardrobe?

Clothes: What are you wearing?

- *Listen attentively to spoken language and show understanding by joining in and responding*
- *Explore patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.*
- *Engage in conversations*

- *Develop accurate pronunciation and intonation.*
- *Appreciate stories, songs, poems and rhymes.*

**Music:**

Classical:

- Review families of instruments: strings, brass, woodwinds, percussion.
- Become familiar with instruments in the string family—violin, viola, cello, double bass—and listen to

o Camille Saint-Saëns, from *Carnival of the Animals*: 'The Swan' (cello) and 'Elephants' (double bass)

o Antonio Vivaldi, *The Four Seasons* (see below, Composers and Their Music)

- Become familiar with instruments in the percussion family—for example, drums (timpani, snare), xylophone, wood block, maracas, cymbals, triangle, tambourine—and listen to Carlos Chavez, *Toccata for percussion*, third movement.

- Johann Sebastian Bach, *Minuet in G major* (collected by Bach in the *Anna Magdalena Notebook*); *Jesu, Joy of Man's Desiring*; *Toccata and Fugue in D minor*

**Spelling:**

Spelling Shed:

- Challenge words
- The long vowel /a/ sound spelled 'ai'
- The long /a/ vowel sound spelled 'ei.'
- The long /a/ vowel sound spelled 'ey.'
- Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.
- Homophones – words which have the same pronunciation but different meanings and/or spellings.

**Sayings:**

Get out of the bed on the wrong side

Practise what you preach

**PSHE:**

Jigsaw - Healthy Me:

- Exercise
- Fitness challenges

		<ul style="list-style-type: none"><li>• Food labelling and healthy swaps</li><li>• Keeping safe and why it's important online and offline scenarios</li><li>• Respect for myself and others</li><li>• Healthy and safe choices</li></ul>	
--	--	--	--