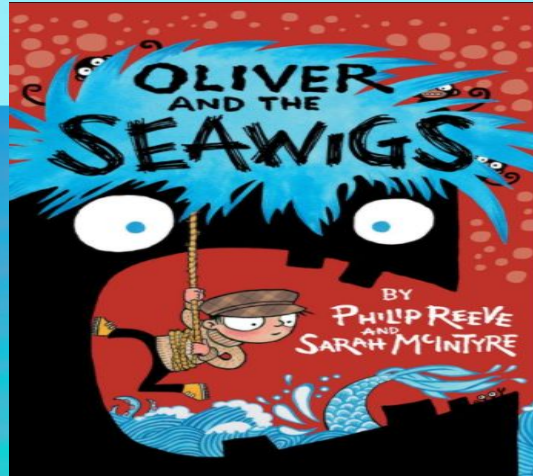




Be all you can be
Hayes School

Year 3 Curriculum Plan: Autumn 2023

The Big Question:
How can I use sculpture techniques to make a paper model?



Responsibility Success Aspirations Resilience Discovery Friendship

At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background in order that they leave us as good human beings- happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. At Hayes, we also aim to equip our children with the ability to 'think' in order to make sense of an ever-changing world. Our curriculum has been designed, with thinking at its heart, to achieve our ultimate vision: All children will live fulfilling and happy lives, being all they can be.

Curriculum questions

Big question:

Can I use sculpture techniques to make a paper model?

Geography questions:

Where are cities in the island of the United Kingdom?

LQ: How are Malta and the United Kingdom different?

Art questions:

LQ: How do illustrators create their work?

LQ: Can I use sketching techniques to improve my drawing?

LQ: How do I use sketching techniques to design a sculpture?

LQ: How can I create different effects using paper sculpture techniques?

LQ: How do I want the viewer to feel when they look at my sculpture?



LQ: Can I teach someone how to create a paper sculpture?

LQ: How can I use layering to enhance my sculpture?

LQ: How can I create a 3D effect?

LQ: Can I reflect artistically on my artwork?

Key vocabulary

Know words		
	line	A long, narrow mark.
	fold	To bend something over on itself.
Grow words		
	sculpture	An art-form made in 3-dimensions
	sketch	A drawing done quickly without many details
	improve	To make something better.
	detail	A small part of a piece of art.
	layer	To place things on top of each other.
	shade	The darkening of a line or colour.
Show off words		
	density	The thickness of a pencil line/shading.
	3-dimensional	A solid object with length, depth and width.

Learning experience, context and outcome

By the end of this learning experience, the children will have good knowledge of the text 'Oliver and the Seawigs' by Philip Reeve and Sarah McIntyre. The children will know that Oliver grew up in a family of explorers - but his biggest adventure is about to begin. With his new friends - a grumpy old albatross, a short-sighted mermaid and a friendly island called Cliff - Oliver goes off in search of his missing parents. But before he can put his rescue plan into action, there's an army of pesky sea monkeys to contend with....We will think about the school value of friendship - How does Oliver build a friendship with the characters he meets on his journey to find his parents?

Art is our driver subject for this learning experience. The children's first outcome will be to develop their drawing techniques by drawing and revising the parts of the seawigs. Using 'Austin's Butterfly and ELF on ELF discussions, Year 3 will focus on reviewing and improving their drawing skills. Our second outcome will be focusing on creating a 3D Seawig using paper sculpture. The children will practise their paper folding skills to create a variety of different shapes and patterns.

Geography is our second driver subject. Using the text as a hook into their learning, the children will develop their knowledge of human and physical geography. Year 3 will know what an island is and study two comparative islands - the UK and Malta. The children will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Google Earth could be used to view and locate both islands comparative sizes, capital cities, structure. We will study the land formation and compare what is the same and different about both islands.



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Year 3: Autumn 2 2023

ENGLISH

- Driver Text: Oliver and the Seawig by Philip Reeves and Sarah McIntyre.
- Reading: Whole Class reading takes place each week including fluency, retrieval and inference based around a variety of texts.
- Read, write, Inc will continue in groups for children to secure phonics and fluency.
- Writing Opportunities: The children will learn to write a diary entry and a non-chronological report about a Seawig
- Spelling focus: prefixes, words endings sure and ture
- Handwriting: joined, legible and cursive handwriting.

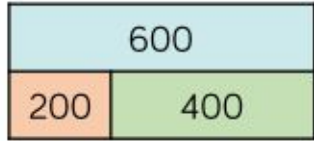
MATHS: Place value

In maths, the children will be focusing on:

- Add and subtract using the column method with exchanges.
- Complete inverse operations
- Recap multiplying and dividing by 2, 5 and 10.
- Multiply and divide by 3, 4 and 8.

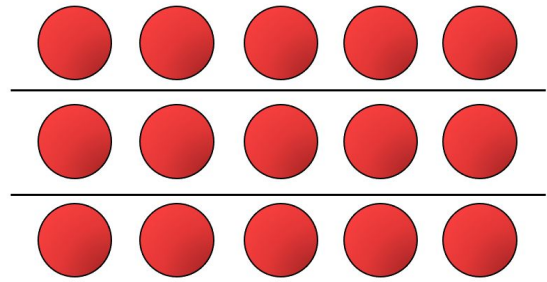
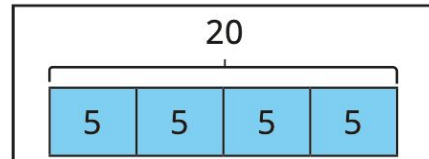
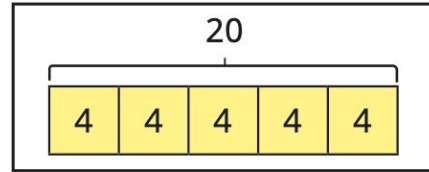
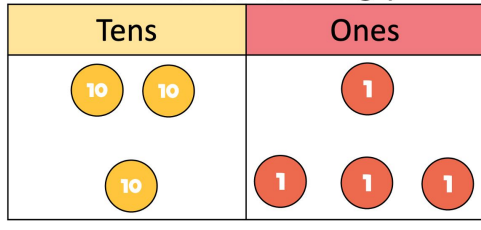
Maths - models and images

Use the bar model to complete the number sentences.



$$\begin{array}{l} ___ + ___ = 600 \\ ___ + ___ = 600 \\ ___ - ___ = 400 \\ ___ - ___ = 200 \end{array} \quad \begin{array}{l} 600 = ___ - ___ \\ 600 = ___ - ___ \\ 400 = ___ - ___ \\ 200 = ___ - ___ \end{array}$$

$$21 + 13 = 34$$



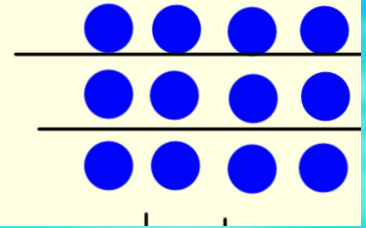
There are 3 rows of 5

$$\underline{5} + \underline{5} + \underline{5} = \underline{15}$$

$$\underline{3} \times \underline{5} = \underline{15}$$

If $3 \times 4 =$

$12 \div 3 =$





Be all you can be
Hayes School

Year 3: Autumn 2 2023

SCIENCE: Light

In science, the children will learn:

- About different sources of light.
- How the sun's light can be dangerous.
- Investigate reflective materials and reflective surfaces.
- Create their own shadow puppets play using knowledge and skills of light and shadows.

COMPUTING: Data

In computing, the children will learn to:

- To sort objects using just 'yes' or 'no' questions.
- To complete a branching database using 2Question.
- To create a branching database of the children's choice.



Be all you can be
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Year 3: Autumn 2 2023

Driver Subject: ART

- To improve their drawing techniques through the use of Austin's butterfly feedback.
- To create sculptures using paper techniques.
- To reflect and review outcomes of final creative work.

Driver Subject: GEOGRAPHY

- To use maps, atlases, globes to identify hot and cold islands.
- To describe and understand key aspects of physical and human geography within an islands context.
- To compare and contrast the UK with Iceland.



Be all you can be
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Year 3: Autumn 2 2023

R.E What do Christians learn from the creation story?

In RE, the children will be will learn to place the concepts of God and creation on a timeline of the Bible's 'big story'. Make clear links between Genesis 1 and what Christians believe about God and Creation. As well as, recognise that the story of 'The Fall' in Genesis 3, gives an explanation of why things go wrong in the world.

PSHE/SRE

Growth Mindset Mindfulness, Self-Image, Dealing with Anxiety and Stress, Dealing with Anger.

During PSHE, the children will learn the importance of having a positive self image as well as ways to promote this. They will understand the difference between anxiety and stress and how to cope with big feelings. They will also understand the importance of developing a growth mindset.

P.E

- Understand when and why we use a number of passes.
- To use a range of passing techniques when under pressure.
- To communicate with others, show good teamwork and be respectful of others.

MFL (French)

Through the use of Language Angels, the children will learn to say the names of some common pets as well as describing them. They will continue to work on their spoken and written grammar.