



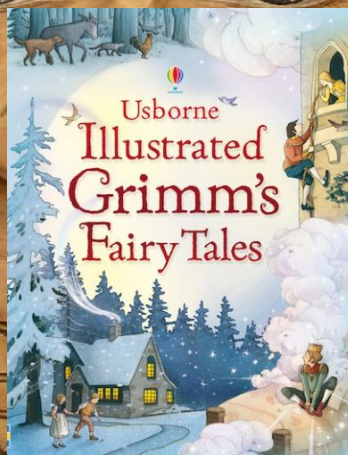
# Be all you can be

Hayes School

Year 3 Curriculum Plan: Spring 2 2024

**The Big Question:**

**Can I understand the impact of 'inspirational artists?'**



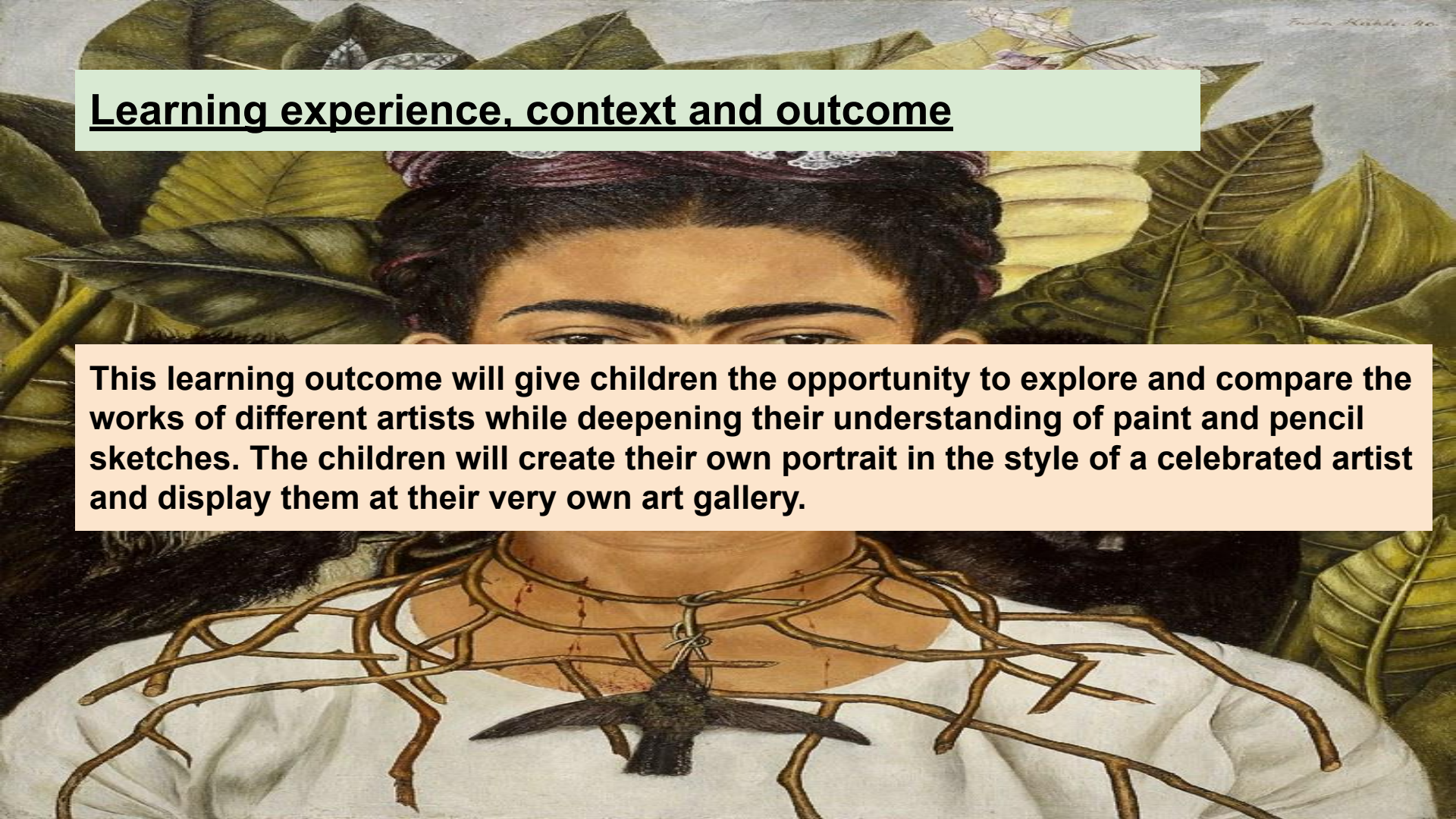
Responsibility Success Aspirations **Resilience** Discovery Friendship



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.





The background of the slide is a reproduction of Frida Kahlo's painting 'Self-Portrait with Thorn Necklace and Hummingbird'. It depicts a woman with dark hair and a purple headband, surrounded by large green leaves. She wears a necklace made of thorns with a hummingbird perched on it. The painting is signed 'Frida Kahlo 40' in the top right corner.

## Learning experience, context and outcome

**This learning outcome will give children the opportunity to explore and compare the works of different artists while deepening their understanding of paint and pencil sketches. The children will create their own portrait in the style of a celebrated artist and display them at their very own art gallery.**

# Curriculum questions

## Big question:

What is a self-portrait and how can I create a piece art in the style of a Frida Kahlo?

## Art questions:

- Can I mix paints to create tertiary colours?
- Can I create a lighter tint or tone?
- Can I compare the artwork of Frida Kahlo and Leonardo Di Vinci?
- Can I sketch facial expressions?
- Can I plan a portrait to represent myself?
- Can I sketch a self-portrait?
- Can I create a self-portrait that represents me and my emotions?
- Can I mix colour to add to my self-portraits?
- Can I evaluate my art work?
- How can I showcase my portrait?



*Be all you can be*  
Hayes School

Year 3: Spring 2 2024

### ENGLISH

- Driver Text: Grimm's Fairy-Tales by Ruth Brocklehurst
- 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 write an alternative ending to a familiar fairy-tale. They will also write a free-verse poem.
- Spelling focus will include words ending with the // sound spelled -al, words ending with the // sound spelled -le the digraphs ir and ur and oa and oe
- Handwriting: joined, legible and cursive handwriting.

### MATHS: Fractions/ Length and perimeter

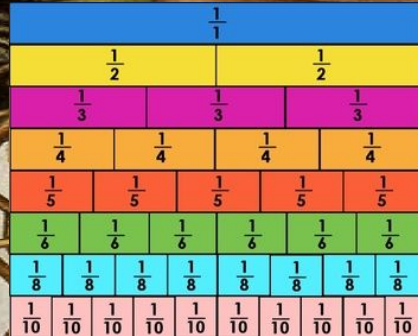
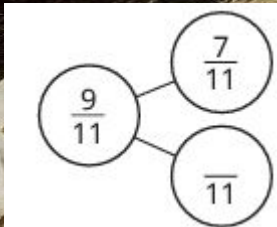
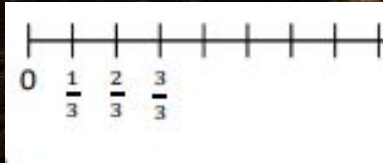
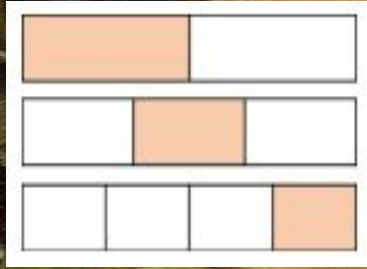
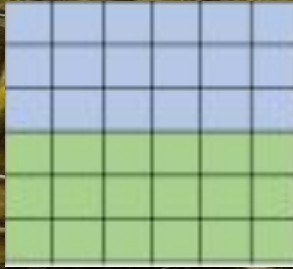
In maths, the children will be focusing on:

- **Fractions** - we will work with wholes and parts, recognising halves, quarters and thirds, finding halves, quarters and thirds, exploring unit fractions and non-unit fractions. We will be adding and subtracting fractions and finding fractions of a set of objects/amounts.
- **Lengths and perimeter** - this will include measuring lengths in cm and m, equivalent lengths mm and cm and cm and m, adding and subtracting lengths, understanding perimeter and calculating the perimeter of a rectangle

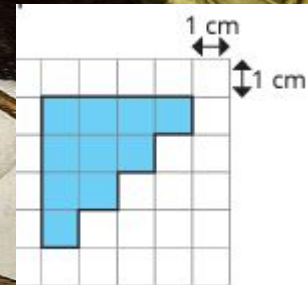
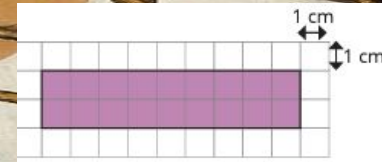
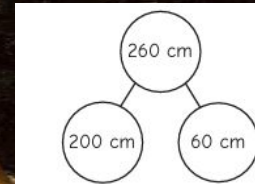
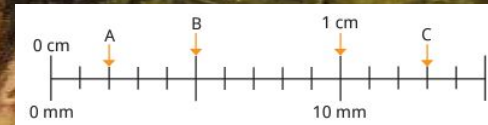


# Maths - models and images

## Fractions



## Lengths and perimeters





*Be all you can be*  
Hayes School

Year 3: Spring 2 2024

### **Driver Subject: Art**

What colours can I create by mixing?

The children will create a colour wheel to go into learning experience books for future reference.

How can I create a lighter tint or darker shade?

The children will understand What is tint? (Where a colour gets lighter with white), What is shade? (Where a colour gets darker with black). How can we change the tint? How can we change the shade?

Can I compare the artworks of Frida Kahlo and Leonardo Di Vinci?

Examples of Frida Kahlo's and Leonardo Di Vinci's portraits will be shared with the children. We will discuss what can they see? What is the theme in his paintings? They will compare similarities and differences as well as stating their likes and dislikes.

Portraits

Children will create self portraits in the style of Frida Kahlo. They will use the observational drawings that they have completed in science to replicate Kahlo's style.

### **Secondary Driver: Science**

#### **Plants**

What are the functions of the different parts of plants?

The children will identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flower through observational drawing.

What does a plant need to survive?

Y3 will 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

How can I explore the requirement for plant growth?

The children will investigate the way in which water is transported within plants

What is the life-cycle of a plant?

We will explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.





*Be all you can be*  
Hayes School

Year 3: Spring 2 2024

### R.E

Through stories and media, children will be learning about Jewish festivals and family life. They will explore the importance of Jewish beliefs and how they shape the way they live their life.

### PSHE/SRE

This term in PSHE we will study the following topics Vaccinations & Disease, Problem Solving & Time Management and Sun Safety. As much as possible, we will link these to our real life experiences.

### MFL (French)

This half term in French, we are going to be learning to recognise, remember and spell 10 action words as well as forming positive and negative sentences.

### PE

This half term Year 3 will be focussing on tennis. In this unit pupils develop the key skills required for tennis such as the ready position, racket control and hitting a ball. They learn how to score points and how to use skills, simple strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.

### Music

The children will continue to develop their understanding and application of the elements of music (including beat, rhythm, tempo, dynamics and pitch) across their music listening, singing, composing and performing.'





*Be all you can be*  
Hayes School

Year 3: Spring 2 2024

### COMPUTING:

In computing, the children will develop their knowledge of spreadsheets. They will collect data and present it in a variety of graphs as well as understanding cell references

Throughout the half term the children will also continually reflect upon the importance of staying safe online through E-Safety lessons.