

Tudors:

Conflict and Resolution

Year 3 Spring 1



Science:

Rocks, Soils & Fossils

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- To understand the formation and characteristics of different kinds of rocks: metamorphic, igneous, sedimentary
- To investigate important minerals in the Earth (such as quartz, gold, sulphur, coal, diamond, iron ore)
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock..
- Recognise that soils are made from rocks and organic matter.

History: The Wars of the Roses, Tudors & the Reformation

- To place the events of the Wars of the Roses and Tudor period on a timeline
- To understand the changes to the monarchy during the Wars of the Roses
- To investigate the death of the Princes in the Tower by examining & evaluating a range of sources
- To understand the role of the Pope & the Roman Catholic church in Europe and in England
- To understand why Henry 8th was in conflict with the Pope and how it was resolved
- To understand the fate of the monasteries during the English Reformation
- To understand the relationship between successive Tudor monarchs and the Church
- To examine the life of John Blanke in the Tudor Court

English:

Reading: The Terrible Tudors. King Henry VIII's shoes.

- Find and record information.
- Identify key details from the text.
- Make inferences from the text.
- Summarise the main ideas.
- .Explain & comment on the writers' use of language, structure and presentation and impact on the reader.
- Model use of the word in a common form, use an image, act it out, explain other forms of the word including with prefixes & suffixes.

Writing: This morning I met a whale.

The Iron Man, description of a character, newspaper article, dialogue, list poem,

- Begin to understand the five-part structure of a story
- Understand the key features of non-fiction texts including organisation/layout/structure.
- Begin to use detailed vocabulary to enhance their writing.
- Begin to use speech punctuation.
- Maintain the relevant tense of their writing / adhere to convention of form

Mathematics:

- **Addition and Subtraction:** Empty number lines, Bar Method.
- Column Addition & Subtraction
- **Fractions:** Tenths, including decimals.
- Identify fractions that include a range of denominators.
- Recognise find and write simple fractions of a set of objects using partitioning.
- Compare unit and non-unit fractions.
- Order equivalent fractions.
- Add + subtract simple fractions with the same denominator
- **Time:** Analogue and Digital. 24hour clock.
- Estimate and read time with increasing accuracy.
- Solve simple duration problems.
- **Multiplication:** Multiplication Tables & Arrays.
- Grid method of multiplication.

Art: Tudor rose, Chalk pictures of the Iron Man, Dragon silhouettes, simple puppets.

- Experiment with mono-printing.
- printing to create a repeating pattern
- Initial sketches as a preparation for painting.
- Colour mixing, make colour wheels and discuss relationships between colours.
- Revise the use of shadows, light and dark.
- Revise making as many tones of one colour as possible (using white to lighten)
- Shape, form, model and construct using malleable and rigid materials.
- Plan and develop ideas.
- Understanding of different adhesives and methods of constructions.

DT: Designing, making and evaluating a simple catapult.

- Generate ideas for an item, considering its purpose and the user/s.
- Plan the order of their work before starting.
- Explore, develop and communicate design proposals by modelling ideas.
- Make drawings with labels when designing.
- Think about their ideas as they make progress and be willing to change things if this helps them to improve their work.
- Measure, tape or pin, cut and join fabric with some accuracy.
- Evaluate their product against original design criteria – e.g. how well it meets its intended purpose.

Computing: Sequence in music

- To explore a new programming environment
- identify that each sprite is controlled by the commands I choose
- explain that a program has a start
- recognise that a sequence of commands can have an order
- change the appearance of my project.



PE:

real PE Unit 3 Dynamic Balance
On a Line; Coordination and
Ball Skills
Swimming lessons.

Spanish:

- Simple Spanish greetings
- Counting to ten then twenty
- Reply to the question 'How old are you?'
- Learn to sing Happy Birthday
- Create a simple birthday card.

RE: What is Pentecost and why is it important for Christians?

- Key features of beginning of the church.
- How the church began to spread
- Peter & Paul's work to establish the church.
- Christian symbols for the Holy Spirit
- What Christians believe about the Holy Spirit

Music: Pulse and rhythm, 2, 3, 4 beats in the bar. Learn the song 'Greensleeves' Listen to Tudor dance music

- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

PSHE: How we live and work together.

- What are rules and laws?
- Why do we have rules?
- Discrimination and resolving differences
- Understanding other people's point of view.