



The Firework Maker's Daughter (Year 3)

Synopsis:

What Lila wants to be more than anything else in the world is . . . a Firework-Maker!

But firework-making is not just about being able to make Crackle-Dragons and Golden Sneezes. There is also one special secret: every Firework-Maker must make a perilous journey to face the terrifying Fire-Fiend!

Not knowing that she needs special protection to survive the Fire-Fiend's flames, Lila sets off alone. Her friends, Chulak and Hamlet - the King's white elephant - race after her. But can they possibly reach her in time?

French: Numbers (Y3 L1, Y3 L5, Y4 L18 parts 3/4)

RE Unit Emmanuel Project: What symbols and stories help Jewish people remember their covenant with God?

PSHE Unit: Family and Friends (MMR11 FF34)

Art

Learning Sequence:

Textiles (inc sewing)

Children to learn basic stitching skills including cross stitch, back stitch and running stitch.

Media & Materials

Create sketchbooks to record and revisit observations

Vocabulary

Use artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette

Skills

Use and apply art and design techniques and improve their control and use of materials

Computing

Learning Sequence:

Kapow Computing Unit:

Data Handling - Comparison Cards Databases

Digital Literacy

Use a variety of software on digital devices

Music

Learning Sequence:

Charanga Unit:

Glockenspiel Stage 1

The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder.

Style:

Learning basic instrumental skills by playing tunes in varying styles

Topic and cross-curricular links:

Introduction to the language of music, theory and composition.

Performing

Play / perform melodies following staff notation & ordering phrases

	<p>Accurately copy stepwise melodic phrases</p> <p>Introduce the stave, lines and spaces, and clef</p> <p>Introduce and understand the differences between notations</p> <p>Apply word chants to rhythms</p>
Composing	<p>Improvise using voices, tuned and untuned percussion and instruments</p> <p>Structure and compose musical ideas to create music with beginning, middle and end</p> <p>Compose song accompaniments on untuned percussion</p>
Listening	<p>Listen with increasing concentration to combination of high-quality recorded and live music</p> <p>Develop understanding of music from range of origins, traditions, historical periods and social contexts</p> <p>Describe music using simple musical vocabulary</p>
Singing	<p>Perform actions confidently and in time to action songs</p> <p>Keep a steady beat</p> <p>Sing and perform widening range of unison songs tunefully and with expression</p>
PE	
<p>Learning Sequence:</p> <p>Invasion Games - Tag Rugby</p>	
Communication	<p>Communicate and compete with each other</p> <p>Begin to show an understanding of how to improve own and others' performances</p>
Participation	<p>Participate in team games understanding the rules</p> <p>Develop a wider range of tactics for attacking and defending</p>
Competence	<p>Begin to use running, jumping, throwing and catching in isolation and in combination</p>
Science	
<p>Learning Sequence:</p> <p>Animals Including Humans</p> <p>Identify and describe nutrients needed by animals and humans.</p> <p>Identify need for a balanced diet and what this means.</p> <p>Identify skeletons of animals and their function.</p> <p>Describe parts of the digestive system in humans.</p> <p>Identify similarities and differences between human and animals teeth.</p> <p>Create a food chain and look at food webs.</p> <p>Use scientific vocabulary including herbivore, omnivore, carnivore, producers, consumers, predators and prey.</p> <p>Investigation linked to nutrition (Stem.org.uk – Incredible Ingredients)</p>	
Make Observations	<p>Develop skills of systematic observation</p>
Ask Questions	

	Ask relevant scientific questions and suggest how to answer eg practical test vs secondary sources
Animals Including Humans	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>
Writing	
Learning Sequence: * Explanation * Poetry	
Language & Vocabulary	<p>Use similar writing to identify and understand vocabulary and language ("magpie" words and phrases to use in own writing)</p> <p>Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration</p> <p>Discuss words and features of texts that capture the reader's interest</p> <p>Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')</p>
Plan, Draft, Edit & Evaluate	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Organise paragraphs around a theme: Use paragraphs/sections help to organise content.</p> <p>Assess own and others' writing, suggesting improvements</p> <p>Suggest changes to grammar and vocabulary</p> <p>Proof-read work for spelling and punctuation errors</p> <p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
Grammar & Punctuation	<p>Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)</p> <p>Use present perfect verb tense (I have seen)</p> <p>Express time, place and cause using conjunctions (when, before, after, while, because)</p> <p>Express time, place and cause using adverbs (then, next, soon, therefore)</p> <p>Express time, place and cause using prepositions (before, after, during, in, because of)</p> <p>Punctuate direct speech with inverted commas</p> <p>Use the forms a or an according to whether the next word begins with a consonant or a vowel</p>
Text Structure & Features	<p>Build on KS1 wide range of stories, poetry, plays, myths, legends, non-fiction and reference books</p> <p>Retell stories orally</p> <p>Recognise themes eg good over evil, use of magical devices</p>

	<p>Be exposed to books that are structured in different ways</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Build cohesion within a paragraph choosing appropriate pronouns and nouns to avoid repetition</p> <p>Write for a range of purposes</p> <p>Locate information using contents, index and glossaries</p>
Transcription	<p>Use a wider range of prefixes (e.g. -un, -dis, -mis, -in) and suffixes (e.g. -ation, -ly)</p> <p>Spell wide range of homophones</p> <p>Spell words that are often misspelt</p> <p>Use possessive apostrophe for plurals</p> <p>Use a dictionary to spell words correctly</p> <p>Write from memory simple sentences dictated by the teacher</p> <p>Use the diagonal and horizontal strokes needed to join letters</p> <p>Know which letters are best left unjoined</p> <p>Increase the legibility, consistency and quality of handwriting</p>
Reading	
<p>Learning Sequence:</p> <p>In Guided Reading, across this half term, a range of fiction, non-fiction, play-scripts and poetry texts or extracts should be used to deliver the learning objectives.</p> <p>These skills should also be incorporated into English units of work around the key text.</p> <p>Opportunities for cross curricular links should also be utilised to embed these objectives.</p>	
Word Reading	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p> <p>Read further exception words</p> <p>Note unusual correspondence between spelling and sound</p> <p>Identify word families based on common root words</p>
Comprehension	<p>Listen to a range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories</p> <p>Read books that are structured in different ways</p> <p>Use the first 2 or 3 letters of a word to check its spelling in a dictionary</p> <p>Identify themes and conventions</p> <p>Perform poems and playscripts for audience (starting to use appropriate intonation, tone, volume and action)</p> <p>Recognise different forms of poetry</p> <p>Begin to discuss words and phrases that capture the reader's interest</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Check that the text makes sense to them and ask questions to improve understanding of text</p> <p>Infer characters' feelings, thoughts and motives and justify using evidence</p> <p>Predict what might happen from details stated and implied</p> <p>Identify main ideas across paragraphs and summarise these</p> <p>Retrieve and record information from non-fiction</p> <p>Retell some stories orally</p>
Maths	

Learning Sequence:

Measurement

- Comparing & estimating
- Calculating & measuring

Multiplicaton and Division

- Facts
- Written calculations
- Problem solving

Multiplication & Division

recall and use multiplication and division facts for the 3, 4 and 8 x multiplication tables

write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two - digit numbers times one -digit numbers, using mental and progressing to formal written methods

solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Measurement

measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

measure the perimeter of simple 2 -D shapes

add and subtract amounts of money to give change, using both £ and p in practical contexts