

National Curriculum

As historians, we will investigate the chronology of the Tudor Times, including how the Tudor dynasty came to rule England. We will be learning about the different Tudor monarchs and their characteristics, while focusing on Tudor life in Plymouth and learning about Sir Francis Drake and the Spanish Armada. We will even question if Sir Francis Drake was a Plymouth pioneering philanthropist or just really a pirate!

As scientists, we will develop our knowledge of different skeletons in the animal kingdom - knowing the difference between endoskeletons, exoskeletons, and hydrostatic skeletons and understand the positive and negative functions of each type. Further to this, we will also learn the major bones in the human skeletal system and compare these to some other animal skeletal systems. Finally, we will enquire about the careers of bone specialists in the NHS and focus upon and investigate the bones, muscles, and tendons in the hand through developing and creating a fully working bionic hand.

As artists, we will consider the styles, colours, techniques, and tones of portraits painted in the Tudor era. We will reproduce a portrait of Henry VIII using our artistic skills (sketching, shape, shading, pattern, and tone) and knowledge of the Tudor age. We will also focus upon the famous Tudor time artist, Giuseppe Arcimboldo, who created imaginative portrait heads made entirely of such objects as fruits, vegetables, flowers, fish, and books. From this, we will design and create our own Arcimboldo style portraits.

In Jigsaw, we will cover a unit entitled 'Relationships', which covers the roles and responsibilities within relationships; what friendships mean; and being a global citizen and understanding the relationships and responsibilities which come with it.

Year 3 – Summer 1 2022

Focus: The Tudors

We will be looking at the different events, features, and characters of the Tudor era, linking it to Plymouth and Sir Francis Drake



In our English lessons, the book we will be focusing our writing on is 'The Queen's Token', a story set in the Tudor times. From this, we will be developing our writing skills; spelling, punctuation, and grammar knowledge; and our inference about characters based on evidence we have read. Then, inspired by the book 'An Anthology of Intriguing Animals' by Ben Hoare and linking to our learning about skeletons in science, the children use the non-fiction shapes to understand the structure of a non-chronological report, practise their sentence writing before creating their own report.

As mathematicians, we will be consolidating our understanding of the four mathematical operations, whilst also focusing on and honing our skills of understanding fractions and calculating fractions; and also understanding time.

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As musicians, we will listen and appraise the different dimensions of music, its musical style, rhythm and pulse. We will also develop composition and notation, which will culminate in performing our learning and developed skills. We will listen to and appreciate the Tudor folk tune, 'Greensleeves' and we shall practise playing this music on the glockenspiels.

In computing, we will learn to create, send, and reply to emails, whilst also learning to attach and embed files and images to our emails. We will also investigate and explore how to use and interpret branching databases and simulations.

In PE, we will learn to persevere, challenge ourselves and perfect our performance through regular practice. In addition, we will learn to co-operate well with others showing patience and encouragement through regular feedback. We will focus on Tudor dance (from the royal court and Maypole), whilst also developing the athletic skills (running, jumping, and throwing).

As religious enquirers, we will consider and ask questions relating to 'what kind of world did Jesus want everyone to have?' To do this we will be looking at the Gospels and reflecting on how they guide the way some people lives their lives and their beliefs.

As linguists, we will recap and practise our conversational greetings, numbers, colours, and animals. Additionally, we will learn parts of the body in French through also learning the song 'Heads, shoulders, knees, and toes' in French!

Curriculum Drivers

Environment

We want every one of our children to value the environment and feel passionate about its management. Our curriculum provides opportunities to be responsible for our school, our local area, our world and everything in it.

Resilience

Our curriculum focuses on the knowledge and personal qualities needed for children to be successful and confident. It teaches them to challenge themselves, set themselves goals and to never give up

Respect

We believe if children develop a deep knowledge of other cultures, it helps them to understand different perspectives within the world in which we live. Children will learn to respect and celebrate differences as well as value other peoples' opinions, cultures and beliefs.

Communication

Communication is more than spoken language. Our curriculum promotes an ambitious use of language in all forms and well as teaching children to become good communicators. Children will learn that words, actions and how they listen to others makes them a good communicator.