

**YEAR 3 – AUTUMN TERM 1
REIGN OVER US.**

Art: WOW Day – collaborative collage work on Henry V111 and his wives.

Create miniature portraits in a Tudor style (Hans Holbein) using a range of brushes to create different effects and show facial expression.

Key vocabulary: [brushstroke](#), [sketch](#), [light](#), [dark](#), [tone](#), [detail](#), [portrait](#)

D & T:

Research, design, make and evaluate a Tudor-style purse (textiles)

Key vocabulary: [purpose](#), [design criteria](#), [model](#), [evaluating](#), [labelled drawings](#), [stiffening](#), [reinforcing](#), [coins](#), [stitches](#), [needle](#), [thread](#), [fabric](#), [fastening](#), [compartment](#), [press stud](#), [hook and eye](#), [button](#), [seam](#), [seam allowance](#), [reinforce](#), [gusset](#), [dye](#), [embroidery](#), [running stitch](#), [blanket stitch](#), [French knots](#).

Cross-Curricular Maths:

Place Value:

We will be ordering dates on timelines to place different monarchs in chronological order.

Statistics.

We will use arithmetic skills to work out how long different monarchs ruled for and present this information using bar charts.

Properties of Shape:

Using images of Tudor gardens, complete symmetrical designs

Multiplication Tables:

We will continue to focus on improving speed and accuracy in recalling the 3, 4 and 8 times tables, in addition to other aspects of the curriculum including number, shape, measures and statistics.

Useful websites:

www.URBrainy.com/MTC

Science: (light)

* Recognize that they need light in order to see things and that dark is the absence of light

*Notice that light is reflected from surfaces

*Recognize that light from the sun can be dangerous and that there are ways to protect their eyes

*Recognize that shadows are formed when the light from a light source is blocked by a solid object.

*Find patterns in the way that the size of shadows change.

Key vocabulary: [Light](#), [dark](#), [absence](#), [reflection](#), [surface](#), [natural](#), [man-made](#), [light source](#), [shadow](#), [blocked](#), [bright](#), [dim](#), [mirror](#), [absorb](#), [plane mirror](#), [concave mirror](#), [convex mirror](#), [image](#)

English:

We will be reading a range of texts linked to our study of British monarchs including 'The Queens Token' by Pamela Oldfield and 'Tudor tales: The Maid, the Witch and the Cruel Queen' by Terry Deary. In our daily Reading lessons, we will be developing the skills of summarizing, predicting, retrieving information and developing and broadening vocabulary.

Writing opportunities will include:

- Write an information text about a royal house or palace, for example Hampton Court Palace.
- Write detailed character descriptions of characters from the texts we are reading.
- Write a diary entry from the point of view of one of Henry's wives.

***In this History topic we will**

learn how to:

*Use evidence to ask questions and find answers to questions about the past.

*Suggest causes and consequences of some of the main events and changes in history.

*Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

*Begin to know and understand the history of Britain as a chronological narrative, from the earliest times to the present day.

*Children will think carefully about how people's lives have shape their country and how Britain has influenced and been influenced by the wider world.

*Describe the social, ethnic, cultural or religious diversity of past society.

*Place events, artefacts and historical figures on a time line using dates.

Key vocabulary: [year](#), [century](#), [timeline](#), [today](#), [yesterday](#), [tomorrow](#), [past](#), [period](#), [chronological order](#), [century](#), [sources of evidence](#), [suggest](#), [reliable](#), [first-hand](#), [The Tudors](#), [change](#), [impact](#), [legacy](#), [monarch](#), [monarchy](#), [significant](#), [primary source](#), [secondary source](#), [biased](#), [wealthy](#), [poor](#).

WOW starter!

We will be dressing up as kings and queens who have ruled in England at any time from 1066 to the present day. We will know who we are, when we reigned and what was significant about our reign. During the WOW day we will create a human timeline of monarchs.

Prior Learning: Children in this cohort have not completed related subject matter on this

Key Questions:

***House of Plantagenet:**

Was Edward I an important king? What did he do that still affects Britain today?

***Who were the different monarchs/families involved in the War of the Roses?**

***House of Tudor:**

What do we know about Henry VIII and the other Tudor monarchs?

***What were the differences between Catholic and Protestant beliefs? How did the official religion change through different rulers?**

***Visit a Tudor house (Harvington Hall)**

What was it like in the past? How did people live?

Was anyone imprisoned there?

*** How did Charles I's actions lead to civil war and what do images of roundheads and cavaliers and the way they dressed show us about their thinking?**

P.S.H.E. (Jigsaw)

Our Jigsaw work will explore 'Being Me In My World' will learn about what it means to be part of different groups/communities. They will learn about what a democracy is and how it works.

S.M.S.C.

Moral ideas linked to our

topic: : Children will consider whether decision made in the past can be judged as 'good' or 'bad'.

Spiritual ideas linked to our

topic: Children will consider whether choices made in the past influences us in the

www.topmarks.co.uk/maths-games/hit-the-button

topic at St.Leonard's.



present day. They will consider how the power of the 'church' had a major effect on people's lives.
P4C topic: Hold a class debate about King Henry VIII – was he a good or bad king?

R.E. – Environment : Harvest

Children will explore religious stories and teachings about the environment and identify and reflect their impact on people's behaviour

