



<b>Film Makers: Lights, Camera, Action!</b> <b>Year 3</b> By the end of this unit children will know...
<ul style="list-style-type: none"> <li>• How to create a detailed storyboard for a film.</li> <li>• How to write a script that includes dialogue and stage directions.</li> <li>• Share scripts with peers for feedback.</li> </ul>



Intent	Implementation	Impact	Celebrate
<p>Children will understand what is needed to create a detailed storyboard.</p> <p>Children will understand how to use dialogue and stage directions in a script.</p> <p>Children will provide feedback to their peers.</p>	<p>Children will create a storyboard as a plan for their film.</p> <p>Children will use dialogue and stage directions to write a film script.</p> <p>Children will peer assess their film scripts.</p>	<p>The children will understand how films are planned using detailed storyboards.</p> <p>The children will understand how effective film scripts are written.</p>	<p>Children will create a short film.</p>

<b>Core Subjects: Links to theme</b>
<b>English</b>
Biography based on The Write Stuff – we will be following the life of Grace Darling.  Book Talk: The Iron Man
<b>Mathematics</b>
Read and write numbers up to 1000 in numerals and words. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Add and subtract numbers mentally: 3-digit and ones; 3-digit and tens; 3-digit and hundreds. Draw 2-D shapes and make 3-D shapes using modelling materials Recognise 3-D shapes in different orientations and describe them.
<b>Science</b>
Sc3/2.2a 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 Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement
<b>Computing</b>
Recognising the input and output processes of a digital device.

<b>Title of Topic: Disney Year : 3 Knowledge Content</b>	
<b>Personal Development</b>	<b>Foundation Subjects</b>
<b>Spiritual</b>	<b>History &amp; Geography</b>
Hinduism Would celebrating Diwali at home and in the community bring a sense of belonging to a child?	To research the life of a famous screen writer.
<b>Moral</b>	<b>Art &amp; Design and Design Technology</b>
Rules, rights and responsibilities Seeing things from other perspectives Honesty and Integrity	Designing characters for a film. Sketching images for a storyboard.
<b>Social</b>	<b>Music and Languages</b>
Setting personal goals self-identity and worth	Music: Appreciation of historical music and learning basic notes on the recorder.  German: Healthy lifestyle
<b>Cultural</b>	<b>Physical Education</b>
Understanding the celebration of Diwali	Fundamental skills Invasion games

<b>Core Subjects:</b>
<b>English</b>
<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials: e.g. When she arrived at the scene, the doctors told her exactly what happened.</p>
<b>Mathematics</b>
<p>Read and write numbers up to 1000 in numerals and words. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Add and subtract numbers mentally: 3-digit and ones; 3-digit and tens; 3-digit and hundreds. Draw 2-D shapes and make 3-D shapes using modelling materials Recognise 3-D shapes in different orientations and describe them.</p>
<b>Science</b>
<p>I can classify a variety of foods into different food groups. I can carry out my own research to find out what foods different animals eat, and record my findings. I can generate questions to investigate to find out what pets eat. I can gather data in a tally chart and convert the results into a pictogram. I can use data to draw conclusions and find the answer to my question</p>
<b>Computing</b>
<p>Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>

<b>Title of Topic: Year : Links to National Curriculum Framework Skills</b>
<b>Foundation Subjects</b>
<b>History &amp; Geography</b>
<p><b>History:</b> Use dates and terms to describe events. Use appropriate historical vocabulary to communicate e.g. Chronology, era.</p> <p><b>Geography:</b> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons.</p>
<b>Art &amp; Design and Design Technology</b>
<p>Discuss and compare the difference of the character over time Show the characters development Sketch lightly. Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. Mix colours effectively. Experiment with creating mood and colour. Create and combine shapes to create recognisable forms</p>
<b>Music and Languages</b>
<p><b>Music:</b> Play and perform in solo and ensemble contexts with an instrument – the recorder</p> <p><b>German:</b> First unit</p>
<b>Physical Education</b>
<p>Chase rolling ball, through legs, chase and collect facing opposite direction. Squat 90° angle at knee Sit in a dish shape and hold Full front support and transfer cone On a line and low beam balance with feet pick up and knee raise and then catch and throw ball Can walk with knees and elbow 90° and heels up Jump 2 feet to 2 feet 180°, tuck and tucked 180° Counter balance with short base and then 1 handed Both feet/hands kick a ball at a partner in a rally Move ball around leg, then back and alternate legs</p>

Core Subjects:
<b>English</b>
Write a biography about a famous screen writer. Read and answer questions about our Book Talk book, 'The Iron Man' by Ted Hughes.
<b>Mathematics</b>
Read and write numbers up to 1000 in numerals and words. Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) Add and subtract numbers mentally: 3-digit and ones; 3-digit and tens; 3-digit and hundreds. Draw 2-D shapes and make 3-D shapes using modelling materials Recognise 3-D shapes in different orientations and describe them.
<b>Science</b>
I can label a diagram of the human skeleton. I can use a variety of sources of information to find out how invertebrates protect themselves and report my findings. I can ask and answer questions about muscles. I can make different movements with my body and explain which muscles I am using.
<b>Computing</b>
I can recognise the use of input and output processes. I can demonstrate how information can be passed between devices I can identify the benefits of computer networks

Title of Topic: Year : Core Skills/Assessment Opportunities
<b>Foundation Subjects</b>
<b>History &amp; Geography</b>
I can research the life of a famous screen writer.
<b>Art &amp; Design and Design Technology</b>
I can design a film character. I can create a detailed storyboard.
<b>Music and Languages</b>
<b>Music:</b> Play and perform in solo and ensemble contexts with an instrument – the recorder
<b>Physical Education</b>
Can squat at 90 degree angle at knee; sit in a dish shape and hold; on a line and low beam balance with feet pick up and knee raise and then catch and throw ball; can walk with knees and elbow 90° and heels up Jump 2 feet to 2 feet 180°, tuck and tucked 180°

## English

Text Type	Text Structure	Sentence	Useful Vocabulary	Word Classes	
Biography	<p>Clear introduction. Organised into paragraphs shaped around key events. A closing statement to summarise the overall impact.</p>	<p>Simple sentences with extra description. Some complex sentences using when, if, as etc. Tense consistent e.g. modal verbs can/will Adverbials: e.g. When she arrived at the scene, the doctors told her exactly what happened.</p>	<p>During his/her early life... Soon afterwards... Sometimes he... Strangely... One of the most remarkable facts about... His/her greatest achievement was...</p>	<p>Noun: Form nouns using prefixes. Nouns and pronouns used to avoid repetition. Verbs: Present perfect forms of verbs instead of 'the' Adjectives: Choose appropriate adjectives. Connectives/conjunctions: Express time and cause (when, so, before, after, while, because) Tense: Correct and consistent use of past and present tense. Adverbs: Introduce/revise adverbs. Express time and cause; then, next, soon</p>	

## Mathematics

Number	Calculation	Fractions	Shape & Measure	Data
<p>Read and write numbers up to 1000 in numerals and words.</p> <p>Recognise the place value of each digit in a three-digit number (hundreds, tens, ones)</p>			<p>Draw 2-D shapes and make 3-D shapes using modelling materials</p> <p>Recognise 3-D shapes in different orientations and describe them.</p>	