

**Inspire awe and wonder**  
Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, outside learning, our locality etc.

**Problem solving and thinking skills**  
Creative thinkers; independent learners; real-life challenge; controlled risk taking; resourcefulness; enterprise; collaboration; thinking skills, Learning Pit

**Creative Arts**  
Dance, drama, music, art- developing the creative brain; inspiration, enjoyment and fulfilment; enhance and develop skills & talents; performance

**Nurturing Responsible Citizens**  
Collaborative learning; care for the environment; share talents; make decisions; links in and around Leyburn, other communities and the environment

**As readers, we will...**

- Explore and apply our knowledge of root words, prefixes and suffixes to understand the meaning of new words
- Listen to and discuss a range of poetry, picture books and reference books (including maps)
- Read aloud and perform poems (including our own)
- Recognise some different forms of poetry (free verse and structured)

**As authors, we will...**

- Use different prefixes and suffixes, applying the different rules in our writing
- Play with different types of words such as homophones in order to choose the most effective words for a structured poem about a lost thing
- Read aloud our own writing to the whole class, using appropriate intonation to make our ideas more interesting
- Write from a character's perspective in the form of a diary entry using a variety of sentence structures

**As performers we will...**

- Become detectives in order to carry out a 'missing dragon' investigation; carrying out interviews and sharing ideas in 'meetings'

**Key texts:** Missing: Daisy the dragon (poem by James Carter)  
The Lost Thing (Shaun Tan)

**As artists and designers, we will...**

- Use relief and impressed printing processes to make a 'lost thing' gallery
- Use different types of paper to create collages in the style of Shaun Tan
- Study the work of artists that inspired Shaun Tan

**Year 3 Topic Planner**  
**Spring 2**

**Where do the lost things go?**  
6 weeks

**Subject driver: Geography**

**As scientists, we will...**  
**Forces and Magnets:**  
Compare how things move on different surfaces.  
Observe how magnets attract and repel.  
Compare and group materials on the basis of being attracted to a magnet.  
Describe magnets as having two poles.

**KEY QUESTIONS:**

- 1) What does it mean to be 'lost'?
- 2) How does it feel to be 'lost' or 'found'?
- 3) Where in Europe could the 'lost thing' be?

**KEY OUTCOMES:**

- 1) A 'lost thing' poem and diary entry
- 2) A gallery of 'lost things'
- 3) A piece of 'lost' music

**VISITS / VISITORS:**  
**Tennants**

**As mathematicians, we will...**

**Statistics:**  
Interpret and present data using pictograms, bar charts and tables.  
Solve problems using data presented in scaled tables and charts.

**Measurement: Length and perimeter**  
Measure, compare, add and subtract lengths in metres, centimetres and millimetres.

Measure and calculate the perimeter of simple 2D shapes.

**Times tables:**  
Continue to gain fluency with our  
1, 2, 3, 4, 5, 8 and 10 times tables.

**As geographers, we will...**

- Revise our knowledge of the location of the world's seven continents
- Use maps to locate key European countries and their major cities
- Focus particularly on some key physical and human characteristics of Russia

**As theologians, we will...**

- Learn about the Easter story and its message of gaining hope from despair

**As computer technicians, we will...**

- Use digital mapping technology to research and learn about the major countries and cities in Europe
- Use Google Earth to explore the human and physical features of different European countries

**As musicians we will...**

- Improvise and compose music using natural / mechanical objects to create the sound of 'lost things'
- Begin to understand musical notation through learning about the different symbols for the duration of notes
- Use voices and instruments with increasing control and expression.

**As Rights Respecting citizens, we will explore...**  
Article 7: Your right to a name and nationality; and  
Article 12: Your right to say what you think should happen and be listened to

**As linguists, we will...**

- Learn the names of different fruits through games, songs and art

**As athletes, we will...**

- Become confident swimmers
- Develop rules and strategies and play invasion games