

KS1 & 2 Curriculum Mapping 2014-15 – identifying science & foundation subject objectives

Year Group: **YEAR 3**

Term: **[1]** 2 3 4 5 6

Thematic Unit Name: **OUR UNITED KINGDOM**

NC STATUTORY SUBJECT Programmes of Study (POS):

ENGLISH –

Reports (x1 week)

Plan their writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discussing and recording ideas.

Draft and write by:

- organising paragraphs around a theme.
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements.
- proposing changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences.
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Shape Poems x2 weeks

- I can explain what I like and dislike about a poem.
- I know the features of shape poems.
- I can write phrases with similes.
- I can compose a calligram/I can compose a shape poem.

Authors and Letters

- I can explain why I like books by a particular author
- I can compare examples of work by the same author
- I can identify the key features of different types of letters (see guided reading planning)
- I can research and write about a favourite author
- I can write formal and informal letters

MATHEMATICS

Number work

- I can count in steps to at least 100
- I can count forwards and backwards in steps of equal sizes including 2,3,4,5,8,10,50,100
- I can describe the patterns using a hundred square and referring to odd and even numbers

I can work out what numbers are missing from a sequence

I can find 10 or 100 more or less than a number.

I can partition three-digit numbers.

I can partition two digit numbers

I can partition three and four digit numbers.

I know number bonds for numbers to at least 20

I know pairs of numbers that make 100

Addition and Subtraction

I can add and subtract two-digit /three-digit numbers mentally up to 100 and beyond

I know pairs of numbers that make 100.

To add and subtract two/three-digit numbers using formal columnar methods.

- Use what I know about number bonds
- Use what I know about place value
- Try out different methods for recording
- and adding up quickly and accurately
- Use rods, cubes, number lines or other counting apparatus to help me
- Add/subtract by setting out calculations vertically and using partitioning
- Explain what I have done clearly
- Add/subtract using digits lined up underneath each other in the correct column
- Say which methods I like best and why

SCIENCE

Light

- Recognise that they need light in order to see things and the dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from the light source is blocked by a solid object
- Find patterns in the way that the shadows change

Art & Design

Maps of the UK – Mondrian

Through our work in Geography we will further this in Art by looking at Mondrian paintings.

Computing

-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design & Technology

We are focusing on Art and Design this term, we will explore DT in Autumn 2 term.

Languages (KS2)

Spanish

Geography – Overview of the UK

-Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

-Name and locate countries and cities of the United Kingdom.

-Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.

History

Our focus is Geography this term. We will explore History more in Spring term.

Music

Guitars

play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

improvise and compose music for a range of purposes using the interrelated dimensions of music

listen with attention to detail and recall sounds with increasing aural memory

use and understand staff and other musical notations

appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians

develop an understanding of the history of music.

Physical Education

Real PE

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

RE (Locally Agreed Syllabus)

Hinduism – Divali

- Would celebrating Divali at home in the community bring a feeling of belonging to a Hindu child?
- Does participating in worship help people to feel closer to God or to their community?
- *LO – We are learning to investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus.*
- AT1 B – Practices and ways of life
- AT1C – Forms of expressing meaning
- AT2 D – Identity, diversity and belonging.

PHSE (non-statutory)

Taken from SEAL Primary National Strategy

New Beginnings

Children will be taught:

- 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- 1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- 2a) why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;
- 2b) to realise the consequences of antisocial and aggressive behaviours, such as bullying and racism, on individuals and communities;
- 2c) that there are different kinds of responsibilities, rights and duties at home, school and in the community, and that these can sometimes conflict with each other;
- 2d) to resolve differences by looking at alternatives, making decisions and explaining choices;

3a) that their actions affect themselves and others, to care about other people's feelings and to try and see things from their points of view;
3b) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.

Belonging - I know something about everyone in my class.

I know that I am valued at school.

I know how to make someone feel welcomed and valued at school.

I know what it feels like to be unwelcome.

I know how to join a group.

Self-awareness- I can tell you one special thing about me.

Understanding my feelings - I know how it feels to be happy, sad or scared and can usually tell if other people are feeling these emotions.

I can predict how I am going to feel in a new situation or meeting new people.

Managing my feelings - I know how it feels to do or start something new, and some ways to cope with these feelings.

I can manage my feelings and usually find a way to calm myself down when necessary.

Social skills - I can give and accept a compliment.

Making choices - I know some more ways to solve a problem.

Understanding rights and responsibilities - I can contribute towards making a class charter.

I understand my rights and responsibilities in the school.

I understand why we need to have different rules in different places, and to know what the rules are in school.

Notes: