

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: **'THE GREAT RAILWAYS'**

NC STATUTORY SUBJECT Programmes of Study (POS):

ENGLISH

Fairy Stories (x4 weeks)

Taken from SR overview

- I understand what I am reading and can explain words in context
- I can predict what will happen next
- I can read a range of stories including fairy stories
- I can give an opinion on a story
- I can find phrases in a book that capture my interest and imagination and explain why
- I can write extended sentences with subordinate clauses
- I can plan paragraphs for my story
- I can use the perfect form of verbs to mark time and cause
- I can write dialogue with inverted commas
- I can use prepositions
- I can write a fairy story

Poetry (x2 weeks)

Taken from SR overview

- I can evaluate narrative poems
- I recognise the features of shape poems and other poems
- I can find phrases that capture my interest and imagination in poems
- I can explain what I like and dislike about a poem and say why
- I can write rhyming poems that play with language
- I can write phrases with similes
- I can write funny sentences containing puns
- I can write a poem that plays with language.

MATHEMATICS

Measurement / Statistics/ Time/ Money

- I can measure the perimeter of simple 2D shapes**
- I can compare lengths**
- I can compare volume/capacity**
- I can compare mass**
- I can answer questions by measuring using kilograms and grams**
- I can measure using litres and millilitres**
- I can tell and write the time on an analogue clock and a digital 12 hour clock**
- I can tell and write the time on an analogue clock and a digital 24 hour clock**
- I can add and subtract amounts of money to give change**
- I can estimate and read time to the nearest minute and compare different amounts of time**
- I know the number of seconds in a minute, and the number of days in each month, year and leap year**
- I can collect and record data using a frequency table**
- I can sort using a Carroll diagram**
- I can collect and record data on a pictogram**
- I can sort using a Venn diagram**
- I can make a bar chart**
- I can add and subtract lengths**
- I can add and subtract mass**
- I can add and subtract volume and capacity**
- I can solve money problems in pounds and pence**

SCIENCE

Forces and magnets – Trains and Railways

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

<p>Art & Design Compare a range of Train Station art work – inc Monet, Turner, etc Sketching Trains/Train Station <input type="checkbox"/> to create sketch books to record their observations and use them to review and revisit ideas <input type="checkbox"/> to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>
<p>Computing Scratch <input type="checkbox"/> use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p>
<p>Design & Technology None this term – focusing on art and design</p>
<p>Languages (KS2) Spanish Children continuing:</p> <ul style="list-style-type: none"> • Simple Greetings including: Hello, Good Afternoon, Good Evening, Good Night, Good Morning, How are you? • Numbers 1-10 • Colours: Red Green Blue Black White Brown Pink Purple
<p>Geography * 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 and the wider world *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, <u>economic activity including trade links</u>
<p>History A local study of slough – focusing on transport (slough train station) Comparing slough now and in the past Possible trip to slough museum</p>
<p>Music Guitars <input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy fluency, control and expression <input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music</p>

- 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

3BL – swimming

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)

Take from Discovery RE

Christianity – Jesus’ miracles

Could Jesus really heal people?

Were these miracles or is there some other explanation?

Do sacred texts to have ‘true’ to help people understand their religion?

Is religion the most important influence and inspiration in everyone’s life.

AT1 A – Beliefs, teachings and sources

AT2 E – Meaning. Purpose and truth

LO – We are learning to retell stories when miracles have happened and question whether Jesus really did perform miracles.

PHSE (non-statutory)

Taken from SEAL Primary National Strategy

Say no to bullying

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) to research, discuss and debate topical issues, problems and events;
- 2b) 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;
- 2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;
- 2f) to resolve differences by looking at alternatives, making decisions and explaining choices;
- 3e) to recognise the different risks in different situations and then decide how to behave responsibly;
- 3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;
- 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view;
- 4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours and how to respond to them and ask for help;
- 4e) to recognise and challenge stereotypes;
- 4f) that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability;
- 4g) where individuals, families and groups can get help and support.

I know what it means to be a witness to bullying.

I know that witnesses can make the situation better or worse by what they do.

I know how it might feel to be a witness to and a target of bullying.

I can tell you why witnesses sometimes join in with bullying or don't tell.

I can tell you some ways of helping to make someone who is being bullied feel better.

I know that sometimes bullying is hard to spot, and I know what to do if I think it is going on but I am not sure.

I can problem solve a bullying situation with others.

Good to be me

Children will be taught:

- 1d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- 2c) to realise the consequences of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities;
- 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;

3e) to recognise the different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable;

3f) that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong;

4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from their point of view;

4c) to be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships;

4d) to realise the nature and consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help.

Knowing myself - I know about myself and how I learn.

I can extend my learning.

I can tell you the things I am good at.

I can recognise when I find something difficult and do something about it or cope with how that makes me feel.

Understanding my feelings - I can tell you what feeling surprised is like.

I can tell you whether I like surprises or I like things to stay the same.

I can explain what hopeful and disappointed mean.

I understand why we sometimes fight or run away when we feel threatened.

I know why it is sometimes important to stop and think when we feel angry or stressed.

I can stop and think before I act.

Managing my feels - I can think about my worries and decide what I might do about them.

I can tell when I should share a worry.

I know that most people have worries.

I can stop and think before I act.

I can recognise when I am beginning to get upset or angry and have some ways to calm down.

I can use strategies to help me cope with feelings of disappointment and feelings of hopelessness.

I can choose when to show my feelings and when to hide them.

I can tell if I have hidden my feelings.

I can tell when it is good to relax.

I can relax when I want to.

Standing up for myself - I can choose to act assertively.

I know how to be assertive.

I can express myself assertively in a variety of ways.

Notes:

