

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: **'LIFE IN THE STONE AGE'**

NC STATUTORY SUBJECT Programmes of Study (POS):

ENGLISH

Reports (x5 weeks)

Whilst covering reports we are planning to show children a variety, e.g newspaper and non-chronological. Children will have the opportunity to write police reports, newspaper reports and non-chronological reports.

I can retrieve information from Non-fiction books

I can identify how language and structure contribute to meaning in Non-fiction books

I can write a report

I can use my computing skills to record Non-fiction information

I can record information from non-fiction sources

Grammar (SPAG) – Once a week

Children have a grammar lesson once a week where we explore spelling, punctuation and grammar.

I can write exclamations

I can write commands

MATHEMATICS

Statistics (x1 week)

- I can collect and record data on a pictogram
- I can solve-one step and two-step questions using statistical information

Geometry (x2 weeks)

- I can draw 2D shapes
- I can make and recognise 3D shapes
- I can identify right angles
- I can recognise that angles are a property of shape
- I can identify horizontal, vertical parallel and perpendicular lines

Fractions (x2 weeks)

- I can work in tenths
- I can find a unit fraction of a set of objects
- I can add and subtract fractions with the same denominator
- I can find a non-unit fraction of a set of objects
- I can recognise and show equivalent fractions
- I can order fractions correctly on a number line including whole numbers and unit fractions
- I can solve problem fraction problems.

SCIENCE

Animals, including humans

- 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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Art & Design

Children will continue their work on developing their sketching skills. We will relate this to stone age art work.

Sketching

- to create sketch books to record their observations and use them to review and revisit ideas
- 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

Computing

Children will continue exploring programming, focusing on scratch.

Scratch

- use sequence, selection, and repetition in programs; work with variables and various forms of input and output

Design & Technology

We are continuing to focus on art and design this term.

Languages (KS2)

Spanish

Introducing children to:

Asking and Giving names

Colours: Red Green Blue Black White Brown Pink Purple

Geography

Survival

- geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

History

Changes in Britain from the Stone Age to the Iron Age

This term we are focusing on the Stone Age, moving to the Iron Age next term.

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.
- To find out what happened in the Stone Age.
- Understand how our knowledge of the past is constructed from a range of sources.
- To create pictures in the style of cave paintings.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- To look at different homes from the Palaeolithic, Mesolithic and Neolithic times.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- To find out what people ate in the Stone Age and how their diet changed.
- To develop a chronologically secure knowledge of events in the Stone Age.
- Understand how our knowledge of the past is constructed from a range of sources.
- To find out what we know about Skara Brae.
- Address historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Consider life in the Stone Age and how it compares to life to today.

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 inter-related 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

X1 class Swimming

X1 class dance

- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

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)

Taken from Discovery RE

Christianity – Easter – Forgiveness

What is 'good' about Good Friday?

Should religious people be sad when someone dies?

Do sacred texts have to be 'true' to help people understand their religion?

Can the arts help communicate religious beliefs?

AT1 C – Forms of expressing meaning

AT2 E – Meaning, purpose and truth

LO – We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.

PHSE (non-statutory)

Taken from SEAL

Getting on and falling out

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;

2c) to realise the consequences of antisocial 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;

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;

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;

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.

Friendship - I know how to: look and sound friendly; be a good listener (taking turns); give and receive compliments; see things from someone else's point of view. I can tell you lots of ways to give 'friendship tokens' to other people.

Seeing things from another point of view - I know how to see things from someone else's point of view.

Working together - I can take on a role in a group and contribute to the overall outcome.

I can discuss in a group how well we are working together.

Managing feelings – anger - I know: what my triggers for anger are; how our bodies change when we start to get angry; some ways to calm down when I start feeling angry.

I understand why it is important to calm down before I am overwhelmed by feelings of anger.

I can tell you some of the ways I can stop myself being overwhelmed by feelings of anger.

I know how it feels to be overwhelmed by feelings of anger.

Resolving conflicts - I can use peaceful problem solving to sort out difficulties.

I can tell you what a 'win-win' solution is and always try to find one in a conflict situation.

Notes: