

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: **'LIVING FROM THE LAND'**

NC STATUTORY SUBJECT Programmes of Study (POS):

ENGLISH

Plays (x2 weeks)

- I can perform plays
- I can write a play script
- I can read plays and dialogue and compare with prose

Myths and legends (x4 weeks)

- I can identify key features of legends
- I can find books in the library using the classification system
- I can re-tell a legend in my own words
- I can re-tell a legend
- I can identify key features of legends
- I can read a range of stories including fairy stories, myths and legends and reflect on the similarities and differences

MATHEMATICS

Fractions (x1/2 weeks – depending on children's understanding)

- I can add and subtract fractions with the same denominator
- 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.

Time (x1 week – depending on children’s understanding)

- I can tell and write the time on an analogue clock and a digital 12/24 hour clock
- I can tell and write the time on an analogue clock with Roman numerals.
- I can estimate and read time to the nearest minute and compare different amounts of time.
- I can compare durations of events

Measurement (x3 weeks– depending on children’s understanding)

- 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 add and subtract mass
- I can add and subtract volume and capacity

SCIENCE**Plants**

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Art & Design

We focused on Art & Design in Spring term and will concentrate on Design Technology this term.

Computing

- 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
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design & Technology

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- understand how key events and individuals in design and technology have helped shape the world

Languages (KS2)

Spanish

Understanding simple instructions.

Naming different parts of body.

Geography

- 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 will focus on the Iron Age and compare this with the Stone Age.

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

- 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

Sikhism – Sharing and Community

Do Sikhs think it is important to share?

Do religious people lead better lives?

Is religion the most important influence and inspiration in people's life?

Do all religious beliefs influence people to behave well towards others?

AT1 B – Practices and ways of life

AT2 E – Meaning, purpose and truth

We are learning to explore how Sikhs beliefs affects their way of life and the importance they place on sharing.

PHSE (non-statutory)

Going for goals

Children will be taught:

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;
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;
4a) to recognise 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.

Knowing myself - I can tell you about myself as a learner.

I can use my strengths as a learner.

I know that I am responsible for my own learning and behaviour.

I know what I need to learn effectively.

I know how my feelings can influence my learning.

Setting a realistic goal - I can foresee obstacles and plan to overcome them when I am setting goals.

Planning to reach a goal - I can set success criteria so that I will know whether I have reached my goal.

I can break down a goal into a number of steps and wait for the result.

I know how others can help me to achieve my goals and how I can help others.

Persistence - I can recognise when I find learning difficult and persevere when I need to.

I can manage frustration by using a number of strategies.

I can tell you how I keep going even when the task is difficult or boring.

I know when to keep trying and when to try something else.

I can identify some barriers to my learning.

I can think of ways to overcome my barriers to learning.

I can understand that some thoughts help me reach my goal and some are a barrier.

Making choices - I can identify advantages and disadvantages of the solutions or goals I set myself.

I can predict the consequences of my actions/solutions or goals for myself, other individuals or groups.

I can make a choice about what to do based upon my predictions of the likely consequences.

Evaluation and review - I can tell you how I am going to apply what I have learned.

I am able to take responsibility for my actions and learning when the outcomes are positive or negative.

I can recognise when I have reached my goal or been successful with my learning.

I can tell you what has gone wrong with a plan and why.

I can talk about the bits that went well and the bits that I need to change if I used my plan again.

Notes:

St Mary's CE Primary School NC 2014 POS curriculum mapping

