

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: **'STONEHENGE – A BRONZE AGE MYSTERY'**

NC STATUTORY SUBJECT Programmes of Study (POS):

ENGLISH

Instructions (x3 weeks)

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

Persuasive information (x3 weeks)

- I can present information in a persuasive manner
- I can speak persuasively
- I can make a presentation
- I can work in a group
- I can identify how language and structure contribute to meaning in persuasive writing

Grammar

- I can write statements

MATHEMATICS

This term we will recap the 4 number operations and practice how to use and apply these in project work.

- I can subtract from 3-digit numbers using formal columnar methods
- I can add three-digit numbers using formal columnar methods
- I can add and subtract two-digit numbers mentally up to 100 and beyond

- I can estimate the answer and then check it using inverse operations
- I can add and subtract with three-digit numbers mentally
- I can solve problems relating to addition and subtraction
- I can multiply a two-digit number by a one-digit number and record in a statement
- I can divide a two-digit number by a one-digit number and record in a statement
- I can solve problems relating to multiplication and division

SCIENCE

Rocks – Stonehenge

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter.

Art & Design

We are focusing on D&T this term.

Computing

INTERNET SAFETY

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

Design & Technology

Food technology

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Languages (KS2)

- Parts of body
- Days of the week
- Months of the year
- Numbers 10-30
 - listen attentively to spoken language and show understanding by joining in and responding

- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Geography

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.

History

Bronze Age religion, technology and travel, for example, Stonehenge.

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

Sikhism – Prayer and Worship

What is the best way for a Sikh to show commitment to God?

Do religious people lead better lives?

Does participating in worship help people to feel closer to God or their faith community?

AT1B – Practices and ways of life

AT1 C – Forms of expressing meaning

AT2 F – Values and commitments

LO- We are learning to understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment.

PHSE (non-statutory)

Taken from SEAL

Relationships

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

Knowing myself - I can tell when something is my fault and when something is not my fault.
I can take responsibility for my behaviour.
I can tell you the things that hurt my feelings.

Understanding my feelings - I can express feelings of guilt.
I can say when I might feel guilty.
I know when I will feel guilty and use this when I make a choice.

Managing my feelings - I can tell when I feel ashamed about something.
I know when to tell someone about it.
I know some things to do when I feel guilty.

Understanding the feelings of others - I can understand how I might hurt others.
I know how most people feel when they lose something or someone they love.

Social skills - I can tell you how I can make someone who is important to me happy.
I can tell you some ways to make amends if I have done something cruel or unkind.
I can tell you how I feel about the important people or animals in my life.
I know some ways to celebrate the life of someone I care about.
I can tell you about someone that I no longer see.
I understand that we can remember people even if we no longer see them.

Making choices - I know how to make a good choice.
I can take responsibility for what I choose to do.

Notes: