

**CURRICULUM INFORMATION : JUNIOR 3**  
**TRINITY TERM 2021**



Mathematics	English	Science
<p><b>Topic/s:</b> Fractions, Time, Shape, Mass and Capacity  <b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To recognise and explore equivalent fractions, and compare and order fractions.</li> <li>To add and subtract fractions, including problem solving.</li> <li>To tell the time on an analogue clock, estimating and reading to the nearest minute.</li> <li>To record and compare time using seconds, minutes and hours and use time related vocabulary.</li> <li>To recognise angles and turns, identify horizontal and vertical lines and name 2D and 3D shapes.</li> <li>To measure and compare lengths, mass, volume and capacity.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b>            Calculation; four rules of number; problem-solving and reasoning through exploration and perseverance; measuring; comparing; using accurate mathematical vocabulary.</p> <p><b>Subject teacher/s:</b> Mr Stedeford - Mrs van Zyl</p>	<p><b>Topic/s:</b> Persuasive Writing, Adverts, Greek Myths and Legends, Haikus and Cinquains  <b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To use the features of persuasive writing to create an advert and a persuasive letter.</li> <li>To develop characters, settings and plots in myth writing.</li> <li>To generate their own ideas for a range of poetry.</li> <li>To punctuate direct speech correctly and write reporting clauses.</li> <li>To proof-read own work for spelling and punctuation errors.</li> <li>To identify how language contributes to meaning – using a thesaurus skills.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b>            Recognising and using language to persuade; drawing on features and styles of myths and legends as a source of inspiration.</p> <p><b>Subject teacher/s:</b> Mr Stedeford – Mrs van Zyl</p>	<p><b>Topic/s:</b> Plants and Light  <b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>To explore the requirements of plants for life and growth.</li> <li>To understand the process of pollination and seed dispersal.</li> <li>To investigate the optimal conditions required for seed germination.</li> <li>To recognise the need for light to see things and explore how light is reflected from surfaces.</li> <li>To explore how shadows are formed and spot patterns in the ways that shadows are formed.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b>            Working scientifically through setting up simple practical enquiries, comparative and fair tests; gathering, recording and presenting data in a variety of ways; using results to draw simple conclusions and raise further questions.</p> <p><b>Subject teacher/s:</b> Mr Stedeford - Mrs van Zyl</p>
History	Geography	RE
<p><b>Topic/s:</b> Ancient Greece  <b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To locate Greece on a map and discuss the physical features.</li> <li>To understand the meaning of democracy.</li> <li>To find out about daily life in Ancient Greek times.</li> <li>To explore the significance of the Battle of Marathon.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b>            Historical enquiry, using evidence from Ancient Greek times; expanding depth of historical knowledge through studying Ancient Greek life; comparing and contrasting.</p> <p><b>Subject teacher/s:</b> Mr Stedeford - Mrs van Zyl</p>	<p><b>Topic/s:</b> Settlements  <b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To understand how and why people settled in specific areas.</li> <li>To explore key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.</li> <li>To understand how place names reveal information about a town's origin.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Place knowledge - pinpointing specific land features which make a good settlement; locating places on maps (where the first settlements were).</p> <p><b>Subject teacher/s:</b> Mr Stedeford - Mrs van Zyl</p>	<p><b>Topic/s:</b> Easter, Mary and Pentecost  <b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To hear, read and explore Gospel accounts of key events - The Resurrection.</li> <li>To hear about, read and explore gospel accounts of how the lives of men and women were changed by their encounters with Jesus.</li> <li>To explore Pentecost.</li> <li>To find out about the rites of Baptism and the response they invite.</li> <li>To appreciate the broad structure of the Eucharist.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b>            Interpreting symbols; group work; research and empathetic writing; discussion skills; reading skills; thinking skills.</p> <p><b>Subject teacher/s:</b> Mrs Jackson Mayne</p>

Music	PE & Games (boys)	PE & Games (girls)
<p><b>Topic/s:</b> Recorder and the music of Florence Price</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To play pieces from the Red Hot Recorder book.</li> <li>To increase the number of notes known.</li> <li>To improve reading of notation.</li> <li>To be able to create percussion accompaniments and dance to the Symphony No 1 by Florence Price.</li> <li>To create their own ostinato.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Performing and composition</p> <p><b>Subject teacher/s:</b> Mrs Olden</p>	<p><b>Topic/s:</b> Football / Tag Rugby (Half Term 1); Cricket / Athletics (Half term 2)</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To develop skills for the sports listed that can be transferred into competitive situations.</li> <li>To use running, jumping, throwing, and catching in isolation and in combination in game situations.</li> <li>To be physically active for sustained periods of time.</li> <li>To engage in competitive sports and activities.</li> <li>To develop flexibility, strength, technique, control and balance.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Performing actions with more consistent control and quality; planning, using and adapting strategies and/or tactics for activities; applying rules and conventions for different activities; identifying what makes a performance effective.</p> <p><b>Subject teacher/s:</b> Mr Stedeford &amp; Mr Cottrill</p>	<p><b>Topic/s:</b> Netball / Football (Half term 1); Rounders / Athletics (Half term 2)</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To develop skills for the sports listed that can be transferred into competitive situations.</li> <li>To develop core strength and technique in order to hit and throw further with direction and accuracy.</li> <li>To use running, jumping, throwing, and catching in isolation and in combination under the pressure of competition.</li> <li>To engage in competitive sports and activities and to be physically active for sustained periods of time.</li> <li>To develop flexibility, strength, technique, control and balance.</li> <li>To develop the ability to analyse and assess own and others' performance in order to improve techniques.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Performing actions with more consistent control and quality; planning, using and adapting strategies and/or tactics for activities; applying rules and conventions for different activities; identifying what makes a performance effective.</p> <p><b>Subject teacher/s:</b> Mrs Vaughan &amp; Mrs Thomas</p>
Art	Design & Technology	Computing
<p><b>Topic/s:</b> Ancient Greeks</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To research Ancient Greek pottery.</li> <li>To know that Ancient Greek pottery was made from red/buff earthenware and decorated with black slip/paint.</li> <li>To design and make own Ancient Greek pot using patterns and designs of the period.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Researching using books and the Internet; studying and evaluating primary and secondary sources; translating ideas into designs.</p> <p><b>Subject teacher/s:</b> Mrs van Zyl</p>	<p><b>Topic/s:</b> Dream catchers</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To research types of dream catchers.</li> <li>To design a dream catcher.</li> <li>To learn knots suitable for tying in a dream catcher.</li> <li>To make a dream catcher based on their own design.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Researching using books and the Internet; honing design skills; hand-eye coordination and fine motor skills; knot tying.</p> <p><b>Subject teacher/s:</b> Mrs van Zyl</p>	<p><b>Topic/s:</b> Computing with iPads &amp; Internet Safety</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To program a sequence of statements using multiple conditions and repetition.</li> <li>To apply knowledge in planning algorithms, programming, testing and debugging.</li> <li>To understand the risk in using communication technologies and develop SMART thinking.</li> <li>To know about personal information and what to divulge.</li> <li>To recognise Internet information can be biased or inaccurate.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Computer science through programming with logic, sequencing and repetition; online safety through recognising acceptable and unacceptable behaviours; evaluating digital content.</p> <p><b>Subject teacher/s:</b> Mr Stedeford</p>
French	Mandarin	Drama
<p><b>Topic/s:</b> Role-Play at the vegetable market stall</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To recognise and name a range of vegetables</li> <li>To identify the key sentences in a role-play at the vegetable market stall</li> <li>To take part in a role-play at the vegetable market stall as a customer</li> <li>To enhance knowledge of numbers</li> </ul>	<p>Mandarin is not taught to pupils in Junior 3.</p>	<p><b>Topic/s:</b> Rehearsing for Matilda &amp; Considering and Evaluation performance.</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To participate in presentations, performances and discussions.</li> <li>To listen, consider and build upon the contributions of others.</li> <li>To gain and maintain the interest of the listener.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Developing competence in spoken and physical language; listening, to enhance the effectiveness with which to communicate.</p>

- To acquire some understanding of the currency used in France – the Euro

**Skills:** *Through their learning pupils will develop the skills of:* listening and speaking in French.

**Subject teacher/s:** Mme Tatton

**Subject teacher/s:** Mrs Wildey

PSHECE	Home School links	Homework
<p><b>Topic/s:</b> All About Me – How I See Me; My Relationships – Families; Me, My Thoughts, Feelings &amp; Behaviours – Dealing With BIG Feelings; Me &amp; My Body</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>• To recognise early warning signs.</li> <li>• To understand we are all unique and special in our own way.</li> <li>• To have a network of specific adults with whom we can talk.</li> <li>• To be given the opportunity to think about personal relationships and who is important in our lives.</li> <li>• To explore a variety of different types of families and understand that not all families are the same.</li> <li>• To discuss feelings and appropriate ways of responding.</li> <li>• To support key messages from the Protective Behaviours Taking Care Programme.</li> <li>• To recognise rights and responsibilities as part of a school community.</li> <li>• To be given the opportunity to think about our own families, and how they themselves were born.</li> <li>• To support key messages from the Protective Behaviours Taking Care Programme.</li> </ul> <p><b>Skills: <i>Through their learning pupils will develop the skills of:</i></b> Enhancing social skills; identifying safety networks; promoting well-being.</p> <p><b>Subject teacher/s:</b> Mr Stedeford - Mrs van Zyl</p>	<ul style="list-style-type: none"> <li>• Practise telling the time in both minutes past and minutes to the hour on an analogue clock.</li> <li>• Read and discuss/ watch Greek myths together.</li> <li>• Make a collage of persuasive language used in adverts from magazine cuttings.</li> <li>• To bake a cake or biscuits and record the measurements in grams of the recipe.</li> </ul>	<ul style="list-style-type: none"> <li>• To read aloud to an adult every day and sign the reading record in the Home/School diary.</li> <li>• To practise target times tables every day.</li> <li>• To learn weekly spellings, understand their meaning and transfer spellings into writing appropriately.</li> <li>• To complete assigned homework and check through with my child.</li> </ul>