

CURRICULUM INFORMATION : JUNIOR 3
MICHAELMAS TERM 2019



Mathematics	English	Science
<p>Topic/s: Place Value, Addition and Subtraction, Multiplication and Division</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To recognise the place value of each digit in a 3 digit number and to find 10/100 more or less than a given number. To compare, order and represent numbers up to 1000, including reading and writing numbers in numerals and words. To add and subtract 3 digit numbers mentally and using formal written methods of columnar addition and subtraction. To estimate and use inverse operations to check answers and to discuss different calculation methods. To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. To multiply a 2 digit number by a 1 digit number using mental, pictorial (grid) and formal written methods. <p>Skills: Through their learning pupils will develop the skills of: Fluency with place value and the 4 rules of number; efficiency with mental and written methods; problem solving; reasoning.</p> <p>Subject teacher/s: Mr Stedeford - Mrs van Zyl</p>	<p>Topic/s: Stories by the same author (Quentin Blake), Narrative story telling, Acrostic and Calligram Poetry, Instructional writing, Folktales, Reading for comprehension, Spelling and Grammar.</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To listen to, and discuss, a wide range of fiction, poetry and non-fiction texts focusing on words and phrases that capture the reader's interest and improve their understanding of a text. To increase the legibility, consistency and quality of handwriting, correctly joining letters using diagonal and horizontal strokes. To plan writing by reading and discussing texts similar to those about to be written, in order to learn from its structure, vocabulary and grammar. To use description of character, setting and plot to make writing lively and interesting with a particular focus on the use of adjectives, adverbs and prepositions. To evaluate and edit writing by assessing the effectiveness of the text against a success criteria. To develop confidence in using correct punctuation, including capital letters, full stops, question marks, commas in lists and exclamation marks. <p>Skills: Through their learning pupils will develop the skills of: Reading comprehension; inference; deduction; reasoning; grammatical awareness; accuracy in basic punctuation; fluency in handwriting; confidence in descriptive writing and a wider range of genres.</p> <p>Subject teacher/s: Mr Stedeford - Mrs van Zyl</p>	<p>Topic/s: Humans and Other Animals</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To identify that animals, including humans, require the correct type of nutrition and that they cannot make their own food; nutrition is provided from what they eat. To compare and contrast carnivores, herbivores and omnivores. To know how to organise food into groups for growth and activity, and to know what a healthy diet is. To know how food is digested and that the blood system transports nutrients around the body. To recognise and describe functions of different types of teeth and understand healthy dental care. To know food gives us energy. <p>Skills: Through their learning pupils will develop the skills of: Scientific enquiry, asking relevant questions; gathering, recording, classifying and presenting data in a variety of ways; using scientific evidence to answer questions (or to support findings); reporting on findings from enquiries.</p> <p>Subject teacher/s: Mrs Roberts - Mrs van Zyl</p>
Music	PE & Games (boys)	PE & Games (girls)
<p>Topic/s: Exploring Sound, Recorder</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To understand how the length of sound varies in different percussion instruments. To learn how to blend sound using a conductor. To read and interpret graphic notation. To further develop music notation reading through recorder playing. <p>Skills: Through their learning pupils will develop the skills of: Performance; listening; appraising; music notation.</p> <p>Subject teacher/s: Mrs Olden</p>	<p>Topic/s: Tag Rugby</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To be able to pass a ball from hands to target. To understand how to pass a ball down a line of attack. To know the basic rules (backward passing; offside; scoring). To avoid being tagged through use of speed and side step. To be able to track and tag another player. To begin to understand the strategies which can be applied to win a game. <p>Skills: Through their learning pupils will develop the skills of: Team work; passing; tagging; rules of tag rugby; positional understanding; peer evaluation.</p> <p>Subject teacher/s: Mr Cottrill - Mr Stedeford - Mr Vaughan</p>	<p>Topic/s: Hockey</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To be able to use the basic hand grip correctly. To be able to stop and control a ball with some consistency. To push a ball towards another player with some accuracy. To develop the ability to slap the ball in the direction of another person, using a close hand grip. To move slowly with the ball keeping close to the stick. To try and maintain a low, strong body position through all elements of play. <p>Skills: Through their learning pupils will develop the skills of: Team work; passing; trapping; rules of hockey; positional understanding; peer evaluation.</p> <p>Subject teacher/s: Mrs Malcolm - Mrs Vaughan</p>

History	Geography	RE
<p>Topic/s: The Stone Age</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To recognise the time of the Stone Age as the name given to the earliest period of human culture, when stone tools were first used. To compare life in the Stone Age with life today, recognising how times were different. To discover how people in the Stone Age used natural resources to live off, live in and hunt with. To understand what we can learn about history through the study of Stonehenge and Skara Brae. <p>Skills: Through their learning pupils will develop the skills of: Historical enquiry, using evidence from Stone Age times; comparing, contrasting and analysing to draw conclusions; interpreting evidence; making connections between different historical events.</p> <p>Subject teacher/s: Mrs T Hill - Mr Stedeford</p>	<p>Topic/s: Passport around the World</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To learn the seven continents and five oceans of our planet. To recognise differences between human and physical geographical features around the world. To compare geographical similarities and differences between the seven continents. To develop a knowledge of physical features such as mountains, rivers, forests and deserts. To discover how the Grand Canyon and Niagara Falls were formed, developing an understanding of erosion. <p>Skills: Through their learning pupils will develop the skills of: Mapping through the use of atlases, globes and Google Earth; comparing, contrasting and analysing to draw conclusions or to speculate; investigation.</p> <p>Subject teacher/s: Mrs T Hill - Mr Stedeford</p>	<p>Topic/s: Faith and Family, Reconciliation, Advent, Christmas</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To understand the importance of belonging to a Community. To know the Sacrament of Baptism. To explore the New Testament stories leading up to the Nativity. To know the story of the first Christmas and understand its meaning in the world today. <p>Skills: Through their learning pupils will develop the skills of: Role play; map reading; group work and collaboration.</p> <p>Subject teacher/s: Mrs Jackson-Mayne</p>
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Art	Design & Technology	Computing
<p>Topic/s: Stone Age Art, Moon Art, Christmas Cards</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To explore the types of paintings of prehistoric man and why they were made. To make own Stone Age style paintings. To begin to understand the history of the moon landings and create a piece of work in response to this momentous event. To produce a Christmas card design based on the theme 'Let it snow'. <p>Skills: Through their learning pupils will develop the skills of: Media exploration; evaluation.</p> <p>Subject teacher/s: Mrs Clark</p>	<p>Topic/s: Sandwiches and Packaging</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To understand what constitutes a 'healthy' sandwich. To design a healthy sandwich, making sure it has a balance of food groups. To follow instructions to make a healthy sandwich. To design packaging for their sandwich. Some children will design nets for their card packaging. <p>Skills: Through their learning pupils will develop the skills of: Food Technology, following instructions; evaluation.</p> <p>Subject teacher/s: Mrs Clark</p>	<p>Topic/s: Online Safety, ICT Core Skills</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To know how to keep safe online. To know how to create a positive digital footprint. To know about online scams. To send and reply to email threads, and include attachments. To begin to become familiar with Microsoft PowerPoint. To add images and hyperlinks in PowerPoint. <p>Skills: Through their learning pupils will develop the skills of: Online safety through recognising acceptable and unacceptable behaviours; developing ICT skills associated with creating PowerPoints and emailing.</p> <p>Subject teacher/s: Mrs Lammas - Mr Stedeford</p>

French	Mandarin	Drama
<p>Topic/s: Personal Identity, Numbers, Likes and Dislikes</p> <p>Aim/s:</p> <ul style="list-style-type: none"> • To give details about yourself: name and pets. • To count from 1 to 20. • To describe the planets using colours. • To name days of the week. • To express likes and dislikes. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Listening; speaking; writing.</p> <p>Subject teacher/s: Madame Tatton</p>	<p>Junior 3 do not learn Mandarin.</p>	<p>Topic/s: LAMDA</p> <p>Aim/s:</p> <ul style="list-style-type: none"> • To practise confident interaction and communication. • To work creatively as a group. • To learn how to be a good audience. • To learn to communicate the meaning of a poem meaning effectively to others. • To learn a poem(s) from memory • To understand the words and describe the meaning and mood of a poem. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Building confidence; working together; listening; clear diction; imagination; performance; presenting using actions and props; conversing and speaking aloud.</p> <p>Subject teacher/s: Mrs Paphitis - Mrs Wildey</p>
PSHECE	Home School links	Homework
<p>Topic/s: Protective Behaviours</p> <p>Aim/s:</p> <ul style="list-style-type: none"> • To understand our rights, responsibilities and feelings. • To recognise 'unsafe' feelings and 'Early Warning Signs'. • To understand how and where to seek help feeling 'unsafe'. • To understand 'personal boundaries' and recognise and respect the 'personal boundaries' of others around me. • To develop a network of people I trust, both within and outside of my home. • To reflect on new beginnings and how we get along and manage our emotions. <p>Skills: <i>Through their learning pupils will develop the skills of:</i> Understanding myself, my feelings and my universal right to feel safe; knowing how and when to seek help; developing friendships and safety networks beyond home.</p> <p>Subject teacher/s: Mr Stedeford - Mrs van Zyl</p>	<ul style="list-style-type: none"> • Plan and make a visit to Stonehenge. • Use buttons, cubes or any small items to practise making arrays for multiplication. • Practise telling the time on an analogue clock to the hour, half past, quarter past and quarter to the hour. • Learn 3x and 4x tables by heart. • Put up a world map in the house and learn all the oceans and continents - can you map out places you have visited? • Plan and make a healthy balanced meal together – discussing the different food groups that you selected from. 	<ul style="list-style-type: none"> • Daily reading for 20 mins with an adult • Spellings - weekly • Daily times tables practice - 15 mins • Mathletics - weekly • English Reading Comprehension - set Friday and due Monday • Maths activities - set Friday and due Monday • Project work - half termly