

**CURRICULUM INFORMATION: JUNIOR 3**  
**TRINITY TERM 2024**



| 3Mathematics   | English  | Science  |
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| <p><b>Topic/s:</b> Fractions, Time, Shape, Mass and Capacity<br/> <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><br/>           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> Mrs van Zyl and Mrs Wildey</p> | <p><b>Topic/s:</b> Greek Myths and Legends, Newspaper Reports, Persuasive Writing, Non-fiction Reports<br/> <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><br/>           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> Mrs van Zyl and Mrs Wildey</p> | <p><b>Topic/s:</b> Plants and The Nappy Challenge (Sustainability)<br/> <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> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b><br/>           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> Mrs van Zyl</p> |
| History  | Geography  | RE   |
| <p><b>Topic/s:</b> Ancient Greece<br/> <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><br/>           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> Mrs Wildey</p>   | <p><b>Topic/s:</b> Plants of the World<br/> <b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To identify the location of major plant biomes around the world.</li> <li>To explore how plants survive in extreme environments.</li> <li>To explore the role of plants in agriculture and the ways in which humans use plants.</li> <li>To investigate the plants found in mega-diverse countries.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b> Plant knowledge - pinpointing specific biomes which are agriculturally diverse; locating places on maps and appreciating the wonders of our planet.</p> <p><b>Subject teacher/s:</b> Mrs Wildey</p>  | <p><b>Topic/s:</b> Easter, Mary and Pentecost<br/> <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><br/>           Interpreting symbols; group work; research and empathetic writing; discussion skills; reading skills; thinking skills.</p> <p><b>Subject teacher/s:</b> Mrs Forino</p>   |

| Music   | PE & Games (boys)  | PE & Games (girls)   |
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| <p><b>Topic/s:</b> Recorder, A Hint of Snow White and The Little Train of Caipira.</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To learn more new pieces from The Red Hot Recorder Book.</li> <li>To increase the number of notes known and improve tone quality.</li> <li>To improve reading of notation.</li> <li>To know all the songs from A hint of Snow White and to be able to perform in an ensemble, as part of a Summer Production at the Spa Centre, Leamington, in June.</li> <li>To have listened to The little Train of Caipira. Created artwork based on this and a composition based on rhythms connected with the piece.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b><br/>Performing and ability to work on a stage, as part of an ensemble.</p> <p><b>Subject teacher/s:</b> Mrs Olden</p> | <p><b>Topic/s:</b> Cricket / Athletics</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 in game situations.</li> <li>To be physically active for sustained periods of time.</li> <li>To develop power-based and distance activities and skills.</li> <li>To engage in competitive sports and activities.</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><br/>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 Vaughan - Mr Stedeford</p> | <p><b>Topic/s:</b> Cricket / Athletics</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 in game situations.</li> <li>To be physically active for sustained periods of time.</li> <li>To develop power-based and distance activities and skills.</li> <li>To engage in competitive sports and activities.</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><br/>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 Carroll</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><br/>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> 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><br/>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> Computing with iPads and networks</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 what a network is and why it's useful..</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b><br/>Computer science through programming with logic, sequencing and repetition.</p> <p><b>Subject teacher/s:</b> Mrs Lammas</p>   |
| French  | Mandarin   | Drama  |
| <p><b>Topic/s:</b> Zoo animals, numbers 1-31</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To recognise and name some zoo animals.</li> <li>To give opinions about animals.</li> <li>To count up to 31 in French.</li> <li>To use plural nouns with 'il y a'.</li> <li>To order an ice-cream.</li> <li>To learn about the Paris 2024 Olympic Games.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b><br/>Listening, speaking and performing in French. A respect for and interest in other cultures. Joining in with songs and rhymes.</p> <p><b>Subject teacher/s:</b> Mme Westerman</p>   | <p><b>Topic/s:</b> Countries, cities, nationalities</p> <p><b>Aim/s:</b></p> <ul style="list-style-type: none"> <li>To say countries and two major cities in China.</li> <li>To say people go to different countries/cities.</li> <li>To say own nationalities.</li> <li>To say other people's nationalities.</li> <li>To ask your nationality and respond.</li> <li>To know about Dragon Boat Festival.</li> </ul> <p><b>Skills: Through their learning pupils will develop the skills of:</b><br/>Listening, Speaking with confidence, starting to identify Chinese characters, appreciating the fact that people are from different nations and Chinese culture.</p> <p><b>Subject teacher/s:</b> Mrs Huang</p>   | <p><b>Topic/s:</b> Rehearsing for A Hint of Snow White and to explore Greek myth scripts.</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><br/>Developing competence in spoken and physical language; listening, to enhance the effectiveness with which to communicate.</p> <p><b>Subject teacher/s:</b> Mrs Wildey - Mrs Paphitis</p>  |

| PSHECE   | Home School links  | Homework  |
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| <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:</b> <i>Through their learning pupils will develop the skills of:</i><br/>Enhancing social skills; identifying safety networks; promoting well-being.</p> <p><b>Subject teacher/s:</b> Mrs Wildey - 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 ensure I am confident with my 3x, 4x and 8x tables, using the<br/><a href="#">The Maths Factor Times Tables Check - Start</a></li> <li>• To bake a cake or biscuits and record the measurements in grams of the recipe.</li> <li>• Prepare a simple costume for our Ancient Greek day.</li> <li>• Find out about Athens and Sparta – prepare a powerpoint on what you have found out.</li> </ul> <p><b>Subject teacher/s:</b> Mrs Wildey - Mrs van Zyl</p> | <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 practice my Maths Passport targets.</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 an adult.</li> </ul> <p><b>Subject teacher/s:</b> Mrs Wildey - Mrs van Zyl</p> |