

CURRICULUM INFORMATION: JUNIOR 3

MICHAELMAS TERM 2023

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: Mrs van Zyl and Mrs Wildey</p>	<p>Topic/s: Narrative, Describing Settings, Character Descriptions, Stories set in the Stone Age, Instructions, Stories from Other Cultures, Poetry.</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: Mrs van Zyl and Mrs Wildey</p>	<p>Topic/s: Food in our Bodies / Forces</p> <p>Aim/s:</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food: they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar graphs and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. <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 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. To learn a variety of action songs. <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 / Swimming</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. Swimming – water confidence; all strokes, jumping in & diving, survival skills. <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 Vaughan, Mr Stedeford / (Swimming: Mr Vaughan)</p>	<p>Topic/s: Hockey / Swimming</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. Swimming – water confidence; all strokes, jumping in & diving, survival skills. <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 Vaughan / (Swimming: Mr Vaughan)</p>

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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 Wildey</p>	<p>Topic/s: Kenya</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To develop geographical skills within this topic, looking at more detailed maps of Africa and the world. To build on understanding of the continent of Africa. To use aerial photographs and maps to identify physical features of Kenya. To focus understanding of physical and human features of Africa to one particular country (Kenya). To compare ways of life/ customs and traditions in different countries, to our own. <p>Skills: Through their learning pupils will develop the skills of: Geographical enquiry, map reading, recognising the varied landscapes of the world, using co-ordinates, comparing, contrasting, and analysing to understand other cultures, justifying, and explaining different ways of life.</p> <p>Subject teacher/s: Mrs Wildey</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: Group work, discussion, thinking skills, reading skills, empathetic writing, interpreting symbolism and sequencing skills.</p> <p>Subject teacher/s: Mrs Forino</p>
Art	Design & Technology	Computing
<p>Topic/s: Stone Age Art, Black History Artist Study</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To explore and make the types of artwork created by prehistoric man and understand why they were made. To consider the history and purpose of Stonehenge. To produce a Christmas card design. To research and make artwork based on the art of Sarah Shiundu and Elisha Ongere, Kenyan artists. <p>Skills: Through their learning pupils will develop the skills of: Exploration and research, colour theory, use of new materials, increase awareness of Black History, develop an understanding of the history of world heritage sites</p> <p>Subject teacher/s: Mrs van Zyl</p>	<p>Topic/s: African Instruments</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To explore how sound is made in a variety of instruments. To design a simple instrument. To assemble and develop ideas for a finished product. <p>Skills: Through their learning pupils will: develop design skills that consider how materials can be used and shaped to create varying sounds and pitches. They will also develop measuring, cutting and joining skills. They will find out how different materials can be bent, moulded and changed to suit their purpose.</p> <p>Subject teacher/s: Mrs van Zyl</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</p>

French	PSHECE	Drama
<p>Topic/s: Describing someone, learning about colours</p> <p>Aim/s:</p> <ul style="list-style-type: none"> To learn colours. To describe hair and eye colour. To learn about some famous French people in the world of sport. To identify and describe flags from other countries. To gain confidence with French phonics. <p>Skills: Through their learning pupils will develop the skills of: Listening, speaking, reading and writing. Developing more accurate pronunciation, appreciating French culture.</p> <p>Subject teacher/s: Madame Westerman</p>	<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 if 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. To understand climate change and what can be done to slow the rate of change/damage. <p>Skills: Through their learning pupils will develop the skills of: 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: Mrs van Zyl and Mrs Wildey</p>	<p>Topic/s: Performing skills, 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: Through their learning pupils will develop the skills of: Building confidence; working together; listening; clear diction; imagination; performance; presenting using actions and props; conversing and speaking aloud.</p> <p>Subject teacher/s: Mrs Wildey</p>
	Home School links	Homework
	<ul style="list-style-type: none"> Research/visit Stonehenge, discover more about the first humans, where they lived and what they looked like. Practise number bonds to 20 and 100 to fluency. Use buttons, cubes or any small items to practise making arrays for multiplication – extend to each item representing 10. Practise telling the time on an analogue clock to the hour, half past, quarter past and quarter to the hour. Recall x2, x5 and x10 tables. 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. Complete daily reading and discuss themes in stories regularly. Practise Maths Passport targets regularly. 	<ul style="list-style-type: none"> Daily reading for 20 mins with an adult Spellings – daily practice for weekly test Daily times tables practice of target table - 15 mins English HWK- set Friday and due following Monday. Maths HWK - set Friday and due following Monday. Project work will sometimes be set during holidays instead of regular homework.