

FARRINGTONS JUNIOR SCHOOL



CURRICULUM OVERVIEW



2017-18

YEAR 3



FARRINGTONS JUNIOR SCHOOL – YEAR 3 - CURRICULUM OVERVIEW 2017-18



English

<p>FICTION: Stories with a Historical Setting <u>Key text:</u> Ug Boy Genius of the Stone Age <u>Skills focus:</u> Comprehension</p> <p>NON FICTION: Fact Files <u>Key texts:</u> Biography and bibliography on Roald Dahl Fact file on Queen Victoria <u>Skills focus:</u> Question Marks Asking open questions</p> <p>POETRY: Creating Images <u>Key texts:</u> Daddy Fell into the Pond by Alfred Noyes, The Bug Chant by Tony Mitton, and I Like this Poem by Kaye Webb. <u>Skills focus:</u> Verb/subject agreement Adjectives Expanded noun phrases Adverbs Adverbial phrases Similes Alliteration</p>	<p>FICTION: Adventure Stories <u>Key text:</u> The Enormous crocodile by Roald Dahl <u>Skills focus:</u> Adjectives Expanded noun phrases Descriptive devices (similes, alliteration) Direct speech</p> <p>NON FICTION: Instructions <u>Key texts:</u> <i>Various instruction texts</i> <u>Skills focus:</u> Imperative (bossy) verbs Conjunctions to express time or cause Chronological order</p>	<p>ESB preparation and exam</p> <p>NON FICTION: Newspaper Reports <u>Key texts:</u> A variety of newspaper reports <u>Skills focus:</u> Past tense Use the present form of verbs in contrast to the past tense Use adverbs to express time and cause Direct speech</p> <p>POETRY: Performance poems (Link with ESB preparation) <u>Key texts:</u> Various <u>Skills focus:</u> Reading aloud with expression, tone and intonation Reciting from memory Preparing and delivering information with visual props.</p>	<p>FICTION: Stories about imaginary worlds <u>Key texts:</u> Fantastic Mr Fox by Roald Dahl (plus DVD) <u>Skills focus:</u> Verb tenses Pronouns Dialogue</p>	<p>FICTION: Animal Stories <u>Key texts:</u> The Hodgeheg by Dick King-Smith Selection of reference books about animals <u>Skills focus:</u> Fronted adverbials. Commas after fronted adverbials Wider range of connectives (e.g. when, if, because, although)</p> <p>NON FICTION: Recounts <u>Key texts:</u> A variety of recount texts La Luna (Visual text) <u>Skills focus:</u> Adverbs and adverbials Complex sentences Commas after or before phrases and clauses Conjunctions, adverbs and prepositions to express time and cause</p>	<p>FICTION: Plays and dialogues <u>Key texts:</u> Proverbs animated tale The Witches Roald Dahl The Witches: Plays for Children adapted by David Wood <u>Skills focus:</u> Use and understand the grammatical terminology in plays and dialogue Use adverbs Use and punctuate direct speech.</p> <p>NON FICTION: Persuasive writing <u>Key texts:</u> A variety of visual persuasive adverts <u>Skills focus:</u> Conjunctions to extend sentences</p>
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Maths

Content

Place value
Mental addition and subtraction
Shape
Mental multiplication and division

Content

Mental multiplication and division
Fractions
Measures – Time

Content

Place value
Mental addition and subtraction
Written methods for addition and subtraction
Measures and statistics

Content

Fractions
Number and place value
Measures – Time, position and direction
Multiplication and division

Content

Place value in money
Addition and subtraction
Multiplication and division
Measures

Content

Shape
Addition and subtraction
Multiplication and division
Fractions

Science

FOOD AND OUR BODIES

Content:
 Diet of different animals
 Different food groups
 Healthy and balanced diets
 Sugar content in foods
 Human skeleton. Muscles tendons and joints
 End of unit Test

Skills focus:
 Gather and present data in different ways
 Collect data and labelling
 Reading food labels
 Following instructions
 Constructing
 Interpreting graphs
 Drawing graphs
 Mind mapping.
 Recalling learnt facts
 Applying knowledge to new situations.

MAGNETS

Content:
 What do magnets do?
 Investigating magnets
 Materials attracted to magnets
 Uses of magnets
 Maglev trains
 How a compass works
 Making own compass
 Magnetic rule
 Ramps and friction
 End of Unit Test

Skills focus:
 Observation skills
 Planning fair testing
 Collecting results
 Presentation
 Bar graphs
 Constructing
 Predictions
 Mind mapping
 Recalling learnt facts
 Applying knowledge to new situations

EARTH ROCKS

Content:
 Compare and group rocks
 Test and describe properties of rocks
 Edible rocks
 Types of soil
 Fossils
 End of Unit Test

Skills focus:
 Record and present my results
 Predictions
 Bar graphs
 Investigative work
 Observation skills
 Patterns and similarities
 Mind mapping
 Drawing and interpreting graphs
 Mind mapping
 Recalling learnt facts
 Applying knowledge to new situations

MIRROR MIRROR

Content:
 Reflections
 Light sources
 Mirror maze
 Shadows
 Classifying material
 History of mirror
 Making a mirror
 End of Unit Test

Skills focus:
 Descriptions
 Recording
 Planning and investigating
 Drawing
 Designing and carrying out fair testing
 Researching
 Constructing
 Mind mapping
 Recalling learnt facts
 Applying knowledge to new situations

HOW DOES YOUR GARDEN GROW

Content:
 Processes of living things
 Parts of a plant
 Transporting of water
 Strength of straws
 Growing seeds in different conditions
 Parts of a flower
 Pollination
 Seed dispersal
 End of Unit Test

Skills focus:
 Description and identification
 Labelling
 Constructing and creating
 Investigating
 Enquiring
 Scientific write ups
 Setting up experiments and making predictions
 Labelling
 Dissecting
 Ordering information
 Observations
 Mind mapping
 Recalling of learnt facts
 Applying knowledge to new situations

WE ARE ASTRONAUTS

Content:
 Appearance of far and near side of moon
 Making craters
 Making a model rocket
 Space exploration
 Space survival (food)
 Space suits

Skills focus:
 Investigative work
 Observation skills
 Prediction skills
 Independent and dependent variables
 Research skills
 Construct a tray for space
 Research skills

<h1>History</h1>	<u>PRE-HISTORY and THE STONE AGE</u>	<u>THE CELTS</u>	<u>THE ROMANS</u>		
	<p><u>Content:</u> Dinosaurs Stone Age animals Palaeolithic, Mesolithic and Neolithic Early man Settlements Homes Cave paintings Fire Clothing Food Skara Brae Stone Age life</p> <p><u>Skills focus:</u> Evidence detection Chronology</p>	<p><u>Content:</u> Settlements Houses Clothing Art Gods and Goddesses</p> <p><u>Skills focus:</u> Artefact analysis</p>	<p><u>Content:</u> The foundation of Rome Julius Caesar Invasion of Britain The Roman army Compare the Romans and the Celts Boudicca Roman impact on Britain</p> <p><u>Skills focus:</u> Primary and Secondary sources of evidence Chronology Informed response</p>		
<h1>Geography</h1>	<u>WEATHER AND CLIMATE</u>	<u>WHERE DOES OUR FOOD COME FROM?</u>		<u>IN THE DESERT</u>	<u>WONDERS OF THE WORLD</u>
	<p><u>Content:</u> What is weather? What is climate? The seasons Measuring temperature Weather symbols Weather forecasts Water cycle Beaufort scale Extreme weather</p> <p><u>Skills focus:</u> Compass points Directions</p>	<p><u>Content:</u> Food production in temperate climates Food production in tropical climates Changes to land for food production Food production in Mediterranean climates UK food production Trade links</p> <p><u>Skills focus:</u> Locating places and climate zones on maps Locating the tropics Lines of longitude and latitude</p>		<p><u>Content:</u> Location of deserts Climate Desert formation How are deserts used by humans? Who lives in a desert? Desertification</p> <p><u>Skills focus:</u> Map skills Compare and contrast</p>	<p><u>Content:</u> What are the Wonders of the World? Where are they? What do we know about them?</p> <p><u>Skills focus:</u> Map skills Research Presentation</p>

Religious Studies	<u>HINDUISM</u> Where was Hinduism founded? Main beliefs Holy books Symbols and their representation	<u>THE NATIVITY STORY</u> How the story began Journeys Jesus' birth Visitors to Jesus King Herod	<u>ISLAM</u> Where did Islam originate? Prophets Main beliefs Festivals Symbols	<u>GOOD FRIDAY</u> The Easter Story Sorry, please and thank you People's actions The cross and resurrection New life	<u>SIKHISM</u> Where was Sikhism founded Main beliefs – 5Ks Contribution of the Gurus Symbols Holy Book The Gurdwara	<u>JUDAISM</u> Abraham Where was Judaism founded? The Ten Commandments The Synagogue The Sedar plate at Passover The Torah Symbols
Computing	SCRATCH AND DEBUGGING	ANIMATIONS	MAKING A VIDEO	UNDERSTANDING THE INTERNET	COMMUNICATIONS	POWERPOINT
Modern Foreign Language (SPANISH)	Introduction to studying foreign languages- advantages and where is Spanish spoken. Simple greetings-hello and goodbye. Classroom instructions. Asking how others are and replying. Introducing yourself and asking and giving our name. Naming various colours. Giving opinions on different colours. Numbers: 1-12. Asking people's age and giving our age. Months of the year. Numbers: 13-31. Role-plays in pairs/small groups-for assessment. Xmas traditions in Spain, Xmas vocab.		Asking when other people's birthday is and giving our birthday date. Revision of-name, age, birthday date and counting to 31. Classroom instructions. Days of the week. Saying today's date. Naming various pets and saying what pets we have. Giving opinions on different pets. Vocab on family and saying how many brothers/sisters we have. Classroom language and classroom instructions. Mini written assessment. Self-assessment. Easter traditions in Spain and Easter vocab.		Revision of all greetings and meeting people. Vocabulary- the body. Hair and eyes colours. What we look like. Numbers: 0-60. Simple Maths with numbers. Importance of Spanish in the world. Spanish Top Ten work. End of year assessment. Self-assessment. What can I say in Spanish? - assessment. End of year quiz and games.	
Art/Design Technology	ESCHER	VAN GOGH	AT THE PANTOMIME	MOVING MONSTERS	KNITTING	

Music	<p><u>INSTRUMENTS OF THE ORCHESTRA</u> Introduction to different instruments of the orchestra Learning about families of instruments through listening to and writing about.</p>	<p><u>PETER AND THE WOLF</u> Introduction to different sound of the instruments Study of story</p> <p><u>CHRISTMAS</u> Repertoire for performance</p> <p>Choir: Yrs 3456 song for Christmas service Choir Yrs 5678 song for Senior service</p>	<p><u>RAP</u> Rhythmic and poetry skills</p> <p><u>PENTATONIC SCALE</u> Notation Writing on manuscript paper</p> <p><u>EXPLORING DYNAMICS</u> Studying orchestral music with varying dynamics Experimenting with percussion instruments and producing different dynamics</p> <p>Choir: 3456: 2/3 songs for Bromley Festival Choir: 5678: 2/3 songs for Bromley Festival</p>	<p><u>EXPLORING TIMBRE. BEAT AND RHYTHM</u> Experimenting with layers of sound on various instruments Using percussion to reinforce rhythmic work</p> <p><u>EASTER SERVICE</u> Readings and Hymns</p> <p>Choir: 3456 : 2 or 3 songs for Bromley Festival Choir: 5678: 2 or 3 songs for Bromley Festival</p>	<p><u>EXPLORING SOUND COLOURS</u> Using pictures as inspiration to make sound poems Composition Exploring performance</p>	<p><u>CONSOLIDATION</u> Notation Rhythm work Note values Presentation Day repertoire</p>
	<p>Games/P.E</p>	<p>Games: Girls – Netball / Football Cross country Boys – Rugby Cross Country</p> <p>P.E: Fitness/Swimming</p>	<p>Games: Girls – Netball / Football / Hockey Cross country Boys – Football Cross Country</p> <p>P.E: Gymnastic/dance</p>	<p>Games: Girls – Cricket / Athletics / Rounders Cross country Boys Cricket / Athletics Cross Country</p> <p>P.E: Tennis / Swimming / Biathlon</p>		
Wellbeing	<p>Rights and responsibilities in the school environment Gifts and talents Exploring feelings Working cooperatively Playing games together</p>	<p>The importance of friends Falling out Managing anger Anti-bullying What to do in an emergency E-safety</p>	<p>It's good to be different Personal space (The pants rule) Family differences Staying healthy Overcoming barriers to achieving goals</p>	<p>Similarities and differences Feeling good about yourself Surprises Hopeful and disappointed Hiding or showing feelings</p>	<p>Knowing where to go for help Taking responsibility Standing up for myself Making wise choices Managing uncomfortable Feelings – loss Dealing with worries Supporting each other</p>	<p>Jobs at home and in school Representation – local council Voting and debating Having a say in the school community</p>