

CURRICULUM SUMMARY – September to October 2010

SUBJECT: **English**

YEAR GROUP: 3

TEACHER: Jill Merrett

Week	Learning objectives	Activities (in brief)
1	<ul style="list-style-type: none"> To explain or give reasons for their views To follow up others' points and show whether they agree or disagree in whole class discussions 	<p>Stories with familiar settings: Reading comprehension; investigation of settings</p> <p>Read a class story, discuss characters and settings. Write a sentence. Read a second story. Compare and contrast the settings. Hot-seat as characters from the story. Use senses to describe settings. Read another story and identify the setting. Make a list of familiar settings.</p>
2	<ul style="list-style-type: none"> To form opinions of a text and use evidence in the text to explain reasons To use some drama strategies to explore stories To select and use a range of technical and descriptive vocabulary To write sentences describing settings 	<p>Stories with familiar settings: Capturing ideas; writing in role; analysis & investigation of text</p> <p>Identify main impression of a setting. Group role play miming the atmosphere. Describe a setting, changing the atmosphere. Plan and write a first event for a story. Group discussion of problems for the plot. Continue class story, adding a problem and resolution.</p>
3	<ul style="list-style-type: none"> To use some drama strategies to explore stories To select and use a range of technical and descriptive vocabulary To compose sentences using adjective, verbs and nouns for precision, clarity and impact 	<p>Stories with familiar settings: shared, guided and independent writing</p> <p>Explore pictures of a variety of familiar settings. Role play exploring a setting. Explore digital photos of settings. Collect vocabulary. Discuss success criteria. Identify language to create an atmosphere. Improve a sentence. Collect imaginative vocabulary and write notes for a first draft. Edit, improve and complete setting descriptions. Manipulate images to enhance written work. Complete setting descriptions and publish work for a class display.</p>
4	<ul style="list-style-type: none"> To express opinions about a poem by referring to particular words and phrases and the subject of the poem To write a calligram, choosing appropriate presentational features To discuss choices of words, phrases and layout and comment on their impact 	<p>Shape poetry and calligrams</p> <p>Read and discuss a variety of shape poems and calligrams by a range of poets. In pairs, experiment with turning words into calligrams. Devise own ideas for calligrams.</p>

Week	Learning objectives	Activities (in brief)
5	<ul style="list-style-type: none"> • To identify examples where language is used to create a specific effect in a poem • To write a poem that uses language to create an effect 	<p>Shape poetry and calligrams Use adjectives to describe the different parts of an animal. Draft a riddle about an animal. Collect visual images and language ideas for poems. Draw the outline of their animal. Write their poem within this shape and then erase the outline to create a shape poem. Evaluate poems.</p>
6	<ul style="list-style-type: none"> • To recognise the structure and language features of a non-chronological report • To compare the way information is presented • To locate information • To organise factual notes under headings • To collect new words from reading • To infer the meaning of unknown words from context 	<p>Reports: Reading; retrieving information; making notes Read a report, identifying features of non-chronological reports. Examine layout of a report and purpose of headings. Pick out key details from a text, by devising questions. Plan and organise information for a report. Collect vocabulary for a glossary and arrange in alphabetical order. Rewrite and improve a report, using the structure and language features of a non-chronological report.</p>
7	<ul style="list-style-type: none"> • To compare the way information is presented in a variety of information texts • To identify nouns and to use commas to separate items in a list • To collect information by reading more than one source and make notes • To present information in the form of a non-chronological report. 	<p>Reports: Reading and analysing non-chronological reports Revise the features of reports. Read and compare a variety of reports. Play a naming game and learn how to list items. Compare features of a spidergram and a report. Reports: Writing non-chronological reports Turn notes from a spidergram into full sentences. Create a labelled diagram to add to a report. Take notes from different sources and add to a spidergram. Write paragraphs to form part of a report. Write a final version of the report, following a writing frame. Evaluate their work.</p>

Week	Learning objectives	Activities (in brief)
1	<ul style="list-style-type: none"> To read and write whole numbers to 1000 To know what each digit represents To order numbers to at least 1000 To say the number that is 1, 10, 100 more or less than any two or three digit number 	<p>Numbers to 1000: Number names, ordinal numbers Matching games for numbers and number names (multiples of ten & multiples of one hundred). Revise <i>first, second, ... tenth</i> and notation <i>1st, 2nd, ...10th</i>. Learn <i>eleventh, twelfth, ... twentieth</i> and notation 11th, 12th, ...20th.</p> <p>Numbers to 1000: The sequence to 1000 Find the number after/before/between for three-digit numbers. Find the number one or two more/less. Add/subtract 10, 100, multiples of 10, multiples of 100.</p>
2	<ul style="list-style-type: none"> To extend understanding of the operation of addition & recognise that addition can be done in any order To know by heart all addition facts for each number to 20 	<p>Addition to 100: Addition facts to 20 Revise addition facts to 20 and practise. Say by heart all addition facts for each number to 20. Write addition sentences and explain the process.</p>
3	<ul style="list-style-type: none"> To extend understanding of the operation of subtraction To know by heart all subtraction facts for each number to 20 	<p>Subtraction to 100: Consolidation of facts to 20 Revise and practise subtraction facts to 20. Say by heart all subtraction facts for each number to 20. Write subtraction sentences and explain the process.</p>
4	<ul style="list-style-type: none"> To recognise all coins and notes (British) To understand and use pound signs and decimal points in money notation 	<p>Money: Using £1 and £2 coins Revise coins 1p, 2p, 5p, 10p, 20p, 50p, £1. Use £2 coin. Convert amounts in pounds & pence to pence and vice versa. Solve word problems involving money. Find totals, give change & work out which coins to pay.</p>
5	<ul style="list-style-type: none"> To read & begin to write the vocabulary related to length To suggest suitable units and measuring equipment to estimate or measure length 	<p>Measure: Length Estimate & measure lengths to the nearest half metre. Measure in metres and centimetres. Measure and draw lengths to the nearest half centimetre.</p>
6	<ul style="list-style-type: none"> To classify & describe 2D shapes To make shapes & patterns To identify right angles in 2D shapes 	<p>2D Shape: Making shapes Make quadrilaterals, pentagons and octagons, using triangles rectangles and squares. Use composite shapes to copy, continue and create patterns.</p>

Week	Learning objectives	Activities (in brief)
7	<ul style="list-style-type: none"> To classify & describe 3D shapes To make shapes & patterns To relate solid shapes to pictures of them 	3D Shape Identify and name spheres, cubes, cuboids, cones, cylinders and pyramids from pictures and by handling solids. Learn to identify and describe prisms. Sort and match shapes. Build with shapes.

SUBJECT: **Science**

YEAR GROUP: 3

TEACHER: Jill Merrett

Unit 3F: Light and Shadows

Week	Learning objectives	Activities (in brief)
1	What do we need to be able to see? <ul style="list-style-type: none"> To know that we need light to see To know that there are many different light sources, including the Sun How are shadows formed? <ul style="list-style-type: none"> To understand that shadows are formed when light from a source is blocked To make observations and record them in drawings and words 	Match the light to the job. Discuss why a source of light is important for seeing. Identify as many light sources as possible in a picture. Observe light coming through the windows and the shadows that are formed by the window frame. Discuss why the shadows are formed. Shine a torch through a wide tooth comb upright on the table. Observe the bars of light and shadow. Record what is seen. Investigate other objects in the classroom in same way.
2	What makes a shadow that shape? <ul style="list-style-type: none"> To understand that the shapes of shadows are like the objects that make them To understand that the Sun casts shadows in a predictable direction 	Discuss a picture of some people in the park on a sunny day. Draw in shadows on a different picture of some children playing. Identify the mystery objects by looking at their shadows. Watch a simulation of a desert scene involving light and shadow. In groups, investigate shadows by playing games with construction blocks and a torch.

Week	Learning objectives	Activities (in brief)
3	<p>How do shadows formed by the Sun change?</p> <ul style="list-style-type: none"> • To understand that shadows of objects in sunlight change over the course of the day • To make and record observations of shadows and to try to explain these • To understand that shadows change their length and position during the day • To measure the length of shadows • To make a table and bar chart to show the changing length of shadows 	<p>Explore shadows of ourselves on a sunny day. Record some of these by drawing round the shadows with chalk. Return to them at a different time and see if the shadows still 'fit'. Discuss how the shadows are formed and why they have moved.</p> <p>Set up an investigation with a stick outside and observe its shadow at different times of day. Draw the outline of the shadow each time and measure its length. Record the measurements in a table. Create a bar chart.</p>
4	<p>Why do shadows move through the day?</p> <ul style="list-style-type: none"> • To record and identify a pattern in the observations of the Sun • To understand that the Sun appears to move across the sky during the day • To understand that when the Sun is behind them their shadow is in front 	<p>Read and discuss a story about 'Grandad'. Relate this to our own experience of the Sun moving around a room.</p> <p>Set up an investigation to track the movements of the Sun during a whole day.</p> <p>Spot the mistakes in the 'silly shadow' picture.</p>
5	<p>Why do shadows change length?</p> <ul style="list-style-type: none"> • To understand that the higher the light source is, the shorter the shadow 	<p>Plan and set up an investigation, using a torch as a light source. Record the findings in a table. Then create a graph.</p>
6	<p>What can we learn about day and night?</p> <ul style="list-style-type: none"> • To understand that the Sun does not move, but the apparent movement is caused by the spinning of the Earth on its axis 	<p>Use a globe and a torch to simulate how the movement of the Earth can make it appear that the Sun is moving.</p> <p>Create a human model of the Earth by forming a circle that moves in front of a light source.</p>
7	<p>Do all objects form shadows?</p> <ul style="list-style-type: none"> • To know that transparent objects let light through and opaque objects do not let light through 	<p>Investigate a variety of materials in front of a torch to discover whether the light passes through and whether there is a shadow.</p> <p>Review work on shadow formation.</p>

Unit 6A Invaders and Settlers: A Roman Case Study

Week	Learning objectives	Activities (in brief)
1	<p>Why do people move away from where they were born?</p> <ul style="list-style-type: none"> To relate their own experience to the concept of settlement To recognise that people have been moving between different areas for a long time, and that some reasons for moving were the same as those of people alive today 	<p>Discuss our own experiences of moving home. Use maps to establish where they moved from and to.</p> <p>Suggest reasons why families move and group them into 'chose to move' or 'had to move'. Define and use key words relevant now and in the past: <i>settlement, emigration, immigration, refugee, invasion, conquest</i>.</p>
2	<p>Who invaded and settled in Britain a long time ago?</p> <ul style="list-style-type: none"> To place the Celtic and Roman periods in a chronological framework To use the terms 'invade' and 'settle' To recognise characteristics that place Celts and Romans as having lived a long time ago in the past To know that Romans invaded Britain and that the period of conquest was followed by a period of settlement 	<p>Complete a timeline of major events in History and place the eras of the Romans and Celts. Define the words 'invade' 'settle' and 'conquer'.</p> <p>Identify similarities and differences between images of Romans and Celts and identify features that suggest they lived a long time ago. Draw pictures of a Roman and Celt, identifying the similarities and differences.</p>
3	<p>Who were the Celts and who were the Romans?</p> <ul style="list-style-type: none"> To select and record information about Celtic and Roman ways of life To make comparisons between these lifestyles To know about aspects of life in Celtic and Roman Britain, using a variety of resources 	<p>Complete a grid comparing and contrasting the lifestyles and beliefs of the Romans and Celts.</p> <p>Research about the Roman Gods and complete a portrait.</p>

Week	Learning objectives	Activities (in brief)
4	<p><u>Who was Boudicca?</u></p> <ul style="list-style-type: none"> To know that sources about Boudicca contradict each other To know that there are different opinions about Boudicca 	<p>Look at a variety of images of Boudicca and discuss what they show about her. Draw own image of what they think Boudicca was like based on the stories they have heard and explain why they have drawn her in that way.</p> <p>Listen to the story of Boudicca's revolt and complete a storyboard.</p>
5	<p><u>Who was Boudicca?</u></p> <ul style="list-style-type: none"> To know about the results of Boudicca's Revolt To appreciate that people have different points of view about events in the past 	<p>Choose whether they are a Celt or Roman and write a diary entry of how they are feeling after Boudicca's revolt.</p> <p>Investigate pictures of old ruins and write down what they can work out about the lifestyles of the Romans/Celts and what they think the ruins were used for.</p>
6	<p><u>How did the Romans change Britain when they settled there?</u></p> <ul style="list-style-type: none"> To select information about life in Roman Britain from a range of sources To show understanding of the impact of Roman settlement on Britain 	<p>Work with Roman numerals and write and do maths with the numerals.</p> <p>Draw a picture of a Gladiator and label.</p>
7	<p><u>How did the Romans change Britain when they settled there?</u></p> <ul style="list-style-type: none"> To show understanding of the impact of Roman settlement on Britain 	<p>Make a Roman mosaic.</p>

SUBJECT: **Design Technology**
Unit 3D: Photograph Frames

YEAR GROUP: 3

TEACHER: Jill Merrett

Week	Learning objectives	Activities (in brief)
1	<ul style="list-style-type: none"> To know why it is important for structures to be stable To know that some structures are made stable by having a wide base 	<p>Compare a collection of photograph frames in terms of different features e.g. how it stands up, how it looks, how easy it is to put a photograph in, how well it displays the photograph.</p>
2	<ul style="list-style-type: none"> To disassemble and evaluate familiar products 	<p>Draw one or two of their favourite photo frames from different views. Label the component parts and their purposes.</p>

Week	Learning objectives	Activities (in brief)
3	<ul style="list-style-type: none"> • To know ways of making stable structures • To know ways of strengthening paper • To evaluate different joining methods 	<p>Construct stable structures using construction kits e.g. a chair, a bridge, etc. of given dimensions.</p> <p>Use a small piece of board and investigate ways of making it stand up using only paper.</p>
4	<ul style="list-style-type: none"> • To consider who they are designing for • To implement their prior learning about stiffness and stability into their design proposals • To make drawings with labels when designing 	<p>Draw and label how they would like their design to look considering the basic frame shape that they will be given and the user's preferences in colour and design, as well as how it will stand up.</p>
5	<ul style="list-style-type: none"> • To consider who they are designing for • To implement their prior learning about stiffness and stability into their design proposals • To make drawings with labels when designing 	<p>List what materials they will need and how to make their designs and label their diagrams accordingly.</p> <p>Take photographs to go in their frames.</p>
6	<ul style="list-style-type: none"> • To make a strong and stable photograph frame 	<p>Start making their design.</p>
7	<ul style="list-style-type: none"> • To make a strong and stable photograph frame • To evaluate their product against their original design criteria 	<p>Complete their photo frame.</p> <p>Evaluate their frame according to the shared criteria and their original design criteria. <i>How could it be made better? How does it meet the needs of the user?</i></p>

SUBJECT: **Religious Education**

YEAR GROUP: 3

TEACHER: Jill Merrett

Unit 3A: What do signs and symbols mean in religion?

Week	Learning objectives	Activities (in brief)
1	<ul style="list-style-type: none"> • To understand the meaning of everyday signs and symbols 	<p>Look at signs and symbols from around the school and the community.</p> <p>Explore the difference between a sign and a symbol.</p> <p>Record signs that they know and can see.</p>
2	<ul style="list-style-type: none"> • To explore meanings within stories • To consider how memories are linked to particular objects 	<p>Brainstorm what they think is the importance of a rainbow, a dove and an olive branch.</p> <p>Explore how these symbols are used in the story of Noah's Ark.</p> <p>Think about objects that hold memories for them.</p>

Week	Learning objectives	Activities (in brief)
3	<ul style="list-style-type: none"> To understand the significance of Passover and its practice to Judaism To understand how symbolic food can be used to remember important events To reflect on important events in their own lives and to link them with the importance of Passover for Jewish people 	<p>Work in pairs to figure out what a Passover (seder) plate might be used for.</p> <p>Read about Passover and see how Jewish people use a seder plate and why.</p> <p>Imagine living away from home and planning to prepare a meal which would bring back memories. <i>What would you choose and why?</i></p>
4	<ul style="list-style-type: none"> To understand that words can have literal and non-literal meanings To understand how metaphors can convey religious meaning 	<p>Brainstorm different non-literal sayings (<i>you drive me up the wall, pull your socks up, it's raining cats and dogs</i>).</p> <p>Work in pairs to collect and record a range of non-literal sayings.</p> <p>Read a bible story: God is my rock (psalm 18) and discuss metaphors.</p>
5	<ul style="list-style-type: none"> To understand that symbolic language is used to describe God To understand that religious beliefs and ideas about God can be experienced in a variety of forms 	<p>Brainstorm in groups and discuss the symbols used in different religions.</p> <p>Discuss how God is shown as a father figure.</p> <p>Read about how Muslims pray and look at the symbolic action of their prayers.</p>
6	<ul style="list-style-type: none"> To explore common symbols within a place of worship 	<p>Discuss and draw which symbols may be found in a place of worship.</p> <p>Visit to a Catholic church. Look at symbols and record what we find and where.</p>
7	<ul style="list-style-type: none"> To understand how symbols are used by believers in practice 	<p>Recap on symbols they have recorded and consider what they mean.</p> <p>Work in pairs to reflect on a few questions about how signs and symbols are used in religion.</p>

SUBJECT: **PSHE/Circle Time**

YEAR GROUP: 3

TEACHER: Jill Merrett

'Learning about circle time' & 'Getting to know you'

Week	Learning objectives	Activities (in brief)
1	<ul style="list-style-type: none"> to all take part in circle time to concentrate to take turns 	<p>Discussion about the circle time rules. Games and activities to establish concentration and to practise taking turns.</p>
2	<ul style="list-style-type: none"> to concentrate that each person is special 	<p>Games and activities to encourage children to think about why each person is special.</p>

Week	Learning objectives	Activities (in brief)
3	<ul style="list-style-type: none"> • to think positively about themselves • to think positively about others in class 	Games and activities to encourage children to make positive statements about themselves and others in the class.
4 & 5	<ul style="list-style-type: none"> • to get to know each other better • to realise they have things in common with other children • to tolerate individual differences 	Games and activities to mix up the group and to help them find out more about each other.
6	<ul style="list-style-type: none"> • to get to know each other better • to establish eye contact • to find out about each other's individuality 	Games and activities to establish eye contact and to help them think about the effect of smiling at people.
7	<ul style="list-style-type: none"> • to learn more about each other • to consider when/why it might be difficult to get to know others 	Games and activities to find out more about each other and our preferences. Discussion about how to overcome difficulties with new friends.