

Curriculum Information

Term: Autumn 1 Year: 3 and 4 Kingfishers

Inspiration/Theme: Cosmic	Curriculum Driver: STEM	Outcome of learning: Invite parents in to watch a moon buggy race	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
<p>Core text: Cosmic</p>  <p>Reading Skills</p> <ul style="list-style-type: none"> Asking questions to improve their understanding of a text Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identifying main ideas drawn from more than one paragraph and summarising these 	<p>Hook/Super Starter Building and launching rockets</p> <p>Trips/Visitors/Marvellous Middle @Bristol</p> <p>Celebration/Fabulous Finish Moon buggy race</p>	<p>Children published persuasive leaflets and poems</p> <p>Moon buggy race</p>	<p>The language of describing It looks/feels/tastes/sounds/smells like</p> <p>It appears to be.....because.....</p> <p>It seems to be like.....because.....</p> <p>I think it looks like.....because.....</p> <p>It reminds me of.....because.....</p> <p>In comparison to.....</p> <p>The language of comparison X and y are similar because.....</p> <p>One similarity between.....and.....is that.....</p> <p>A difference is.... A further difference is....</p>
Topic Table	Reading Corner	Maths Challenge table	Home Learning
<p>Key questions Will it ever be possible to live in space? What happens when you throw an object in space? Can you hear in space? What is sound? What is space?</p> <p>Key images/artefacts Variety of pictures of rockets Telescopes Meteorites/ moon rock Planets</p> <p>Key vocabulary Astronaut, planet, rocket, gravity, space, atmosphere, meteorite, comet, galaxy, moon, asteroid</p>	<p>Key questions What do you look for in a book? How might you have behaved in Liam's position? What advice would you give Liam?</p> <p>Key images/artefacts Books and magazines on space exploration and information Leaflets for famous theme parks Books from the reading spine</p> <p>Key vocabulary Cosmic, infinity, possibility</p>	<p>Key questions Which is the biggest/smallest? What do we already know? Can you order these numbers? This theme park had X....this had Y, which had more/less?</p> <p>Key images/artefacts Dienes 100 square Place value cards/display Words problems</p> <p>Key vocabulary Addition, subtractions, rounding, more than, less than, plus, minus, sequence, balance, equations, equals</p>	<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.</p> <p>Log on to Maths Facts in a Flash and have a practise. The children will continue to be tested each week.</p>

English	Maths	Science	PE
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be writing a persuasive text to create a leaflet for their own theme park Children will be looking at poetry and writing our own, focusing on senses and emotions when on a ride at a fair/theme park <p>Key Skills:</p> <ul style="list-style-type: none"> Identify how authors use language for description Identifying features of persuasive writing Assess the effectiveness of their own and others' writing and suggesting improvements Select effective vocabulary to compose poetic sentences 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be learning to order, compare and round numbers within 10000 <p>Key Skills:</p> <ul style="list-style-type: none"> Count in Thousands, Hundreds, Fifties, Twenty-fives, Tens and Ones Compare and order numbers up to 10000 Round numbers to nearest 10/100/1000 Addition and subtraction within 10000 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will understand how sound travels and the patterns in pitch <p>Key Skills:</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that vibrations from sounds travel through a medium to the ear Recognise that sounds get fainter as the distance from the sound source increases 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will learn to throw and catch accurately through basketball and netball <p>Key Skills:</p> <p>Physical literacy Throw: perform a correct technique for over arm throw using 1 hand. Accurate direction and varying distance. Catch: combine catching with running/jumping/bending. Healthy, Active, Safe Lifestyles Know how to record and monitor how I am working including taking my own pulse. Know how often and for how long I should exercise to be healthy. I have a good understanding of making healthy lifestyle choices. Sport through which skills are to be taught: Basketball and netball</p>
Art	RE	Music	Geography/History
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will create an image of a planet using a combination of media such as paints and oil pastels <p>Key Skills:</p> <ul style="list-style-type: none"> Using music as an inspiration for art Mixing colours using different media Creating a variety of textures using a pencil 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to consider and answer the question: What makes 'Community'? <p>Key Skills:</p> <ul style="list-style-type: none"> Understand and respect the viewpoints and religions of others. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will learn to play as an orchestra <p>Key Skills:</p> <ul style="list-style-type: none"> Listen and discuss a piece of music Recognise the difference between a descant and treble recorder Play simple tunes on a recorder, playing different notes 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will learn to describe locations on a map using a grid reference <p>Key Skills:</p> <ul style="list-style-type: none"> To use four figure grid references (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Computing	PSHEE	DT	MFL
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will explore what it means to be responsible to and respectful of their offline and online communities as a way to learn how to be good digital citizens <p>Key Skills:</p> <ul style="list-style-type: none"> Consider online messages from other chn and how this makes them feel Identify actions that will make them Upstanders in the face of cyberbullying. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will create a class charter, displayed in classroom and begin to be able to manage behaviour in different situations <p>Key Skills:</p> <ul style="list-style-type: none"> Understands how others behaviour impacts on me and how to manage the situation. Applies the school rule and the charters. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will create a moon buggy to race against the class <p>Key Skills:</p> <ul style="list-style-type: none"> Generate and develop ideas through discussion and annotated sketches Select from a range of tools and equipment to perform tasks such as cutting, shaping, joining and finishing beginning to focus on accuracy Carry out simple tests and evaluate the effectiveness of their products against the design criteria and consider how they could improve their work 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to describe who we have in our family <p>Key Skills:</p> <ul style="list-style-type: none"> Name different members of the family using "j'ai" and words from family and extended family Ask and answer "Do you have brothers and sisters?" Count to 40

Year 3 Maths Curriculum

Outcome of learning:

Numbers to 1000: Children will be able to identify, compare, order and decompose numbers up to 1000.

Addition and Subtraction: Children will be exposed to a range of differing methods of both addition and subtraction and will be able to apply these skills within written word problems.

Key Skills:

- Counting in 100s, 50s 10s and 1s.
- Compare and order numbers using place value.
- Sequence numbers.
- Counting in 3s, 4s and 8s.
- Apply basic addition knowledge to 2 digit and 3 digit numbers.
- Renaming numbers within addition/subtraction.
- Apply basic subtraction knowledge to 2 digit and 3 digit numbers.
- Use bar models to support addition/subtraction.