



# Carrington Junior School OBJECTIVES AND LEARNING OPPORTUNITIES: AUTUMN TERM Year 3

Curriculum document 9.1 – reviewed July 2017

## Theme: Inventors

English – literature suggestions	<b>Mouse, bird, snake, wolf</b> (David Almond) CLPE <b>Stig of the Dump</b> (Clive King) CLPE <b>The Tin Forest</b> (Helen Ward) CLPE <b>Ug – boy genius</b> (Raymond Briggs) CLPE <b>Stone age boy</b> (S. Kitamura) <b>Cave Baby</b> (Emily Gravett) <b>The Pebble in my pocket</b> (Meredith Hooper)
English – writing suggestions	Poetry Story maps Fact files Instructions Writing in role Narrative descriptions Book making Diary entry
Cross- curricular writing suggestions	Factual writing about the history of the earth Factual writing about stone-age discoveries Artefact museum descriptions Poetic observations linked to light Explanations of the formation of rocks



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## History (Humanities part A)

Children will learn about the inventiveness of early man as they learn about 'Changes in Britain from the Stone Age to the Iron Age.'

Studies could include:

- Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae
- Bronze Age religion, technology and travel, for example, Stonehenge
- Iron Age hill forts: tribal kingdoms, farming, art and culture

## Geography (Humanities part B)

Children will learn about the places that early man lived locally and in Britain.

### **Locational knowledge:**

*(Linked to the term's theme)* name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

### **Geographical skills and fieldwork:**

*(Linked to the term's theme)* use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Science

From the stone age, man has used the properties of rocks and soils to his advantage. Children will learn about properties and formation of rocks.

### **Rocks (further opportunities in spring topic):**

Pupils should be taught to:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter

The presence and absence of light has shaped man's history and development. Children will gain a scientific



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understanding of light and dark.

## **Light:**

Pupils should be taught to:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object

find patterns in the way that the size of shadows change

Throughout all units, children will be taught to use practical scientific methods, processes and skills to learn about science content and concepts.

## **Working scientifically:**

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate,
- taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

## **Art and design**

Children will explore examples of art and artists linked to studies in other curriculum areas. E.g. Ancient cave painting (history) and light painting photography (science). Children will develop their own works using similar techniques.



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	<p>The national curriculum for art and design aims to ensure that all pupils:</p> <ul style="list-style-type: none"><li>• produce creative work, exploring their ideas and recording their experiences</li><li>• become proficient in drawing, painting, sculpture and other art, craft and design techniques</li><li>• evaluate and analyse creative works using the language of art, craft and design</li><li>• know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li></ul> <p>Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>At KS2 pupils should be taught:</p> <ul style="list-style-type: none"><li>• to create sketch books to record their observations and use them to review and revisit ideas</li><li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li><li>• about great artists, architects and designers in history.</li></ul>
Design and Technology	<p>Children will construct 3D models linked to learning in other areas of the curriculum. E.g. making a flint axe and a stone-age cave (history).</p> <p>The national curriculum for design and technology aims to ensure that all pupils:</p> <ul style="list-style-type: none"><li>• develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world</li><li>• build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users</li><li>• critique, evaluate and test their ideas and products and the work of others</li><li>• understand and apply the principles of nutrition and learn how to cook.</li><li>• Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</li></ul> <p>At KS2, when designing and making, pupils should be taught to:</p> <p><b>Design</b></p>



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- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

## **Make**

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

## **Evaluate**

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

## **Technical knowledge**

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

## **Cooking and nutrition**

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

## **Music**

Children will compose music to express their understanding of life in the stone age or their knowledge of places linked to early history. Children will also learn to listen and appraise music, improvise, compose and perform music through discrete units: *Let your Spirit fly* (R and B) and *Glockenspiel Stage 1* (Charanga.com).

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians



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- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.
- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

At KS2 pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

## Computing

Children will develop computing skills whilst learning about and showing their knowledge of other curriculum areas, e.g. taking a virtual tour inside Stonehenge; playing an online problem-solving and knowledge game about Stonehenge and creating art in the dark using digital photography and art programs. Linked to the term's theme of 'inventors' children will learn about communication through the ages, and the invention of the world wide web.

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems



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- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

At KS2 pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## Languages

Children will learn greetings and simple conversation in French.

Across the key stage, learning in this subject will focus on enabling pupils to make substantial progress in one language. The teaching aims to balance practice in spoken and written language enabling pupils to understand and communicate ideas, facts and feelings in speech and writing. Learning focuses on familiar and routine matters, and requires pupils to use their knowledge of phonology, grammatical structures and vocabulary. The focus of study will be on practical communication.

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources



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- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

At KS2 pupils will should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
- present ideas and information orally to a range of audiences\*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.





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PE /Games	<p>Learning in PE will teach children about the effects of exercise on Brain, mind and Body and the importance of Fitness Learning in Games will teach ball skills and hockey.</p> <p>The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"><li>• develop competence to excel in a broad range of physical activities</li><li>• are physically active for sustained periods of time</li><li>• engage in competitive sports and activities</li><li>• lead healthy, active lives.</li></ul> <p>At KS2 pupils should be taught to:</p> <ul style="list-style-type: none"><li>• use running, jumping, throwing and catching in isolation and in combination</li><li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li><li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li><li>• perform dances using a range of movement patterns</li><li>• take part in outdoor and adventurous activity challenges both individually and within a team</li><li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best</li><li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li><li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li><li>• perform safe self-rescue in different water-based situations.</li></ul>
RE	<p>Children will learn about Christianity including the importance and religious significance of Christmas.</p>
PSHE	<p>Children will reflect on their ‘new beginnings’ at the start of a new term in a new school and the importance of a positive classroom climate. Children will explore ways to get on happily together.</p>