



Class Three Curriculum Information Autumn 1 2019

There's no place like home.

This half term Class Three will be finding out more about where we live. We will be reading, retelling and rewriting Folk Stories in Literacy before moving on later in the half term to write a biography.

Below is information regarding what we will be covering this term across the curriculum so that you can support your child at home. As ever, if you would like any further information please come and speak to me and I will gladly help.

Mr Taylor

| <u>Curriculum Area</u> | <u>Main learning</u> | <u>Key Skills</u> | <u>Key vocabulary</u> |
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| R.E. | <ul style="list-style-type: none"> To know that we all belong to a family. To think about how we can help our family. To know what it means to be part of the family of the church. To reflect upon how the family of the church helps us. To know that we join the church when we receive the sacrament of baptism. To consider what the sacrament of Baptism does for us. To understand what happens when we receive the sacrament of Baptism. To reflect upon the meaning of this sacrament. To know about some of the signs and symbols used in the sacrament of Baptism. | <ul style="list-style-type: none"> Make links between beliefs, stories and practices Identify the impacts of beliefs and practices on people's lives Suggest meanings for a range of forms of religious expression, using appropriate vocabulary Use and apply religious and specialist vocabulary with accurate spelling and pronunciation. | Catholic Family Church Baptism Holy Water Oil Godparents Baptismal promises Baptismal Candle White Garment |
| English | <ul style="list-style-type: none"> Folk Stories. Biographies. | <ul style="list-style-type: none"> Develop targeted SPAG skills including- Inverted commas use speech Prepositions Apostrophes for conjunctions Main and subordinate clauses Draft and write by:- selecting appropriate grammar and vocabulary, understanding how such choices can be changed to enhance meaning. Develop appropriate structure, tone and grammar when writing non-fiction texts. | Repeated Phrases Inverted commas for speech Prepositions Adjectives Apostrophes for contraction Chronological order Headings and Sub-Headings Time Connectives Conjunctions Main and Subordinate Clauses |
| Maths | <ul style="list-style-type: none"> Place value (Thousands, Hundred, Tens, Units) Mental methods for addition. Mental methods for subtraction. Properties of 2d shapes. Measuring and calculating perimeter. Statistics. Formal method for addition. Formal method for subtraction. | <ul style="list-style-type: none"> Partitioning numbers in different ways. Quickly and efficiently adding/taking away 10,100,1000 from any number. Choosing the most efficient method to add/take away numbers mentally. Describing and sorting shapes by their properties. Estimating and measuring the perimeter of different shapes. Mathematical reasoning based upon the numbers involved in the calculation. | <u>Place value</u> – units, tens, hundreds, thousands, tenths and decimals. <u>Calculating</u> – jottings, compensation, number lines, known and related facts. Formal methods – column addition and subtraction <u>Shape</u> -2d shapes, square, oblong, rectangle, quadrilateral, pentagon, hexagon, octagon, rhombus, parallelogram, rhombus, vertical lines, horizontal lines, parallel lines, lines of symmetry <u>Measurement</u> - MM, CM, M, KM, estimate, perimeter, height, width. |
| Science | <ul style="list-style-type: none"> To know about friction and why it is useful. To investigate how an object can be moved more easily. To explain the forces acting upon different objects. | <ul style="list-style-type: none"> Compare how things move on different surfaces Notice how some forces need contact between two objects. Set up simple practical enquiries, comparative and fair tests. Thinking scientifically to create and carry out a fair test. | Forces Friction Air resistance Force meter Newtons Gravity Fair Testing |
| Geography Maps | <ul style="list-style-type: none"> To identify symbols on ordinance survey maps. To identify how land has been used on ordinance survey maps. To use a map to identify features of the local area. To explain how the land has been used in the local area and how this has changed in recent history. To identify human and physical characteristics. | <ul style="list-style-type: none"> Use maps and digital mapping to identify human geography including types of settlement and land use. Name and locate the geographical region, identifying human and physical characteristics. Locate key topographical features including hills, mountains and | Ordinance survey maps Key Settlement Land use Human features Physical features Topographical features Rivers Hills |



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| | <ul style="list-style-type: none"> To identify key topographical features. To use a map to identify key features in another Lancashire location. | <p>rivers.</p> <ul style="list-style-type: none"> Use maps and digital mapping to identify human geography including types of settlement and land use. | Mountains |
| Design Technology Bridges | <ul style="list-style-type: none"> To investigate similar products to the one being made. To research the needs of the user and identify strengths and weaknesses in my design ideas. To create a shell or frame structure. To strengthen the frame with diagonal struts. To plan a sequence of actions to make a product. To record the plan by using annotated drawings. To think ahead about the order of their work and decide upon tools and materials. To use tools accurately, select techniques and follow a design to make a product for a stated use. To consider how my finished product could be improved and evaluate how well it meets the design criteria. | <ul style="list-style-type: none"> Research and develop a design criterion to inform the design of innovative, functional appealing products that is fit for purpose (bridge) Apply my understanding of how to strengthen, stiffen and reinforce more complex structures. Generate and develop a model to communicate ideas through discussion, annotated sketches, cross sectional and exploded diagrams and prototypes. Select from and use a wide range of materials and components including construction materials according to their functional properties and aesthetic qualities. | <p>Product</p> <p>Design</p> <p>needs of the user</p> <p>Suspension bridge</p> <p>beam bridge</p> <p>truss bridge</p> <p>Strengthening</p> <p>Reinforcing</p> <p>structure</p> <p>Diagonal</p> <p>Annotated drawings</p> <p>exploded diagrams.</p> |
| History Local History | <p>To consider what might have changed over time in the local area.</p> <p>To devise valid questions to ask about how the local area has changed.</p> <p>To use sources to develop my knowledge of history significant to Lea Town.</p> <p>To make historical claims using sources.</p> | <ul style="list-style-type: none"> Ask and answer simple questions about the past through observing and handling a range of sources. Consider why things may change over time To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Recognise that our knowledge of the past is constructed from different sources of evidence. Demonstrate knowledge of aspects of history significant in their locality. Recognise how sources of evidence are used to make historical claims. | <p>Local</p> <p>Chronological</p> <p>Maps</p> <p>Historical Sources</p> <p>Reliable</p> <p>Trustworthy</p> <p>Victorian</p> <p>20th century</p> <p>Historical Claim</p> |
| ICT Coding | <p>To review coding vocabulary that relates to Object, Action, Output, Control and Event.</p> <p>To use 2Chart to represent a sequential program design.</p> <p>To use the design to write the code for the program</p> <p>To design and write a program that simulates a physical system.</p> <p>To look at the grid that underlies the design and relate this to X and Y properties.</p> <p>To introduce selection in their programming by using the if command.</p> <p>To combine a timer in a program with selection.</p> <p>To understand what a variable is in programming.</p> <p>To use a variable to create a timer.</p> <p>To create a program with an object that repeats actions indefinitely.</p> <p>To use a timer to make characters repeat actions.</p> <p>To explore the use of the repeat command and how this differs from the timer.</p> <p>To know what debugging means.</p> <p>To understand the need to test and debug a program repeatedly.</p> <p>To debug simple programs.</p> <p>To understand the importance of saving periodically as part of the code development process.</p> | <ul style="list-style-type: none"> 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. | <p>Object</p> <p>Action</p> <p>Output</p> <p>Control</p> <p>Event</p> <p>Coding</p> <p>Algorithm</p> <p>Timer</p> <p>Variable</p> <p>Debugging</p> |



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| Music | <ul style="list-style-type: none">• To learn about the music of the British Isles.• To listen with attention to detail.• To become more familiar with the music genre 'folk songs.'• To use voices expressively.• To use a range of musical dynamics.• Play tuned and untuned instruments musically.• To experiment with, create, select and combine sounds using the interrelated dimensions of music.• To play and perform in ensemble and solo contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.• To express an opinion about a piece of music. | <ul style="list-style-type: none">• Singing• Listening• Appraising• Composing• Performing | <ul style="list-style-type: none">• Call and response• Folk music• Dynamics• Timbre• Texture• Tempo• Pitch• Duration• Instrumental• Vocal• Melody• Drone |
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