

Birch Class Curriculum Information

Birch Class Topic planning 2017/2018

Autumn first half	Autumn Second half
<p><u>Dem Bones</u></p> <p>A science based topic looking at skeletons, muscles and eating healthily. Including design technology activities involving moving skeletons and muscles and art and design activities for sketching and chalk work. Artist study – Edward Burra ‘Dancing Skeletons’</p> <p>RE – Religion and the Individual – Christianity. PHSE- New Beginnings. French – Bonjour. Music – Recorder lessons. Songs for ‘Everlasting Light’ Exploring descriptive sounds, composing skeleton music based on Dance macabre and Fossils by Saint Saens. Sing different versions of Dem bones. PE – outdoor – net/wall games PE - indoor - gymnastics floor sequences Computing - design, write and debug programs which accomplish specific goals, use sequence, selection and repetition in programs, begin to understand computer networks such as the internet, use technology safely</p>	<p><u>Push me Pull me</u></p> <p>A science based topic looking at forces and magnets. Design project to include making own photo frame. Blow painting and colour mixing to be completed in art and design.</p> <p>RE- Religion and the Individual –Islam. PHSE- Good to be me. French – En classe. Music – Recorder lesson. Further work on descriptive sounds- Funny bones by Janet & Allan Ahlberg. Songs for Christmas. PE – outdoor – net/wall games PE - indoor - gymnastics sequences on apparatus Computing - design, write and debug programs which accomplish specific goals, use sequence, selection and repetition in programs, begin to understand computer networks such as the internet, use technology safely</p>
Spring first half	Spring second half
<p><u>Me and my shadow</u></p> <p>A science topic looking at light and shadow. Including art and design work with shadows, ‘strike a pose’. Artist study - Tim Noble and Sue Webster.</p> <p>RE– Symbols & Religious Expression – Christianity. PHSE-Getting on and falling out. French – les animaux. Music – Recorder lesson. Weather compositions and songs. PE – outdoor – invasion games PE - indoor – Shadow dances linked to topic work Computing - design, write and debug programs which accomplish specific goals, use sequence, selection and repetition in programs, begin to understand computer networks such as the internet, use technology safely</p>	<p><u>Where in the world?</u></p> <p>A geography based topic learning the names of the continents, major countries and landmarks. Including an historical look at our local area and the town of Bury St Edmunds. Art activities will include work on stain glass windows linking to Bury St Edmunds cathedral. Artist study - Helen Whittaker.</p> <p>RE– Religion and the Individual- Hinduism-Karma. PHSE- Going for goals. French – Mon corps. Music – Recorder lesson. Songs from around the world. Rhythmic patterns, call and response, simple accompaniments, ostinato. PE – outdoor – invasion games PE - indoor - dance – linked to geography and traditional dances Computing - design, write and debug programs which accomplish specific goals, use sequence, selection and repetition in programs, begin to understand computer networks such as the internet, use technology safely</p>
Summer first half	Summer second half
<p><u>Under the ground</u></p> <p>A history and science topic looking at rocks and soils and the late Neolithic to Iron Age period in history. Art activities include mud painting, painting stones, stones and rocks pattern work, cave painting and clay work. Artist study – Anthony Goldsworthy.</p> <p>RE– Beliefs in Action In the world – Christianity. PHSE-Relationships. French – La famille. Music –Exploring pentatonic scales, compose sound effects for a given picture. Exploring singing games. PE – outdoor – running games PE – outdoor – athletics (throwing skills) Computing - design, write and debug programs which accomplish specific goals, use sequence, selection and repetition in programs, begin to understand computer networks such as the internet, use technology safely</p>	<p><u>Water, water everywhere</u></p> <p>A geography and science topic looking and comparing rivers from the UK, Europe and North/South America and the plants which live there. Art activities will include still life sketching in local area, water colour painting. Artist study - Paul Evans.</p> <p>RE – Revisiting Judaism –Covenant/Mitzvot. PHSE-Changes. French – Bon anniversaire. Music – Journey across the sea-songs associated with water, sea shanties etc. Listen to Aquarium by Saint Saens, Deep river –spiritual, Chopin Raindrop prelude. PE – outdoor – athletics (jumping and running skills) PE – outdoor – orienteering linked to topic Computing - design, write and debug programs which accomplish specific goals, use sequence, selection and repetition in programs, begin to understand computer networks such as the internet, use technology safely</p>

Year 3 Maths Yearly overview complete

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Numbers to 1000 (ordering, comparing, more/less, patterns, place value)	Addition and Subtraction (mental methods, problem solving)	Multiplication and Division (arrays, writing number sentences and problem solving)	Measures (measures and compare)	Money (addition and subtraction to find totals and finding change)	Time (estimate and read and order time)
Autumn 2	Numbers to 1000 (ordering, comparing, more/less, patterns, place value)	Addition (simple addition, addition using column method with regrouping)	Subtraction (simple subtraction using column method, subtraction with regrouping)	Multiplication and Division (multiplying with arrays, inverse operations, missing numbers sentences)	Fractions (fractions of numbers and equivalence (simple))	Statistics (bar charts, pictograms and tables)
Spring 1	Numbers to 1000 (ordering, comparing, more/less, patterns, place value)	Mental Calculations (addition, subtraction, multiplication, division)	Multiplication (partitioning and arrays, grid methods, problem solving)	Mass (grams and kg, measure and compare, totals)	Length (metres and centimetres, measure and compare)	Geometry (2D and 3D shapes properties)
Spring 2	Solving Word Problems (All four operations – bar model)	Fractions (equivalent fractions, add and subtract like fractions)	Money (addition, subtraction, word problems)	Time (Telling the time, hours/mins conversion, duration)	Angles (understanding, identifying)	Statistics (tally charts and tables)
Summer 1	Addition and Subtraction (regrouping written, word problems)	Multiplication and Division (grid methods, division – written method – place value counters)	Fractions (adding and subtracting)	Capacity (measuring, comparing, add and subtract)	Area and perimeter (perimeter and area, word problems)	Geometry (angle and turn)
Summer 2	Mental methods and Written methods – making the right choice (addition, subtraction, multiplication, division)	Word problems and Investigation (All four operations)	Money (addition and subtraction, multiplication and division problems)	Geometry (investigating lines)	Measures (conversions – time, length, mass, capacity)	Bar Graphs (making, reading, interpreting)

Literacy

Objectives

Writing - composition

Plan their writing by:

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
- Organising paragraphs around a theme
- In narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing - vocabulary, grammar and punctuation

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Using the present perfect form of verbs in contrast to the past tense
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Using conjunctions, adverbs and prepositions to express time and cause
- Using fronted adverbials
- Using commas after fronted adverbials
- Indicating possession by using the possessive apostrophe with plural nouns
- Using and punctuating direct speech


Writing - Transcript (SPAG)

- Use further prefixes and suffixes and understand how to add them ([English Appendix 1](#))
- Spell further homophones
- Spell words that are often misspelt ([English Appendix 1](#))
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.







Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Reading - word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
-  read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - comprehension

- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Reading books that are structured in different ways and reading for a range of purposes
- Using dictionaries to check the meaning of words that they have read
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- Identifying themes and conventions in a wide range of books
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discussing words and phrases that capture the reader's interest and imagination
- Recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 -  checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
 -  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
 -  identifying how language, structure, and presentation contribute to meaning
- Retrieve and record information from non-fiction
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.