

Welcome to Kingfisher class



Class Teacher
Mrs Strong

Teaching Partners
Mrs Bigmore, Mrs Perkins

Subjects

- Subjects are classed as 'core' and 'foundation'.
- Core Subjects: English, Maths and Science.
- Foundation Subjects: Art and Design, Computing, Design and Technology, Languages, Geography, History, Music, Physical Education (PE), Religious Education and PSHE (personal, social, health and education).
- English and Maths will be taught daily. Science will be taught weekly.

Key Stage 2 Curriculum Plan 2019/2020



Curriculum Drivers			
Spirituality	Enquiry	Knowledge of the World	Possibilities

YEAR 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Main Topic	Inventions which changed the world		Influential Italy		Extreme Earth	
Additional topic	Rap a tap tap (whole school 2 weeks)		The Boat (whole school 2 weeks)		Royal Ascot (2 weeks)	
Starting Question	Which invention has had the biggest impact on our life today?		What legacy has Italy left on the world?		Are natural disasters <i>always</i> dangerous?	
Main Subject Drivers	History		Geography/ History		Geography/ Science	
Visits and visitors	The Look Out Discovery Centre		Roman visitor Pizza workshop		Gurdwara	
Entry point/Hook	Egg investigation Can the children create an invention to carry an egg to the floor without it breaking?		Italian food. The perfect pizza topping How much pasta is eaten in Italy?		Bicarbonate of soda volcano	
Finale	Inventing experiment		Roman day! (dress like a Roman, Roman lunch, Roman Visitor)		Extreme Earth Class assembly	
Brain builders	Inspirational inventions	Retell the Christmas Story	Design a traditional Italian meal	Design a Roman shield	Research a famous volcano	Make a hat for Royal Ascot
Mathematics	Maths Mastery programme of study here		Maths Mastery programme of study here		Maths Mastery programme of study here	
Science	Forces and magnets	Animals including humans - identify, lifecycles and reproduction Nutrition, transportation of water and	Animals including Humans/Light	Light	Plants Functions and parts of a flowering plant. Identify plants Lifecycles	Rocks

Reading

In school...

- ▶ Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
- ▶ Listen to and discuss a wide range of texts.
- ▶ Learn poetry by heart.
- ▶ Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- ▶ Take part in conversations about books.
- ▶ Learn a wide range of poetry by heart.
- ▶ Use the school and community libraries.
- ▶ Look at classification systems.
- ▶ Look at books with a different alphabet to English.
- ▶ Read and listen to whole books.



Reading

At home...

- ▶ Children to read to an adult every day
- ▶ A range of genres, fiction & non fiction
- ▶ Read to your child
- ▶ Enjoying books together, talk about it!
- ▶ Please ensure your child's reading record and book is in school every day



Spelling

- ▶ Throughout the week children will follow the No Nonsense Spellings scheme. This programme is designed to help children understand the context of words (as well as the spellings).
- ▶ Sentences are modelled to embrace these strategies providing opportunities for children to demonstrate these skills in their writing.
- ▶ Children will be tested on 5- 10 spellings a week.



Writing

- ▶ **Narrative**; write stories set in places pupils have been, write stories, letters, scripts and fictional biographies inspired by reading across the curriculum
- ▶ Write persuasively, explanations, non-chronological reports, biographies, write in a journalistic style, write arguments, write formally
- ▶ **Non Fiction**; Write instructions, recounts, stories that contain mythical, legendary or historical characters or events, stories of adventure, stories of mystery and suspense, letters, plays
- ▶ **Poetry**; Learn by heart and perform a significant poem(s); Write haiku, cinquain, write poems that convey an image (simile, word play, rhyme and metaphor)

Maths

- ▶ Maths Mastery Scheme of work
- ▶ Daily Maths Meetings
- ▶ Use of manipulatives; dienes, place value counters
- ▶ This half term: number sense, place value, graphs
- ▶ Practise times tables weekly –Times table Rockstars



Mathematics
Mastery

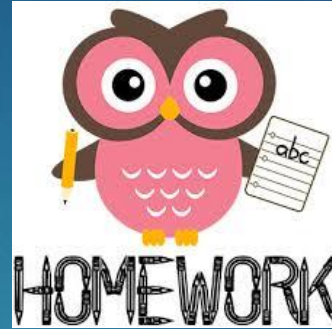
Expectations

- ▶ We expect children to consistently follow the 6 R's (respectful, resourceful, resilient, rational, reflective and responsible).
- ▶ Every child is expected to wear the correct uniform. This includes a white shirt, tie and a jumper/cardigan with the school logo. In P.E children must wear their school PE kit. Please make sure this is labelled and kept in school all week. These only need to go home at the end of the half term.
- ▶ Every child will be in a colour team house (blue, green, red or yellow). This will be the house they represent in sports day and is part of a reward system carried out throughout the school.

Assessment

- ▶ WALTs and WILFs
- ▶ Teacher- pupil conversations during the lesson
- ▶ Observations- during discussions
- ▶ Post lesson marking
- ▶ Peer marking
- ▶ Editing their own work
- ▶ Metacognition

Homework



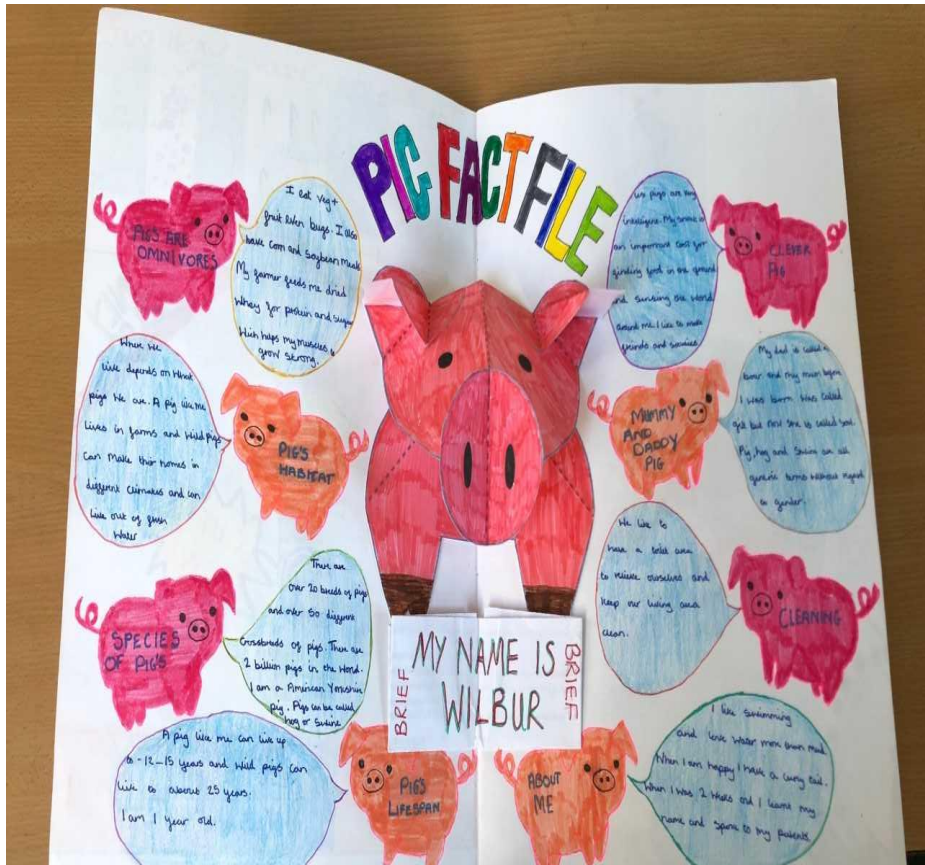
- ▶ Homework should be seen as a supported or independent task undertaken outside of the curriculum time which reinforces, extends or enriches current learning. Homework can be handwritten or typed.
- ▶ This provides opportunities for parents to be involved in their child's learning. As well as allowing children to take responsibility for their own learning, to become independent and to develop perseverance.
- ▶ In year 3 there is an expectation to read for 15 minutes daily, practice spellings weekly and Times Table Rockstars twice weekly.
- ▶ On a Thursday children will be given either a piece of Maths or Literacy homework that is to be completed and returned the following Wednesday. This piece of homework should not take more than 20 minutes to complete. Any questions or queries about this homework needs to be addressed before the given deadline. There is a homework club on Friday after school.
- ▶ We are continuing brain builder activities that began last year. This is a project whereby children have a period of time to research, investigate, design and make something that relates to our current topic. We want this to be as creative and as fun as possible!

Brain Builders

- ▶ Brain Builders are designed to link homework activities to those completed in the classroom and more specifically, the topic being studied.
- ▶ Brain Builders will ensure continuity across the school and make homework something that children can take control of, actively engage with and take pride in.
- ▶ Brain Builders will have a high profile and status in school.
- ▶ There will be time and opportunities in school to review, share and discuss the Brain Builder tasks as a class every time one is handed in.
- ▶ Each task will be introduced with a task sheet which will be stuck into your child's Brain Builder book.



Brain Builders



- ▶ The task sheet will have a clear task related to the Topic they are learning about along with suggested activities and ways to approach the task.
- ▶ Children are encouraged to be as creative as possible and present their work in a way that they feel fit.
- ▶ They must only use one double page in their scrap book for every task.
- ▶ If more space is required, children can, for example, use additional paper to fold out or create a booklet.
- ▶ Adult input is encouraged but please do not do the work for them.

Communication

- ▶ End of the school day
- ▶ Write a note
- ▶ Parent meetings date to be confirmed
- ▶ School website
- ▶ School newsletter
- ▶ Opportunities to help