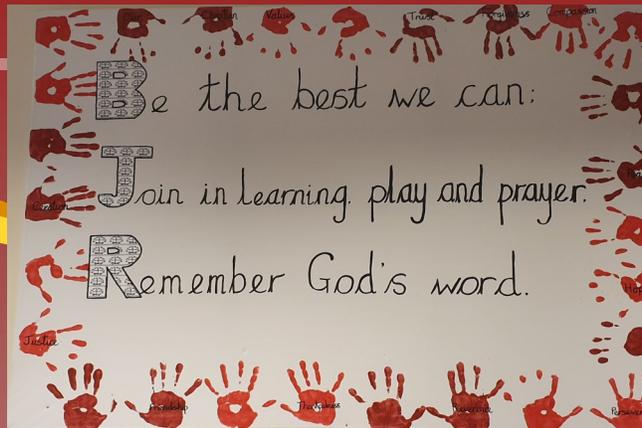


Bishop John Robinson Primary School

Year 3 Curriculum Document: Spring Term

Our Vision



Our Mission

We want all adults and children to: **Be the best they can** in order to have best possible start in life and to make the most of the gifts God has given. To achieve this we teach everyone *"Whatever you do, work at it with all your heart"* (Colossians 3:23) by:

- Set ambitious targets for all pupils and staff
- Continually look for ways to improve
- Have high expectations of behaviour for all

We encourage children to **Join in Learning**, to promote academic excellence and to inspire everyone to value the importance of education in wider society. To achieve this we;

- Provide an engaging curriculum with opportunities for learning in a variety of contexts
- Strive for all lessons to be focussed and engaging to allow all children to achieve
- Support deeper levels of understanding so that children can apply learning to different settings

For children to **Join in Play** is important at BJR because Play is essential for everyone's social and emotional development. It is a vital life skill which helps children to form the adult they will become building trust, forgiveness and resilience. To promote positive play we;

- Have dedicated staff who promote play EVERY PLAYTIME
- Promote the importance of play through PLAY DAYS
- Investment in the playground

We want the school community to **Join in Prayer** as Christians believe that this is fundamental to developing a relationship with God as well as giving thanks and praise. We encourage this though;

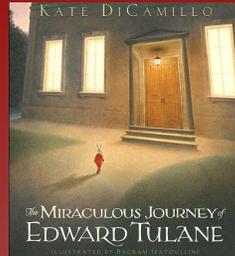
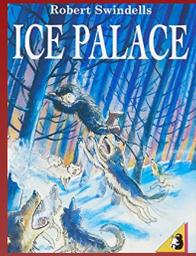
- High quality collective worship for all children
- Daily acts of prayer
- Valuing the essential role of our School Chaplain

We believe that we should **Remember God's Word**, as this is at the very Foundation of being a Christian school. In promoting a practical understanding and application of Christian Values we strive to; "Train up a child in the way he should go, And when he is old he will not depart from it" Proverbs 22:6 (NKJV) through;

- Providing High quality RE teaching and daily collective worship for all children
- Regular visits to church and other places of worship

This term our values are

- Justice
- Forgiveness
- Friendship



English

Texts: The Miraculous Journey of Edward Tulane, Ice Palace, Robert Louis Stevenson Poetry (from a Child's Garden of Verses)

Writing outcomes: Non-chronological report, narrative ending, poetry, diary writing,

Grammar focus: Using adverbs to express time, cause and place; using prepositions to express time, cause and place; introduction to inverted commas (speech marks) to punctuate direct speech; use of the present perfect form of verbs instead of the simple past.

Speaking and Listening: In Year 3, pupils will read stories and poems aloud, both individually and as a larger group, with an increasing emphasis on the use of voice for effect. Pupils will have opportunities to listen to, and participate in, storytelling, and develop their use of talk to explain a model, process or impart information. In drama pupils will write and perform drama for a range of audiences using scripts, sometimes based on improvisations, to develop events and characters. Drama will be used to explore texts, both fiction and non-fiction, and to focus on key elements of narrative development.



Mathematics

Multiplication and Division

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives.

Money

Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Statistics

Interpret and present data using bar charts, pictograms. Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Length and Perimeter

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Measure the perimeter of simple 2D shapes.

KIRFs (key instant recall facts)

Number bonds and known facts (addition)

Number bonds and known facts (subtraction)

Mental addition and subtraction

Written addition and subtraction

Multiplication facts

division facts

Multiplication and division (informal methods)

Times Tables

Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

Religious Education

What do Sikhs Believe?

Children will be given an introduction to the basic beliefs and practices of the Sikh faith. They will be given the opportunity to develop their own understanding of what they believe about belonging and making commitments.

How Do 'Bishops in Action' Help Lead the Anglican Church in the Christian Faith

Today?

Children will understand how each Church of England school is part of a parish which belongs in an Anglican Diocese and is overseen by a bishop. They will explore the structure and workings of the Church of England, including the role of an Anglican bishop. Children will secure their understanding of Christian teaching associated with the role of bishops, e.g. apostolic authority, spiritual leadership, and biblical images of 'being a shepherd' and offering pastoral care.

Easter People

In the lead up to Easter, the children will study the Easter people. They will learn why Judas betrayed Jesus, and will look at Peter's denial and discuss what this says about the challenges of the Christian faith. The children will learn why the women were important at the crucifixion and resurrection of Jesus, and will question who was the most important person in the Easter narrative and why.

Music

Children to learn to sing and use their voices. They also learn to play a musical instrument, as well as understand how music is created.

Computing

Internet Research and Communication — To know and understand how word order affects the results returned.

- They will know how to bookmark or favourite a page and name different types of online communication.
- Children will know what to do if they feel uncomfortable when communicating online.
 - They will be able to identify how they should behave online.
- Identify which word order gives the better results when searching online and be able to support this with examples.
- They will be able to share a webpage with others.
 - Children will be able to research the different types of online communication used by their peers.

E-Safety—Responsible internet use. Assessing the trustworthiness of web sites. Keeping information safe. Understanding the digital trails we leave behind.



Science

Forces and Magnets

Children will work on forces, friction and magnetic attraction. They will learn about forces in the context of pushing and pulling, and will identify different actions as pushes or pulls. The children will work scientifically and collaboratively to investigate friction and the strength of different types of magnets. The children will explore how magnetic poles can attract and repel.

Light

This unit teaches about light, reflections and shadows. Children will learn about different sources of light and that we need light to see. Children will work scientifically and collaboratively to investigate reflective materials and surfaces. They will learn that the sun's light can be dangerous. The children will test which objects are opaque and will find out how shadows change when the distance between the object and light source changes.

Modern Foreign Languages: French



Food Glorious Food

This unit uses an easy-to-follow story as its inspiration and is designed to pick up and develop the children's learning from the previous Year 3 French units. The children will learn the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns.

Family and Friends

This 'Family & Friends' unit will teach the children how to identify and introduce family and pets and spell their names. They will also learn the names for places in their own home.

Personal, Social and Health Education

Unit 4: Using Our Thinking Skills

The teacher will teach the children examples of how to control their temper using the 3 steps for Calming Down, they will review other methods for calming down that they have learnt. They will focus on taking time to calm down, listen to others to gather information and think things through before making decisions

Unit 5: Getting Along With Others 1- Friendship

The children will learn how to make friends and manage conflict in friendships. They discuss things they can do when they feel shy or lonely and ways they can help someone else who has these feelings. They will practise problem-solving skills in the context of friendship.

Unit 6: Feelings in Relationships 1

The children will review and expand on feelings that focus on issues in peer and child-adult relationships. The teacher will teach them advanced concepts in emotional literacy such as intensity of feelings, uncomfortable feelings that are often difficult to acknowledge and how to apply problem-solving skills to the more complex feelings and situations.

Art and Design

Art—Bodies

This 'Bodies' themed unit will teach the children about how to use pen, charcoal, felt tip, make maquettes, make paper clothes and sculpt Giacometti-inspired models to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of 'Bodies' artists Julian Opie, Alberto Giacometti and Henry Moore.

Design and Technology

Battery operated lights

The children will enhance their knowledge and understanding of electrical systems. They will also develop an understanding about series and parallel circuits and different types switches. They will then be given the chance to apply their knowledge about electric circuits in a purposeful way by designing and making a battery operated light which will be controlled by a homemade switch. Children will decide upon the design criteria for the light by considering who will use it, where it will be used and what for.

Relationships and Sex Education

Children will consider touch and to know that a person has the right to say what they like and dislike. They will understand personal space and talk about ways of dealing with unwanted touch.

Physical Education

Gymnastics- Shape

The children will learn how to make the basic body shapes in gymnastics. They will make static shapes, shapes in the air, symmetrical shapes and shapes incorporating rhythmic gymnastics apparatus. They will put together sequences involving a variety of body shapes and other gymnastic movement such as jumping. Children will have the opportunity to take part in individual, paired and small group activities. They will be creating and performing routines and sequences in pairs and groups.

Outdoor- Invasion Games

The children will learn about the basic and fundamental principles of invasion games such as keeping possession and teamwork. The children will learn how to pass, receive and travel with the ball using a variety of balls and techniques. They will develop their understanding of the principles of attacking and defending in invasion games and learn skills such as marking and dodging. Children will have the opportunity to take part in individual, paired and small group activities as well as to play a range of team games to enable them to practise and improve their skills.

Geography

Extreme Earth

Extreme Earth explores the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.

Land Use

Children have the chance to take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK.



Spiritual, Moral, Social and Cultural Development

Spiritual

Children are given reflection time both in Collective Worship and in class when they can think about their relationship with God.

Children are encouraged to write prayers and lead the class in prayer.

Through PSHE study and RSE lessons children are encouraged to think about how they relate to other people and how their uniqueness can benefit relationships and friendships.

Children are encouraged to show perseverance and resilience and show a Growth Mindset - this vocabulary is used throughout the curriculum.

We take the opportunity to explore ourselves and different beliefs and celebrate our differences.

Within history topics this year - Stone Age - children will listen and respond to the beliefs of the past, and will respect the fact that although they are different, these helped to shape the future.

The children are also encouraged to listen to each other and to solve differences fairly and sensibly.

The class value of Reverence allows the children to discuss what reverence means and how to show it during Collective Worship, in Church and in other places of Worship we might visit.

Moral

Children are encouraged to demonstrate good behaviour in school through the use of the Traffic Light Behaviour system. Children can also earn Dojo points through making correct choices.

The language used throughout the school is about forgiveness and consequences meaning that children are encouraged to make the right choices.

The study of different texts in English allows children to explore moral dilemmas and discuss good choices.

E-safety is studied throughout the school in Computing looking at how to keep the children and their friends safe on the internet, and that they have the rights as children to be protected from the potential risks the internet may have.

The PATHS programme of study highlights the understanding of different emotions and how different people may respond to things and how this should be respected.

Children are encouraged through School Council, Junior Faith Team, Junior Travel Ambassadors and Philanthropic Teams to make decisions that will improve the lives of other children in the school.

Social

Children voted on who they would like to have representing our class on the School Council team.

Through their studies of different texts children to look at how characters act and feel in the story and how to act responsibly.

Children are sat in mixed ability groups on tables where they are constantly able to seek advice/give advice to their friends while learning. They understand that no matter their abilities, every member of the team is useful and can contribute to the team.

Many lessons involve the children having a voice to their learning, whereby they are able to have a say on the classroom rules, or checklists in English. This allows children to take ownership of their learning from their contribution.

Children take part in many fundraising opportunities ran in school for example, Comic Relief and Children in Need and understand that no matter where children are in the world, they have a right to safety, no poverty and education.

Cultural

Stone Age—the children explored into how people from the stone age lived. The children gained a better understanding of how people used to live and how lucky we are today to have luxuries such as a proper house and food.

Children learn French and develop their understanding of other cultures around the world.



Democracy

Democracy is taught the process of elections for School Council. Year 3 take part in class debates where the class have to vote for their preferred motion. Children are encouraged to have a voice and their opinion is respected.

The rule of law

The importance of laws, whether they be those that govern the class, the school, or the country, are consistently reinforced at BJR. Students are taught the rules and expectations of the school and the golden rules are reiterated very regularly and form part of our discussions of behaviour..

Individual liberty

Children are actively encouraged to make independent choices, with the knowledge that they are in a safe, secure and supportive environment. Adults educate and provide boundaries for students to make informed choices, through a safe environment and an empowering education.

E-safety and Friendship celebrations reinforce the idea that all children are free to make their own choices and through choice can keep themselves safe.

Mutual Respect

PATHS lessons show children that their behaviours have an effect on their own rights and those of others. All members of the school community treat each other with respect and this is reiterated through its teaching and learning environments.

Mutual respect is embraced throughout the curriculum by providing the opportunity for children to express their views in a safe environment.

Tolerance of those of different faiths and beliefs

This is achieved through equipping students with the ability to understand their place in a culturally diverse society and by giving the opportunities to experience such diversity within the school community. Children study different faiths and visit different places of worship. Children learn about Black History through our whole school Black History Month celebrations.

Thamesmead Charter



Bishop John Robinson Primary School are proudly part of the Thamesmead Charter, which was launched in 2018 to ensure that all children across the school have an entitlement to a range of enriching curriculum activities. Under 4 headings;

Cultural, Sporting, Outdoor and Community

Throughout this term we will be

- ◆ Performing to an audience
- ◆ Playing a musical instrument
- ◆ Explore London
- ◆ Use London Transport safely
- ◆ Visit a place of worship