



The

# Lloyd Williamson

Schools Foundation

Curriculum Topics  
and  
Programmes of Study

Unicorns

# 2021-2022

## English

Pupils will be supported and encouraged to read fluently across a wide range of genres. We will support them to read for both pleasure and understanding for longer periods of time. They will be taught to increasingly decode words outside of their spoken language and to incorporate new words into their increasing vocabulary. Pupils will increasingly develop their knowledge and skills in a non-fiction context. They will be encouraged to have clear and justifiable responses about a wide range of topics. Pupils will be taught to write down their ideas with speed and accuracy and increasing organisation. Spelling of common words will be correct. Pupils will be taught to become increasingly familiar with and confident in using more complex in a greater variety of situations, for a variety of audiences and purposes including through drama, formal presentations and debate.

### Texts (for study and comprehension)

- Stories: with particular focus on descriptions of settings, characterisation and key incidents
- Poetry: various forms including shape poems, and performance poetry and humorous poems
- Fiction and non-fiction writing: with particular focus on specific features of non-fiction writing
- Letter writing for a variety of audiences – also real letters
- Difference between FACT and FICTION – locating facts/library classification systems
- Instructions
- Word puzzles, puns and riddles
- Dictionaries and Thesaurus with particular focus on alphabetical order

### Writing focus

- Story structure: with particular attention paid to a variety of settings, clear and interesting characterisation and focus on a key incident
- Paragraphs
- Shape poems
- Play scripts
- Posters with effective labelling
- Information leaflets
- Writing reports
- Writing fairy stories
- Instructions
- Rules of games
- Book reviews
- Letters for a variety of audiences – to be posted
- Non-fiction

## **Use of Language and Grammar**

- Revision of basic parts of speech: nouns, verbs, adjectives, adverbs and pronouns etc
- Verb tenses
- Punctuation awareness: with focus on capital letters, full stops, comma use and exclamation/question marks
- Correct presentation of speech: NEW SPEAKER – NEW LINE, speech marks
- Nouns: common, proper and collective
- Verb tenses
- Use of 1<sup>st</sup> and 3<sup>rd</sup> person
- Subject/verb agreement
- Making notes with quick reference phrases
- Conjunctions
- Apostrophes: contractions and possession
- Grammatical sense and accuracy (checking work and self-correcting)
- Alphabetical order
- Idioms
- Opposites using prefixes: un, in, im, dis
- Proverbs
- Connectives
- Synonyms
- Usage: correct use of there/their, are/our, where/were, etc

## **Range of texts (for pupils to read for themselves)**

- Stories with familiar settings
- Myths
- Legends
- Fables
- Traditional tales
- Adventure and mystery stories
- Poetry
- Play scripts
- Information text
- Instructions
- Real life adventure
- Biographies
- Letters
- Diaries
- Word puzzles

## **Mathematics**

The children will be encouraged and supported to develop confidence and mental fluency with numbers. We will cover the following:

### **Number**

Place value up to tens of thousands

Revision of 2, 5, 10, 3, 4 times tables and memorisation of 6, 7, 8, 9, 11 and 12 times tables

Multiplication of up to tens of thousands by units up to 9

Revision of addition up to tens of thousands

Subtraction (without and with conversion) up to tens of thousands

Inverse operations:  $+/-$   $\times/\div$

Fractions: mixed numbers, equivalent

Fractions of numbers

Division of numbers up to tens of thousands by units up to 9

Division with remainders

Mental arithmetic skills using the four rules of number

Mental Arithmetic (Schofield and Sims – expectation of being on book 1/2)

### **Shape and Space**

Comparison of properties of 2D shapes

Simple 3D shapes: cube, cuboid, cone and sphere

Mirror symmetry

### **Handling Data**

Tallying

Frequency tables

Vertical and horizontal bar charts

### **Measurement**

Units of length and conversion between: mm, cm, m, km

Units of weight (mass), measurement and conversion between: mg, g, kg

Units of volume (liquid), measurement and conversion between: ml and litres

Drawing of shapes accurately using given measurements



## **Science:**

Pupils will be taught to use the following practical scientific methods, processes and skills:

- 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 with equipment like thermometers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, labelled diagrams, bar charts and tables
- using results to draw simple conclusions, make predictions, 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.

## **Plants (Biology)**

Pupils will be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed disposal

## **Animals, including humans (Biology)**

Pupils will be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some animals have skeletons and muscles for support, protection and movement

## **Rocks (Physics and Chemistry)**

Pupils will 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
- recognise that soils are made from rocks and organic matter

## **Light (Physics)**

Pupils will be taught to:

- recognise that they need light in order to see things and that dark is the absence of light
- know 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 a solid object
- find patterns in the way that the size of shadows change.

### **Forces and magnets (Physics)**

Pupils will be taught to:

- compare how things move on different surfaces
- notice that some forces need contact between two objects but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet or not and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing

## **History**

At LWS we believe in teaching themes in History and to show how events around the world intertwine with each other. We also wish to encourage the children to understand their place in recent History and the events that occurred in their parents', grandparents' etc time - we are all a continuum of shared history and experiences. All of this is linked to Geography and maps of the local area, the UK and the World.

Pupils will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They will note connections, contrasts and trends over time and develop appropriate use of historical terms. History will be taught in relation to its impact on us today – with reference to current local and world events.

Topics will include but not be limited to:

- The impact of Explorers around the world - Christopher Columbus, Ibn Battuta, Ernest Shackleton, Francis Drake and Walter Raleigh, James Cook, Robert Scott and Roald Amundsen, Neil Armstrong.
- Disease, treatments and preventions 1660 - 1900 e.g plagues, microscopes, Great Fire of London



## Geography

Pupils will be taught, with reference to current politics and world events:

Locational knowledge

Human and Physical Geography

Geographical skills and fieldwork

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Why does it rain?	Can we go to the other side of the world?	What is life like at the beach?	Does everyone need to wear the same clothes?	Can the planet give us anything?	How do geographers ask and answer questions?
<b>Topic/FQ</b>	The water cycle <b>(6)</b>	A Global World <b>(3)</b>	Coasts <b>(1)</b>	Fashion <b>(2)</b>	Resources <b>(4)</b>	Fieldwork skills <b>(5)</b>

More information can be found in the Geography curriculum document.

## Religious Education

The main religion of study will be Christianity.

Topics will include but not limited to:

- The development of Christianity
- History of the Bible
- Old Testament and New Testament key stories
- Difference between Church of England and Protestant beliefs, ways of worship and style of buildings
- Key celebrations

The pupils will learn through first hand experience where possible – visits from guest speakers and visits to specific places of worship.

Pupils will continue to develop an understanding of the importance of creating a community that works in harmony. This will include an exploration of:

- Forgiveness
- Fairness
- Love/friendship
- Empathy/compassion
- Respect/tolerance
- Awe and wonder
- Right and wrong
- Respect and value for the views and opinions of other faiths
- Respect for the right of others to hold their own religious views without ridicule or embarrassment
- Recognition that everybody is unique and has something to offer
- Appreciation for the impact that beliefs, values and traditions have on lifestyle

## Art and Design

Pupils will be taught to develop their techniques, including their control and use of materials. They will explore and practise their creativity through experimentation and an increasing awareness of different kinds of art, craft and design.

The pupils will:

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials
- know about great artists, architects and designers in history.

Topics will include:

- Portraying relationships and emotions (happiness, sadness, anger, fear etc)
- Investigating pattern

Pupils will study an artist/artists who work particularly with pattern e.g. Islamic Art, Eastern Art etc

Art History: Prehistoric Art and Ancient Art

## Computing

Pupils will be taught to:

- design and write programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decoding them into smaller parts
- use sequence, selection and repetition in programs, work with variables and various forms of input and output, generate appropriate inputs and predicted outputs to test programmes
- use logical reasoning explore how a simple algorithm works and to detect and correct errors in algorithms and programmes
- understand computer networks including the internet, how they can provide multiple services and the opportunities they offer for communication and collaboration
- describe how internet search engines find and store data, use search engines effectively, be discerning in evaluating digital content, respect individuals and intellectual property,
- use technology responsibly, safely and securely
- select, use and combine a variety of software on a range of digital devices (including iPads)

Topics will include but not be limited to:

Appropriate Key Stage 2 games

Use of apps / games on the iPads

Digital camera project – printed up or made into a digital art book

Use of emails as communications

Public profiles – safe internet use

Saving information in various forms (inc. cloud)

Simple algorithm games using packs of cards and yes/no boards

Use of Scratch (free resource to download)

Compare and contrast various search engines (specific and safe subjects)

Drawing

## Design and Technology

When designing and making, pupils will be taught to:

### Design

- use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose and 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
- select from and use a wider range of materials and components

### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria, considering the views of others for improvement
- understand how key events and technology have helped shape the world

### Technical knowledge

- apply their knowledge of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products
- understand and use electrical systems in their products
- apply their understanding of computing to programme, monitor and control their products

Topics will include:

- Night lights for the bedroom (electrical systems – simple switches / batteries)
- Sandwich snacks and advertising packages
- Moving figures
- Photograph frames

## **Cooking and Nutrition**

Pupils will be taught to:

- 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**

Pupils will be taught to:

- Play and perform in solo and group contexts using their voices and musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes
- 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 from different traditions, composers and musicians
- Develop an understanding of the history of music

Pupils will experience live music on a regular basis – plan for and look out for free London concerts experiences.

## **Languages**

The children will be taught French and Latin and be given the opportunity to learn another language of their choice from a range offered.

We will teach the pupils to:

- Understand and respond to spoken and written language from a variety of authentic sources
- Speak with increasing confidence, fluency and spontaneity, finding ways to communicate what they want to say, including through discussion and asking questions, improving the accuracy of their pronunciation and intonation
- Write at varying length, for different purposes and audiences, using the variety of grammatical structures they have learnt
- Discover and develop an appreciation of a range of writing in the language studied.

## Logic and Reasoning

The children will be taught to develop and extend their memory as well as become good at solving logic problems and puzzles. We will encourage and support them to acquire the essential skills and strategies and understand how and when to use them.

When solving logic problems and puzzles, the following strategies will be taught:

- Identifying carefully what is known and what needs to be found and thinking about how they might relate
- Looking through the information that is given for any relationships or patterns that can be developed and used
- Developing a line of thinking that involves making inferences and deductions, for example 'if I know that then this could or must be true', and testing these out against the given information
- Taking one piece of the information and changing it, while keeping everything else fixed, to see what effect it has on the problem
- Choosing a way of recording and organising the given information that helps to see how the problem is structured
- Checking answers along the way to see if they satisfy the conditions or rules

## Physical Education

Pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and combination
- Play competitive games, modified where appropriate, e.g. bat and ball, basketball, cricket, football, hockey, netball, rounders and tennis and apply the basic principles of attack and defence
- Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics
- Perform dances using a range of movements patterns
- Take part in outdoor and adventurous activity challenges (e.g. PGL) and wide games
- Compare their performances with previous ones and demonstrate improvement and personal best