THE BRITISH SCHOOL OF BEIJING, SHUNYI
A NORD ANGLIA EDUCATION SCHOOL

Termly Curriculum Information

2019-20 Term 2

Year 3

Science: Light and Dark, Forces and Magnets

Topic: Tang Dynasty, Wonderful World

English	
Speaking and Listening • Retell moral tales through Talk for Writing. • Speak audibly and fluently to an audience. • Use appropriate registers for effective communication. • Give well-structured written instructions and narratives for different purposes. • Use relevant Talk for Writing strategies to build their vocabulary. • Listen and respond appropriately to adults and peers. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Identify points of interest when listening to fiction and non-fiction texts • Begin to comment in more detail on the performance of others • Consistently listen carefully and respond appropriately with relevant question. • Orally perform fiction and non-fiction texts through Talk/Drama for Writing	• Learning pieces of text using Talk for Writing actions and using strategies such as • Hot seating • Freeze frame • Interviews and presentations • Modelling • Drama • Orally perform a traditional moral tale and a set of instructions through Talk/Drama for Writing • Orally perform a moral tale through Talk/Drama for Writing • Compose their own oral story in a group. • Participate in presentations, performances & role-plays. • Listen to and discuss a wide range of instructions and traditional tales.
Reading • Apply phonic knowledge and skills consistently to decode age appropriate texts fluently and accurately. • Begin to use textual cues to adapt tone, volume and intonation when reading aloud	• Read a variety of texts as a whole class and individually during Guided Reading. • Read to an adult. • Read a range of books independently from the reading corner and library. • Discuss the features instruction writing and moral tales.

• Recite and know by heart a range of texts using Talk for Writing techniques • Identify the main ideas and themes in a text. • Discuss words and phrases that capture the reader's interest and imagination. • Predict what might happen from details stated and implied. • Retrieve and record information from non-fiction. • Ask questions to improve their understanding of a text. • Identify how language, structure and presentation contribute to meaning. • Answer questions related to texts using literal, inferential and applied knowledge comprehension skills.	• Retrieve information from non-fiction to use when writing an instructional text. • Complete written and verbal comprehension activities. • Guided reading activities will be planned and implemented on rotation with • Computer based reading activities • Phonics and sentence building games • Opportunities for free reading and writing • Teacher led groups focusing on reading, retelling, comprehension and inference.
Writing • Use the first 2 or 3 letters of a word to check spelling in a dictionary. • Spell words that are often misspelt. • Spell high frequency words, phonetically accurate words and common exception words to Phase 6 • Improve the legibility, consistency and quality of handwriting. • Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing. • Capture ideas using planning formats (e.g. story map, boxing up) • Plan writing to suit an audience and purpose. • Develop character and setting in narratives. • Use simple organisational devices. • In narratives, develop and extend ideas in logically sequenced sentences to create settings, characters and plots	**Non-Fiction- Instruction writing** **Fiction- Narrative- Moral Tales** • Sequence events in an instruction report or narrative through story mapping or reconstructing the text. • Identify the purpose, audience, structure and language features of instruction writing and narrative. • Plan, draft, edit and proof-read a narrative • Plan, draft, edit and proof read a set of instructions. • Write and evaluate a story opener for a narrative. • Evaluate their own and others independent writing. • Plan, draft, edit and proofread a variety of fiction and non- fiction texts as part of 'Wicked Writing'.

• In instruction writing, use and develop the style for specific genres and begin to use appropriate action and 'bossy' verbs • Begin to use nouns, pronouns and tenses accurately and consistently throughout • Use most basic punctuation accurately, e.g. full stop, capital letter, question mark, exclamation mark • Evaluate their own writing according to purpose, the effectiveness of word choice, grammar and punctuation. • Make simple additions, corrections and revisions to their own writing.	
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 • Improve the legibility, consistency and quality of their handwriting.	• Handwriting lesson at least once a week to help children move from print to joined up writing • Handwriting practice at least 3 times a week • Focus on joining - starting with simple joins. • Practise spacing letters consistently and keeping ascenders and descenders in proportion.
Mathematics	

Addition and subtraction
• add and subtract numbers mentally, including:
  • a three-digit number and 1s
  • a three-digit number and 10s
  • a three-digit number and 100s
• add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
• estimate the answer to a calculation and use inverse operations to check answers
• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
Multiplication and Division
	• Add/subtract 1s, 10s and 100s to/from numbers.
	• Explain their choice of strategy and choose a different strategy to check the answer.
	• Count on and back in steps of 2, 3, 4 and 5 to at least 50.
	• Identify, classify, describe and draw regular and irregular 2D shapes including pentagons, hexagons, octagons and semi-circles.
	• Identify, describe and make 3D shapes including pyramids and prisms.
	• Construct nets of 3D shapes.
	• Solve addition and subtraction of 3 digit numbers using the column method.

• 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 that 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. **Geometry** • draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines **Statistics** • interpret and present data using bar charts, pictograms and tables • 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	• Work through investigations which require the application of their mathematic skills. • Add and subtract the mass of objects. • Use the grid method and short multiplication. • Locate parallel and perpendicular lines on local maps. • Identify the features of four types of triangles. • Use directional language to guide peers through a physical maze. • Compare angles in size and identify which angles are right angles. • Reading and data from a range of bar charts and pictograms including stacked bar charts. • Record data from classroom investigations and convert results into their own bar charts and pictograms. Students will use apparatus such as… • Counters • Bead strings • Number-lines • Bingo games • 100 squares • Times table grids • 100s, 10s and 1s place value card sets • 0–9 dice • Counting stick • 0–20 cards • Calculators • IWB resources
Science	
Light and Dark • Test different hypotheses. • Conduct fair test and recording results	• Actively investigate the nature of darkness, light and sight with a torch, a cardboard box and pencil holes

• Correctly use equipment. • Record observations in tables and charts. • Describe observations using scientific vocabulary. • Use a variety of sources to research information. • Follow suggestions to find things out. • Ask "What will happen if…" • Correctly use equipment provided for them. • Use tables and bar graphs to record results. • Describe their observations using some scientific vocabulary. • Record observations in tables. • Agree or disagree with ideas starting to give reasons. • Recognise that they need light in order to see things and that dark is the absence of light • Notice 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 an opaque object blocks the light from a light source • Find patterns in the way that the sizes of shadows change **Forces and Magnets**	Use their findings to draw conclusions on how light travels in straight lines and our dependence on light to see • Investigate the properties of mirrors and reflections by undertaking different tasks • Note down observations and use scientific knowledge on light to explain their findings • Discover the effect of using mirrors and how this can help us see round corners using a periscope • Actively investigate how different objects cast shadows. Try changing the orientation of an object in the light beam to find the effect on the shape of its shadow • Understand how opaque, transparent and translucent objects cast shadows in a strong beam of light
Computing	
We Are Programmers • Find patterns in the way that the sizes of shadows change • Create an algorithm for an animated scene in the form of a storyboard, writing a programme in Scratch to create the animation. • Correct mistakes in their animation programs, developing a number of strategies for finding errors in programmes.	• Correct mistakes in their animation apps. • Create their own sound and graphics for the sprites and the backdrop. • Explain the connection between their storyboard and the scene they're animating.

• Build up resilience and strategies for problem solving, increasing their knowledge and understanding of Scratch and to recognise a number of common types of bug in software.	
History	
Tang Dynasty • Identify different ways in which the past is represented. • Use dates and vocabulary relating to the passing of time and sequence events. • Sequence several events or artefacts. • Recognise similarities and differences between periods of time. • Use sources of information including ICT to find out about events, people and changes. • Communicate knowledge and understanding	• Investigate the Tang Dynasty and where they are placed in History. • Label key points from each dynasty on a detailed timeline. • Identify and compare the achievements and inventions that were created during these periods of Chinese History • Evaluate how the inventions have benefited civilization, engineering, and the sciences.
Geography	
Wonderful World • Understand that the world is spherical. • Name the seven continents and five oceans of the world correctly. • Use an atlas to accurately locate the continents and oceans of the world. • Locate continents, oceans including their own continent and country using a world map • Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary. • Locate hot and cold areas of the world. • Use and follow simple compass directions (NESW). • Follow routes on a map. • Use aerial photographs and satellite images to recognise basic human and physical features • To ask geographical questions – Where Is it? • What is this place like? How near/far is it?	• Describe simple human and physical features about the continents of the world. • Name and begin to locate countries of the world using an atlas or globe. • Describe a journey line in detail using key geographical vocabulary. • Understand and locate simple climate zones using key terms. • Use compass directions (NESW), locational and directional language. • Make comparisons between features of different places.

Art/Design Technology	
• Use sketchbooks to collect, record and evaluate ideas. • Improve techniques such as drawing, painting and sculpture with varied materials. • Use art skills to apply texture or design to a product. • Shape their product carefully, using techniques and tools that lead to a high quality finish. • Use art skills to apply texture or design to their product. • Evaluate their ideas against their own design criteria.	• Discover Chinese landscape painting and the works of Guo XI. • Use Chinese landscapes to create backdrops work on shadow puppetry and illustrations English storytelling. • The techniques that were used during the Chinese Dynasties to create artworks and sculptures • Use a range of tools & materials to complete practical tasks • Create painting, sculpture, printing and calligraphy from the Tang Dynasty of Chinese History. • Research, design, make and evaluate shadow puppets.
PSHE	
Families • Thinking about how someone else is feeling. • Trying to understand why someone feels the way they do. • Thinking of ways to improve a situation. • Trying to understand how others in our homes are feeling and of ways we can help. • Talking about personal feelings. **Why Should I?** • identifying ways in which conflict may arise at home, and exploring ways it can be lessened, avoided or resolved • identifying ways in which conflict may arise at school, and exploring ways it could be lessened, avoided or resolved • discussing the causes of conflict in their community and how they feel about it • identifying members of their school community and the roles and responsibilities they have	• Recognising that there are things in life that we can change. • Identifying the things in life that cannot change. • Understanding when a change affects behaviour. • Learning and applying how to be friendly to people in different situations. • beginning to understand why and how rules are made in class, in the playground and at school • understanding that rules are essential in an ordered community • identifying the people, jobs and workplaces in the community and realising that money can buy goods and services and is earned through work.
Music	
Pentatonic Percussion	• Define and play the pentatonic scale.

The pupils will go on a journey with "Pete the Pentatonic Dragon" to explore the pentatonic scale. The pupils will use the keyboards as well as tuned percussion to improvise using the pentatonic scale. Pete the Pentatonic Dragon will also show the pupils how different cultures use the pentatonic scale in their music, such as Japan and China. The students will sing a variety of songs which use the pentatonic scale. The pupils will also use the classroom percussion instruments to add pentatonic drones and ostinatos.	• Sing and play songs using the pentatonic scale. • Develop improvisation and composition skills using the pentatonic scale. • Sing songs from different countries and different cultures. • Explore the idea of melodic accompaniment using the classroom percussion instruments.
Singing Keyboard The focus for this topic is both singing and learning to play simple accompaniments on the keyboard. The students will focus on their singing skills, making sure that they are singing in tune and working well as an ensemble. When playing on the keyboards the students will be focusing on playing the correct rhythm as well as consolidating their prior knowledge of the notes in the treble and bass clef. Activities from the Juilliard Creative Classroom will also be included.	• Develop basic keyboard skills. • Read music in both the treble and bass clefs. • Explore their singing voice and enhance it through voice warm ups, tongue twisters and rounds. • Sing songs and accompany themselves on the keyboards. • Play Juilliard Keyboard Work pieces for the keyboard.
PE	
Unit 4: Swimming (Class 3C/ Class 3D) Swimming: (continued from end of term 1) All the students will be assessed over 25m swims (with or without an aid) and placed into ability groups. Identification for Mini Bears Junior can be decided from the assessment. Within these ability groups, students will be taught **FUN**damental aquatic skills in Freestyle, Backstroke, Breaststroke and basic Butterfly body position and leg action for the more able. Some groups will also be taught, diving and tumble turns. Water skills activities and an understanding of water safety and pool rules will also be discussed with the students. Swim England Teaching Plan levels Duckling to 1-3 certificate level will be used by the teachers.	Aquatic Skills include: • Body Position • Leg action • Arm action • Head positions • Breathing • Sitting or crouching dives • Streamlining • Sculling for the more able groups • A basic understanding of a minimum of 3 basic safety rules in and around the pool. • Developing water confidence in the less able swimmers in the learner pool • Developing a students' confidence to swim with or without an aid over a distance of 5m - 25m depending on ability, either legs only with or without an aid or independently with a recognized technique.

	• For the more able understanding basic laws of swimming, starts, turns and finishes.
Unit 4: Basketball(Class 3A/ Class 3B) Basketball: (continued from end of term 1) In this unit of Basketball students will focus on the fundamentals of dribbling, passing and shooting. Students will think about how to use these skills to help outwit the opposition in small sided games. Students will also develop their knowledge of the game and the rules and at times, will act as a referee/ coach to help with student learning. All students will be taught about fair play and sportsmanship which are fundamental to Basketball and PE as a whole! The game encourages children to work together as a team, apply basic attack and defence principles, and choose when and how to pass, and think about their position on the court.	• Lesson 1: Ball familiarisation • Lesson 2: Dribbling & pivoting • Lesson 3: Passing, receiving • Lesson 4: Outwitting an opponent • Lesson 5: Shooting • Lesson 6: Defending • Lesson 7: Small sided games • Lesson 8: House Competition
Unit 5: Gymnastics (Class 3C/Class 3D) In gymnastics the children will be replicating and improving the quality of their actions, body shapes and balances, and their ability to link phrases of movement both on the floor and when using apparatus. Pupils will incorporate control and levels into sequences showing creativity. Students will begin to describe and evaluate the effectiveness and quality of a performance. Pupils will progressively learn how to lay out apparatus safely.	Activities: • Lesson 1: 2 point balances • Lesson 2: Matching • Lesson 3: Set sequences • Lesson 4: Spin, travel, spin • Lesson 5: Tuck and Pin • Lesson 6: Turning • Lesson 7: Towards & away from a partner • Lesson 8:Assessment
Unit 5: Swimming (Class 3A/Class 3B) All the students will be assessed over 25m swims (with or without an aid) and placed into ability groups. Identification for Mini Bears Junior can be decided from the assessment. Within these ability groups, students will be taught **FUN**damental aquatic skills in Freestyle, Backstroke, Breaststroke and basic Butterfly body position and leg action for the more able. Some groups will also be taught, diving and tumble turns. Water skills activities and an understanding of water safety and pool rules will also be discussed with the students. Swim England Teaching Plan levels Duckling to 1-3 certificate level will be used by the teachers.	Aquatic Skills include: • Body Position • Leg action • Arm action • Head positions • Breathing • Sitting or crouching dives • Streamlining • Sculling for the more able groups • A basic understanding of a minimum of 3 basic safety rules in and around the pool. • Developing water confidence in the less able swimmers in the learner pool

	• Developing a students' confidence to swim with or without an aid over a distance of 5m - 25m depending on ability, either legs only with or without an aid or independently with a recognized technique. For the more able understanding basic laws of swimming, starts, turns and finishes.
Unit 6: Gymnastics (Class 3A/Class 3B) In gymnastics the children will be replicating and improving the quality of their actions, body shapes and balances, and their ability to link phrases of movement both on the floor and when using apparatus. Pupils will incorporate control and levels into sequences showing creativity. Students will begin to describe and evaluate the effectiveness and quality of a performance. Pupils will progressively learn how to lay out apparatus safely.	Activities: • Lesson 1: 2 point balances • Lesson 2: Matching • Lesson 3: Set sequences • Lesson 4: Spin, travel, spin • Lesson 5: Tuck and Pin • Lesson 6: Turning • Lesson 7: Towards & away from a partner • Lesson 8:Assessment
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