Prep III Curriculum Notes Autumn 2017

English

Fiction	Non-fiction	Poetry/Drama
Plan 1A: Stories by the same author Required texts: **I'll Take you to Mrs Cole** by Nigel Gray & Michael Foreman **Dinosaurs & All that Rubbish** by Michael Foreman Description: Using the delightful illustrations & books of Michael Foreman, chn have many opportunities to practise simple, compound & complex sentences with powerful verbs. They then create their own stories based around I'll Take You to Mrs Cole. Grammar focus: 1. Extend the range of sentences with more than one clause by using a wider range of conjunctions 2. Use conjunctions, adverbs and prepositions to express time and cause. 3. Use and punctuate direct speech. **Reading comprehension texts.** **Grammar, punctuation and spelling workbook.** **Spellings based on The National Literacy Strategy.**	.**Plan 2A: Information texts** Required texts: **DK Children's Book of Sport** Description: Chn study the structure & language features of non-chronological reports before planning, researching & finally composing their own sports report. At the end of the plan the class explore persuasive language & different points of view, ending in a debate. Grammar focus: 1. Extend the range of sentences with more than one clause by using a wider range of conjunctions 2. Use conjunctions, adverbs and prepositions to express time and cause. 3. Use grammatical terminology **Reading comprehension texts.** **Grammar, punctuation and spelling workbook.** **Spellings based on The National Literacy Strategy.**	**Plan 1A: Creating images** Required texts: **Wind Poems** by Christina Rossetti Various poems - provided Description: Use a selection of poems to explore how to create images using words. Chn find & use adjectives & adjective phrases to convert a poem to prose. Use their voice to add excitement to a poem performance & compose poems using the themes of animals & weather. Grammar focus: 1. Use grammatical terminology specifically by using and recognising adjectives, nouns and adverbs 2. Understand and use adverbials and fronted adverbials. 3. Use and understand grammatical terminology **Reading comprehension texts.** **Grammar, punctuation and spelling workbook.** **Spellings based on The National Literacy Strategy.** **St Austell Verse-speaking competition.**

Mathematics

Week	Maths Topic Covered	Objectives Covered
1	***Number, place value and money*** Revise placing 2-digit numbers on an empty number line Place 3-digit numbers on a landmarked Place value and ordering 3-digit numbers Write amounts in pounds and pence Place value and comparing amounts of money written in pounds and pence	***Number, place value and money*** Say what each digit in a 2-digit number represents. Place 2-digit numbers accurately on a 0-100 line. Place 3-digit numbers accurately on a landmarked 0-1000 line. Say what each digit represents in a 3 digit number. Use this knowledge to compare 3-digit numbers. Write amounts in £ and p including using zero as place holder. Write amounts in £ and p. Compare amounts of money using place value knowledge.
2	***Mental addition and subtraction*** Addition and subtraction facts up to 20 Using the = sign to represent equality Use number facts to add a 1-digit number to a 2-digit number Use number facts to subtract a 1-digit number from a 2-digit number Add several small numbers, using number facts	***Mental addition and subtraction*** Know number bonds for all number up to 20. Use number bonds in addition and subtraction. Write balancing number sentences using numbers up to 20. Understand that = represents equality. Use known number facts to add 1-digit to 2-digit numbers. Cross a tens boundary when adding. Use known number facts to subtract 1-digit from 2-digit numbers. Cross a tens boundary when subtracting. Use number facts to choose a sensible order to add 4 or more numbers. Explain the reasons for your choices.
3	***Mental addition and subtraction*** Add 2-digit numbers by partitioning Add 2-digit numbers by partitioning Subtract by counting up (answers less than 20) Subtract by counting up (answers more than 20) Count up to find change from a pound	***Mental addition and subtraction*** Add pairs of 2-digit numbers by partitioning and recombining, totals in tens or ones more than 10. Add pairs of 2-digit numbers by partitioning and recombining, totals in tens and ones more than 10. Subtract numbers lying either side of a multiple of ten, e.g. 42 – 28, drawing own empty number line. **S**ubtract any pair of 2-digit numbers by counting up. Count up to find change from a pound.

Week	Maths Topic Covered	Objectives Covered
4	***Shape or measures or data*** Recognise lines of symmetry, complete symmetrical drawings Describe, name and sort 2D shapes Describe, name and sort 2D shapes using a Venn diagram Describe, name and sort 3D shapes Describe, name and sort 3D shapes using a Carroll diagram	***Shape or measures or data*** Recognise and find one or more lines of symmetry. Complete complicated symmetrical drawings. Describe and name 2D shapes. Sort shapes in different ways according to their properties. Describe properties and name 2D shapes. Recognise right angles. Sort 2D shapes using a Venn diagram. Describe and name 3D shapes and use correct mathematical vocabulary. Sort shapes according to their properties. Describe and name 3D shapes and use correct mathematical vocabulary. Sort 3D shapes using a Carroll diagram.
5	***Mental multiplication and division*** Double 2-digit numbers up to 50 Halve even 2-digit numbers Revise 5 and 10 times tables, division facts and commutativity Revision of 2 times table, focusing on division Recognising multiples of 2, 5 and 10	***Mental multiplication and division*** Double 2-digit numbers up to 50 by partitioning and recombining. Halve even 2-digit numbers up to 50 by partitioning and recombining. Know × and ÷ facts for the 5 and 10 times tables Understand that multiplication is commutative. Write × and ÷ sentence sentences for the 2 times table. Confidently recognise multiples of 2, 5 and 10.
6	***Number, place value and money*** Add using place value Subtract using place value Add and subtract money using place value Add 1, 10 and 100 to any 3-digit number Subtract 1, 10 and 100 from any 3-digit number	***Number, place value and money*** Say what each digit represents in a 3-digit number. Use knowledge of place value to add. Use knowledge of place value to subtract. . Say what each digit represents in a 3-digit amount of money. Use this knowledge to add and subtract money. Know what each digit represents in a 3-digit number. Add 1, 10 or 100 to a 3-digit number. Know what each digit represents in a 3-digit number. Subtract 1, 10 or 100 from a 3-digit number.

Week	Maths Topic Covered	Objectives Covered
7	***Mental addition and subtraction*** Add 100s, 10s and 1s Subtract 100s, 10s and 1s Add and subtract near multiples of 10 to/from 2-digit numbers Add near multiples of 10 to 3-digit numbers Subtract near multiples of 10 from 3-digit numbers	***Mental addition and subtraction*** Say what each digit represents in a 3-digit number. Add 1s, 10s or 100s to a 3-digit number, without crossing the tens or hundreds boundary. Say what each digit represents in a 3-digit number. Subtract 1s, 10s or 100s from a 3-digit number, without crossing the tens or hundreds boundary. Add or subtract a multiple of 10 to/from a 2-digit number. Add or subtract a near multiple of 10 to/from a 2-digit number. Add a multiple of 10 to a 3-digit number. Add a near multiple of 10 to a 3-digit number without crossing the tens or hundreds boundary. Subtract a multiple of 10 to from a 3-digit number. Subtract a near multiple of 10 from a 3-digit number without crossing the tens or hundreds boundary.
8	***Mental addition and subtraction*** Know multiples of 5 which total 100 Know pairs of 2-digit numbers which total 100 Subtract numbers on either side of 100 by counting up Subtract numbers on either side of 100 by counting up Subtract numbers on either side of 100 by counting up	***Mental addition and subtraction*** Know multiples of 5 to 100. Confidently list pairs of multiples of 5 which add to 100. Quickly find pairs of numbers with a total of 100. Use counting up to subtract numbers on either side of 100, answers less than 20. Use counting up to subtract numbers on either side of 100, answers less than 30. Use counting up to subtract numbers on either side of 100, answers less than 40.
9	***Shape or measures or data*** Revise telling time past the hour (to 5 minutes) on both analogue and digital clocks Revise telling time to the hour (to 5 minutes) on analogue and digital clocks Know equivalent analogue and digital times; Use am and pm Time events in seconds, record on a bar graph, one step is 10 seconds Collect/ represent data in pictograms, one symbol represents 2 units	***Shape or measures or data*** Tell the time to the nearest 5 minutes. Match equivalent digital and analogue times. **T**ell the time to the nearest 5 minutes on analogue and digital clocks. Read Roman numerals. Tell the time to the nearest 5 minutes using am and pm and clocks without numbers. Understand units of time. Time events in seconds and record results in a bar graph, where one step is 10 seconds. Collect and represent data in pictograms where one symbol represents two units.

Week	Maths Topic Covered	Objectives Covered
10	***Mental multiplication and division*** x and ÷ facts for the 3 times table x and ÷ facts for the 4 times table Writing division facts to go with multiplications Dividing using multiplication facts, with remainders Dividing using multiplication facts, with remainders	***Mental multiplication and division*** Know 3 times table. Know related division facts. Know 4 times table. Know related division facts. **U**nderstand that multiplication is the inverse of division. Write related multiplication and division facts. Divide by 5 and find a remainder. Use multiplication facts to divide a number where the answer has a remainder.
11	**Fractions or decimals or percentages or ratio** Understanding the concept of ½, ⅓ and ¼ of shapes and number Finding ½ of quantities, including odd numbers Finding halves of quantities less than 100 Finding ¼ and ¾ of quantities Finding 1/3 and 2/3 of quantities	**Fractions or decimals or percentages or ratio** Know what ½, 1/3, ¼ of a shape looks like. Find ½, 1/3, ¼ of a small number (whole number answers). Find ½ of a quantity, including odd numbers. Write a jotting to show halving a quantity. Find ½ of a 2-digit number. Investigate a general statement. Know if 2-digit numbers are odd or even. Know what ¼ and ¾ of a shape looks like. Find ¼ and ¾ of a quantity (whole number answers). Know what 1/3 and 2/3 of a shape looks like. Find 1/3 and 2/3 of a quantity.

Science

Materials & their properties, rocks & soils, car survey, solids & liquids, capacity, temperature, freezing & melting, evaporation & condensation, dissolving & reacting, separating, Earth in Space.

Geography

The Geography of Cornwall

History
Ancient Egypt .

Religious Studies
What is the Bible, and why is it important for Christians?

French
Moi! – All about me

Including greetings, introducing yourself, colours, numbers, months, days, simple instructions and Christmas.

ICT
Rules of the ICT room, Scratch, ECDL, Word, Paint, Excel, e-mail & attachments, PowerPoint, Adobe, Publisher dictionary, Sound Recorder.

Art

Techniques & skills	Activity
• Drawing • painting • sculpture • colour • pattern/line • Cross-curricular history/geography	• Collaborative artwork • Name/portrait art • Blobby sculpture • Remembrance poppies • Egyptian wall paintings, hieroglyphics and pattern • Cornish artwork