

Our Kilmorie Child Qualities (honesty, resilience, empathy, collaboration, innovation, curiosity, independence and respectfulness) are addressed and revisited across all areas of the curriculum and are sometimes the subject of individual lessons

Topic	Maptastic – looking at the history of Forest Hill and London	
	<p>Key text : Paddington Bear Macavity the Mystery Cat by T.S Elliot Seasons in North Cornwall by Charles Causley</p>	
Literacy	<p>SPRING 1 Outcome1: Non-Chronological report about the history of London</p> <ul style="list-style-type: none"> • Vocabulary – linked to Geography London; England, northern hemisphere etc • Fronted adverbials e.g During the 18th Century. ... • Professor know if all openers e.g did you know? It is a fact that... • Embedded clause e.g London, which is a city in England, ... • Contrasting conjunctions e.g whereas, however • Information organised into paragraphs – use traffic light system to highlight the structure of a paragraph. <p>Outcome 2: Adventure story about Paddington visiting Forest Hill</p> <ul style="list-style-type: none"> • Planning writing by talking about important parts to have in a story • Use paragraphs to organize my writing • Re-read my work and improve it for my audience • Use direct speech to show a character is talking and punctuate it using inverted commas • Recap embedded clauses 	
	<p>SPRING 2 Outcome 1: Perform a Poem</p> <ul style="list-style-type: none"> • Listening to and discussing a range of poems • Discussing interesting words and phrases that capture readers’ interests and imagination • Recognising different forms of poetry • Understanding intonation, tone, volume and action • Performing for an audience • Understanding intonation, tone, volume and action <p>Outcome 2: Write and perform a poem</p> <ul style="list-style-type: none"> • Read aloud and perform poems • Using non-fiction texts to gather information <p>Skills: Planning writing through role play, practicing orally, drafting, evaluating own work and work of others, editing and improving work to meet Yr3 SpAG & presentation requirements.</p>	
	<p>Consistent focus on grammar and the National Curriculum Appendices for spelling, vocabulary, grammar and punctuation</p>	

Maths	Number, Statistics, Measure	
	<p>SPRING 1 & 2</p> <p>Number</p> <ul style="list-style-type: none"> • Revisit multiplication and division <p>Money</p> <ul style="list-style-type: none"> • Add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Statistics</p> <ul style="list-style-type: none"> • Measuring, adding and subtracting lengths • Finding equivalent lengths in m, cm and mm and comparing lengths • Measuring and calculating perimeter 	<ul style="list-style-type: none"> • Skills: Development of Number skills and understanding (Place Value, Number Bonds, Times Tables, Doubling & Halving, Patterns, Calculations, Time & Applications in real life contexts) through & within the teaching of the above.
Science	SPRING 1 Forces and Magnets	
	<ul style="list-style-type: none"> • Compare how things move on different surfaces • Notice that some forces need contact but magnets work at a distance • Compare and group every day materials based on whether they are magnetic or not • Describe magnets as having 2 poles and use this to identify that magnets attract or repel each other 	<p>Skills</p> <ul style="list-style-type: none"> • Asking and answering questions, hypothesising & predicting • Making systematic and careful observations • Record findings using simple scientific language and drawings
	SPRING 2 Animals, including humans	
<ul style="list-style-type: none"> • Understanding that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Learn about food groups and linking nutrients to the job they do. • Understanding and planning a balanced diet. • Comparing and contrasting diets of different animals 	<ul style="list-style-type: none"> • Identify that humans and some other animals have skeletons: Comparing vertebrates and invertebrates; the role of different parts of the skeleton. • Understanding that muscle movements are voluntary or involuntary – heart beating, leg kicking. (Link to Daily Mile: heart rate.) <p>Skills</p> <ul style="list-style-type: none"> • Making systematic and careful observations • Asking and answering questions, hypothesising & predicting. 	
Computing	Computer Literacy	
	<p>SPRING 1 AND 2</p> <ul style="list-style-type: none"> • E-safety - Strong emphasis to run throughout this unit • We are Presenters Unit - Shooting and editing video files with i-movie 	<ul style="list-style-type: none"> • Framing shots, reviewing, editing, adding narration • Understanding quality of effective video

Art	Multimedia collage based on local environment	
	SPRING 1: <ul style="list-style-type: none"> • Drawing from observations in playground with variety of media – pencil, charcoal and pastel; • Foreground/background • Composition 	<ul style="list-style-type: none"> • Planning final piece from drawing • Talking about collage and collecting materials – to include taking rubbings from nature • Experimenting with texture
	Creative and imaginative city skylines	
	SPRING 2 <ul style="list-style-type: none"> • Looking at and evaluating the shapes seen in skylines around the world • Look at the London skyline and investigate different views 	<ul style="list-style-type: none"> • Using mixed media (magazines, newspapers, pastels, colouring pastels) to create own skyline
D.T.	Levers and Linkages	
	SPRING 1 AND 2 <ul style="list-style-type: none"> • Product evaluation and development of own designs for a purpose • Designing and making an Easter card linked to RE with fixed and movable pivots 	<ul style="list-style-type: none"> • Using levers and linkages as mechanical systems • Evaluate the design and product against the design criteria
History	History	
	History focus in Summer 1 and 2	
Geography	Map Skills and Local Area	
	Geographical Skills and Fieldwork: <ul style="list-style-type: none"> • Understanding OS maps and reading 4 figure grid references 	Human & Physical: <ul style="list-style-type: none"> • Land use in the local area to incl. housing, parks, allotments, shops. • Comparison of urban land use with rural land use • Types of settlement • Distribution of natural resources incl. energy, food, minerals and water • Designing and creating 3D models of future Forest Hill.

PE	Indoor – Dance	Outdoor – Rounders
	<ul style="list-style-type: none"> • Outcome: A dance to music, (Michael Nyman’s Music a Grande Vitesse), developing understanding of: • Cooperation and collaboration • Responding imaginatively to stimulus • Repeating dance steps in time to music • Dancing in unison and performing a range of movement patterns • Varying levels and pathways • Dancing in canon 	<p>Outcome: To play a game of rounders</p> <ul style="list-style-type: none"> • Moving with balance and control when catching a ball • Throwing a ball with overarm movement & with accuracy • Using forearm stroke to hit ball with control • Developing listening, focus, cooperation and collaboration skills • Understanding the rules of the game • Playing a competitive team game in groups
Music	THE POET & PERFORMER	
	<ul style="list-style-type: none"> • Using rhyme, alliteration, onomatopoeia, rhythm & meter for RAP & song writing • Combining interrelated dimensions of music: texture, dynamics, pitch & tempo for effect 	<ul style="list-style-type: none"> • Working effectively in groups to create performances using voices, bodies & instruments • Performing with an awareness of the audience & context
RE	Christianity – The Bible, Peace and Easter	
	<ul style="list-style-type: none"> • How does using the Bible help Christians to grow in their faith? What do Christians believe about Peace? • How do Christians try to demonstrate Peace? 	<ul style="list-style-type: none"> • From where do Christians get their attitudes towards Peace? • How are Christian values about Peace similar to those of other faiths? • What were the experiences and feelings of different witnesses of what happened at the first Easter?
PSHE and SRE	Relationships	
	<ul style="list-style-type: none"> • Relating to each other • Dealing with tricky situations • Strategies to ‘keep cool’ 	<ul style="list-style-type: none"> • Mindfulness • Role playing challenging situations • Male and female bodies
MFL	French	
	<p>Jolie Ronde scheme:</p> <ul style="list-style-type: none"> • Food • Days of the week, months and the year • Colours 	<ul style="list-style-type: none"> • Directional language cc Geog
Trips and Events	<p>Forest Hill Local area walk Dulwich Picture Gallery The Barbican – Music The Horniman – Animal Classification</p>	

