

Class 8/Year 3 - Curriculum Information Autumn 2018

Subject	Curriculum Content - Class 8/Year 3
English	<p>Autumn 1 – Roald Dahl</p> <ul style="list-style-type: none"> - Use discussion to develop vocabulary to express ideas - Using drama to develop confidence and speaking skills - Writing diary entries - Develop planning and editing skills - Develop story structure and characterisation - Using persuasive language - Creating instructions <p>Autumn 2 - Traditional Stories and Plays</p> <ul style="list-style-type: none"> - Play scripts and the difference between a play and pantomime - Research history of pantomimes and plays - identify the difference - Use drama group reading and discussion to develop understanding - Devise their own play based on a famous nursery rhyme - Visit MK theatre for annual pantomime - Developing reading comprehension techniques and progressing SPAG skills will be ongoing
Maths	<p>Number</p> <ul style="list-style-type: none"> - Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) - Compare and order numbers up to 1000 - Estimate numbers - Solve number problems and practical problems involving these ideas - Identify, represent and estimate numbers using different representations
	<p>Calculation</p> <ul style="list-style-type: none"> - Add and subtract numbers with up to three 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 - Recall and use multiplication and division facts for the 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, including integer scaling problems and correspondence problems in which n objects are connected to m objects
	<p>Fractions</p> <ul style="list-style-type: none"> - Recognise and show, using diagrams, equivalent fractions with small denominators - Begin to compare and order unit fractions, and fractions with the same denominators - Solve problems that involve all of the above
	<p>Geometry</p> <ul style="list-style-type: none"> - Draw 2-D shapes and make 3-D shapes using modelling materials - Identify horizontal and vertical lines - Recognise that angles are a property of shape or a description of a turn

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	<p>Measure</p> <ul style="list-style-type: none"> - Add and subtract amounts of money to give change, using both £ and p in practical contexts - Measure, compare: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) - Measure the perimeter of simple 2-d shapes
	<p>Statistics</p> <ul style="list-style-type: none"> - Interpret and present data using bar charts, pictograms and tables
Science	<p>Safety, Apparatus & Observation</p> <ul style="list-style-type: none"> - To learn the rules of the lab - To recognise and understand the meaning of Hazard labels - To be able to name and understand uses of basic apparatus – to include safe handling of apparatus - To use simple equipment and materials appropriately and take action to control risks. - To make systematic use observations and measurements, including the use of ICT for datalogging. <p>Materials</p> <ul style="list-style-type: none"> - To compare everyday materials and objects on the basis of their material properties, including hardness, strength, flexibility and magnetic behaviour, and to relate these properties to everyday uses of the materials. - That some materials are better electrical conductors than others. - About magnetic fields as regions of space where magnetic materials experience forces, and like magnetic poles repel and unlike poles attract. - To make systematic use observations and measurements, including the use of ICT for datalogging.
Art	<p>Colour</p> <ul style="list-style-type: none"> - Basic colour theory - Primary/Secondary colours - Colour mixing - Hot and cold colours - Colour contrast - Klee/ Kandinsky - Collage using colour contrast, hot and cold colours - Fauves/ Matisse - Expressionist Painting in contrasting colours

<p>Humanities</p>	<p>History:</p> <p>What was it like for children in the Second World War?</p> <ul style="list-style-type: none"> - What was the Second World War? When did it take place? - What was the blitz? - Why were children evacuated? - What was it like to be an evacuee? - What did people eat during the war? - What were children's experiences of the war? - What has been done since to prevent another world war? <p><i>Objectives:</i></p> <ul style="list-style-type: none"> - Discuss and research to produce a timeline of important dates, events and personalities - Use images and artefacts to discuss why cities were bombed and why children were evacuated from towns and cities - Introduce idea of rationing – use different source material - Talk about the treatment of jewish people during the war - Discuss war creating refugees – look for modern examples - Make connections between the second world war and today - <p>Geography:</p> <p>Mapwork and Investigating the Local Area</p> <ul style="list-style-type: none"> - Understand what a symbol is - Be able to draw plans and use symbols - Understand what a sketch map is and construct one - Sequencing directional instructions - Locate features on a map - Understand and create a key for a map - Understand eight points of the compass and follow directions using compass points - Learn what grid squares are and how to use co-ordinates - Understand what scale is <p><i>Objectives:</i></p> <ul style="list-style-type: none"> - Draw classroom plan - Use of aerial photographs and local maps - School trail – identify features on photo cards and mark their location on school plan - Using compasses - Consider maps of different scales and finding distances using different scales
<p>D&T</p>	<p>Safety in the D&T Room</p> <ul style="list-style-type: none"> - To recognise and manage hazards and to learn about safe working practices. <p>Structures (Houses for Aliens)</p> <ul style="list-style-type: none"> - To learn and develop construction techniques that will enable them to make stable 3D structures. To ensure their house is fit for the user.

<p>CTS</p>	<p>Networking - how do computers communicate using a network. How are networks joined and basic networking terminology. What items in our home can be a part of the network and what is a network of networks called? (The Internet - Inter connected NETworks).</p> <p>Children will be introduced to the concept of 'Safe Internet Use'. They will learn about when it's appropriate to use the Internet for research. This will lead on to appropriate use of communications applications such as instant messaging (in as many forms as possible) and e-mail. Additionally, children should take <i>goofy</i> images of each other for use in Class 11 (in 2016) - The Internet Doesn't Forget.</p> <p>Develop a Safety On the Internet brochure. This will be electronically printed (PDF). Discuss how PDF documents can be as effective as printed paper and why we might want to use them in preference to printed paper.</p>
<p>PE & Games</p>	<p><i>PE - First half term:</i> Gymnastics - Balance, floor work and body management</p> <p><i>PE - Second half term:</i> Health Related Fitness: Evaluating fitness and understanding key differences between health and fitness. How can we be fitter?</p> <p><i>Games – Girls:</i> Hockey – developing a basic understanding of the rules of the game. Ball carrying, push passes and slap passes. Basic attacking and defending play.</p> <p><i>Games – Boys:</i> Rugby – Development of overall knowledge of the game of rugby, how the game is played and initial development of basic skills.</p>
<p>Trips and/or Visitors Special Events</p>	

MILTON KEYNES PREPARATORY SCHOOL



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