

Year 3/4/5 Chillerton and Rookley Primary School Curriculum Grid

| | Autumn  | Spring  | Summer  |
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| Conceptual links | | | |
| The uniqueness of the Isle of Wight | Our Island | Isle of Wight Beauty, Belonging, Change | Ventnor Botanical Gardens Wellbeing, Tranquillity, Peace, Responsibility |
| Being British | Our Country | British Isles Dreams, Spirituality, Resilience | The Eden Project Sustainability, Transformation, Diversity, Community |
| The World Around Us | Our World | The Earth Aspirations, Vision, Freedom, | The Rainforests Individuality, Truth, Choice, Influence |
| Subject | <u>OUR BEAUTIFUL ISLE</u> ‘The Isle of Wight’: What is our geography? Special Rocks: Where do pebbles come from? Rivers: Why does a river not empty out? | | <u>AN EXOTIC FOREST</u> Animals of the Rainforests: Where do orang-utans come from? Where does chocolate come from? Can I grow a chocolate tree? Can man and nature live alongside each other harmoniously? |
| Phonics | Daily phonic intervention sessions where needed to support spelling and decoding of words using RWI. | | Daily phonic intervention sessions where needed to support spelling and decoding of words using RWI. |
| | Word Reading | Apply their growing knowledge of root words, prefixes and suffixes (as listed in Appendix 1 NC), both to read aloud and to understand meaning of new words. Read further exception words, noting the unusual correspondences between spelling and sound and where they occur in words. | |
| | Comprehension | Develop positive attitudes to reading and understanding of what they read. Participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Retrieve, record and present information from non-fiction books. Distinguishing between fact and opinion and providing reasoned justifications for their views. | |
| | Transcription | Learn to spell accurately in general, including polysyllabic words that conform to regular patterns and common exceptions including less common prefixes and suffixes. Learn to spell the correct forms of homophones. Draw on phonological and morphological awareness to apply the common rules and patterns. Spell correctly a wide range of words (as set out in Appendix 1 NC). See English progression of skills | |
| | Composition | Plan, draft, edit and evaluate their writing through narrative, non-narrative, real events, poetry and writing for different purposes. Proof read their writing for spelling and punctuation errors. Read aloud their own writing to a group or whole class using appropriate tone, intonation and volume so that meaning is clear. Develop their understanding of grammar concepts (Appendix 2 NC) and indicate grammatical and other features. Use and understand appropriate grammatical terminology when discussing their writing and reading. | |
| | VGP | Develop understanding of the English language and the relationship between words. Recognise and use grammatical terminology through discussion and practice, gradually building on and extending vocabulary, grammar and punctuation knowledge. – See English progression of skills | |
| Speaking and Listening | Listen and respond appropriately to adults and their peers. Ask relevant questions that extend their understanding and knowledge. Articulate and justify answers, arguments and opinions. Speak audibly and fluently with increasing command of standard English. Participate in discussions, presentations, performances, role play, improvisations and debates. - See National curriculum POS | | |
| Maths | Mathematics should cover the following units: Place Value, Addition and Subtraction, Multiplication and Division, Geometry – Shape, Time, Graphs, Money, Fractions, Decimals and percentages, Ration and proportion, | | |

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| | Length and Height, Weight and Volume, Capacity/Volume/Mass and Temperature and 2d,3-D Shapes, Angles, position and direction, Algebra and statistics. Pupils are provided with opportunities to solve problems, communicate and reason mathematically. | | | | | | | | | |
| Geography | <u>Human and physical geography</u> Geography of 'The Isle of Wight' - physical features such as coast, cliff, beach, etc. Rocks Rivers | | | <u>Locational skills and Fieldwork skills</u> Use world maps, atlases and globes to identify the UK and its countries, continents and oceans. | | | <u>Place Knowledge</u> Compass directions and locational and directional language. | | | |
| History | Develop a secure chronological awareness and understanding of British and world history. Devise historically valued questions and use appropriate historical terms. Understand how knowledge from the past is constructed from a range of sources. | | | Understand chronological time lines from the stone age to present day. Learn about Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. | | | Find out about the achievements of the earliest civilizations through an overview of where and when the first civilizations appeared and an in-depth study of – Ancient Egypt. | | | |
| PSHE | Enjoy | | | Challenge | | Respect | | Achieve | | |
| | Rules and responsibilities | Healthy relationships | Keeping safe | Caring for the environment | Healthy lifestyles | Money | Feelings and emotions | Growing and changing | Valuing difference | |
| RE | Christianity Belonging Christianity Faith: Mary Mother of God The Annunciation Angel Gabriel The Story of the Magi | | | Hinduism: Good-Evil: Holi (Festival of paint) Christianity: Ritual: Paschal Candle Symbol: The Cross Suffering or Sacrifice: Easter Story Christianity Resurrection: The Empty Cross/Tomb/Easter Day | | | Christianity Creation: Creation stories Ritual: Food ritual World View or Meaning of Life: (Creation to present) | | | |
| PE | Core skills: Apply and develop broader range of skills, earning how to use them and linking them to actions and sequences of movement. Running, jumping, throwing, catching (in isolation and in combination). | | | Ball skills: Pupils compete with each other, learn to recognise their own success and how to improve physical activities and sports: Badminton, tennis, football, hockey, rounders, cricket. | | | Gymnastics: Use skills of flexibility, strength, balance, control and to link sequences of movement and techniques in gymnastics and dance. Athletics: Learn how to use skills and link them to actions. | | | |
| Art | Use sketchbooks to record observations and to review and revisit ideas. Improve techniques of drawing, painting and printing . Use techniques of colour/line/form/shape . <u>Artist: Chris Neale – The Journey of a Pebble.</u> | | | Use sketchbooks to record observations and to review and revisit ideas. Improve techniques of drawing, painting and sculpture . Use techniques of colour/form/shape . <u>Artist: Henri Rousseau – Journey through an exotic rainforest.</u> | | | Use sketchbooks to record observations and to review and revisit ideas. Improve techniques of drawing, painting and collage . Use techniques of colour/line/pattern/texture . <u>Artist: Karla Shuster – Dragon face collage</u> | | | |
| DT | Create a clay pot to hold a candle for the Diwali celebrations. | | | Design and make your own unique chocolate bar. | | | Viking Long Boat Designs. *Design and build a dragon longboat that terrifies enemies as it comes ashore. *Design and build a long ship that moves through the water stealthily and quickly. | | | |
| ICT | Use Technology safely, respectfully and responsibly. Select, use and combine software including internet services. | | | Use search technologies effectively, appreciate how results are selected and be discerning in evaluating digital content. Understand computer networks - including internet. Appreciate how they provide multiple services and offer communication and collaboration. | | | Select, use and create a range of digital services to design and create a range of programs, systems and content that accomplish goals, including collecting, analysing, evaluating and presenting data and information. | | | |
| Science | Working scientifically Forces: | | | Working scientifically Living things and their habitats: | | | Working scientifically Animals, including humans: | | | |

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| | <p>Know that unsupported objects fall to the earth because of the force of gravity. Identify the effects of air resistance, water resistance and friction.</p> <p>Rocks: Compare and group together different rocks. Describe how fossils are formed. Recognise that soils are made from rocks.</p> <p>Materials: Know that mixtures can be separated by filtering, sieving and evaporating.</p> <p>Water Cycle: Know about the process of evaporation, condensation and precipitation.</p> | <p>Recognise that living things can be grouped in a variety of ways. Explore classification keys to help group, identify and name a variety of living things.</p> <p>Recognise that environments change and it can sometimes pose a danger to living things.</p> <p>Animals, including humans: Construct and interpret a variety of food chain identifying producers, predators and prey.</p> <p>States of matter: Rainforest Water Cycle. Associate the rate of evaporation with temperature.</p> | <p>Describe the functions of the digestive system. Identify the different types of teeth in humans and their functions. Describe changes as humans develop and grow old.</p> <p>Materials: Compare and group materials according to whether they are solids, liquids or gases. Observe that materials change state when they are heated or cooled. Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> |
| | Working scientifically | | |
| | Investigate the best bird bath that prevents too much water evaporation. | Investigate suitability of different chocolate for making a chocolate bar. | Investigate the effects of sugar on our teeth. |