

Teaching and Learning at Abbots Farm Junior





The AFJS Curriculum

- We ensure that our curriculum is board and balanced
- It is a knowledge based curriculum with a progression of skills across all subjects.
- We want to challenge children to think independently and in different ways.

YEAR 3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
ENGLISH	Meerkat Mail Postcard Non-chronological report Firework Poetry	How to Wash a Woolly Mammoth - Instructions	Journey Setting description 1st Person Narrative	Escape from Pompeii 3rd Person Narrative	Waangari Maathai Biography Cloudy with a Chance of Meatball Is Complaint letter	Cinnamon Character description Narrative
MATHS	Number – Place Value Number – Addition and Subtraction	Number – Addition and Subtraction Number – Multiplication and Division	Number – Multiplication and Division Measurement – Length and Perimeter	Number – Fractions Measurement- Mass and Capacity	Number – Fractions Measurement – Money Measurement- Time	Geometry – Properties of Shape Statistics
SCIENCE	Rocks and Soils		Plants	Animals including humans	Light	Forces and Magnets
TOPIC	ANCIENT BRITAIN How did society develop from the Stone Age to the Iron Age?		THE ROMANS What was the impact of the Roman Empire on Britian?		OUR TOWN RUGBY Why is Rugby a good place to live?	
MUSIC	Warwickshire Sings! lessons	Warwickshire Sings! lessons Christmas Production	Warwickshire Sings! lessons	Warwickshire Sings! lessons	Warwickshire Sings! lessons	Warwickshire Sings! lessons
DT	Seasonal stockings		Making green houses		Moving monsters – objects that use air to make them move, pneumatic systems	
FRENCH	Bonjour!	En classe	Mon corps	Les animaux	La famille	Bon anniversaire
ART	Stone Age cave art – colour mixing		Foodscapes		Digital Landscapes	
PE	Tag Rugby Fundamentals	Ball Skills Yoga	Basketball Yoga	Gym Tri Golf	OAA Rounders	Athletics Tennis
RE/PSHE	PSHE: Protective Behaviours PSHE: Feelings and Emotions	Do people need to go to Church to show they are Christians? PSHE: Keeping and Staying Safe	PSHE: Being Responsible PSHE: Computer Safety	What is the most important part of the Nativity to Christians? PSHE: Keeping and staying healthy	PSHE: Our World PSHE: Hazard Safety	How can Brahman be everywhere and in everything? PSHE: Relationships
COMPUTING	Computing systems and networks	Creating media- animation	Creating media- desktop publishing	Programming A- sequencing and music	Programming B – events and actions	Data and Information- branching databases

How do you know what the children are learning?



- The school website
- Work and activities uploaded onto Seesaw
- Weekly updates on Seesaw
- Asking the children



Teaching and Learning Policy

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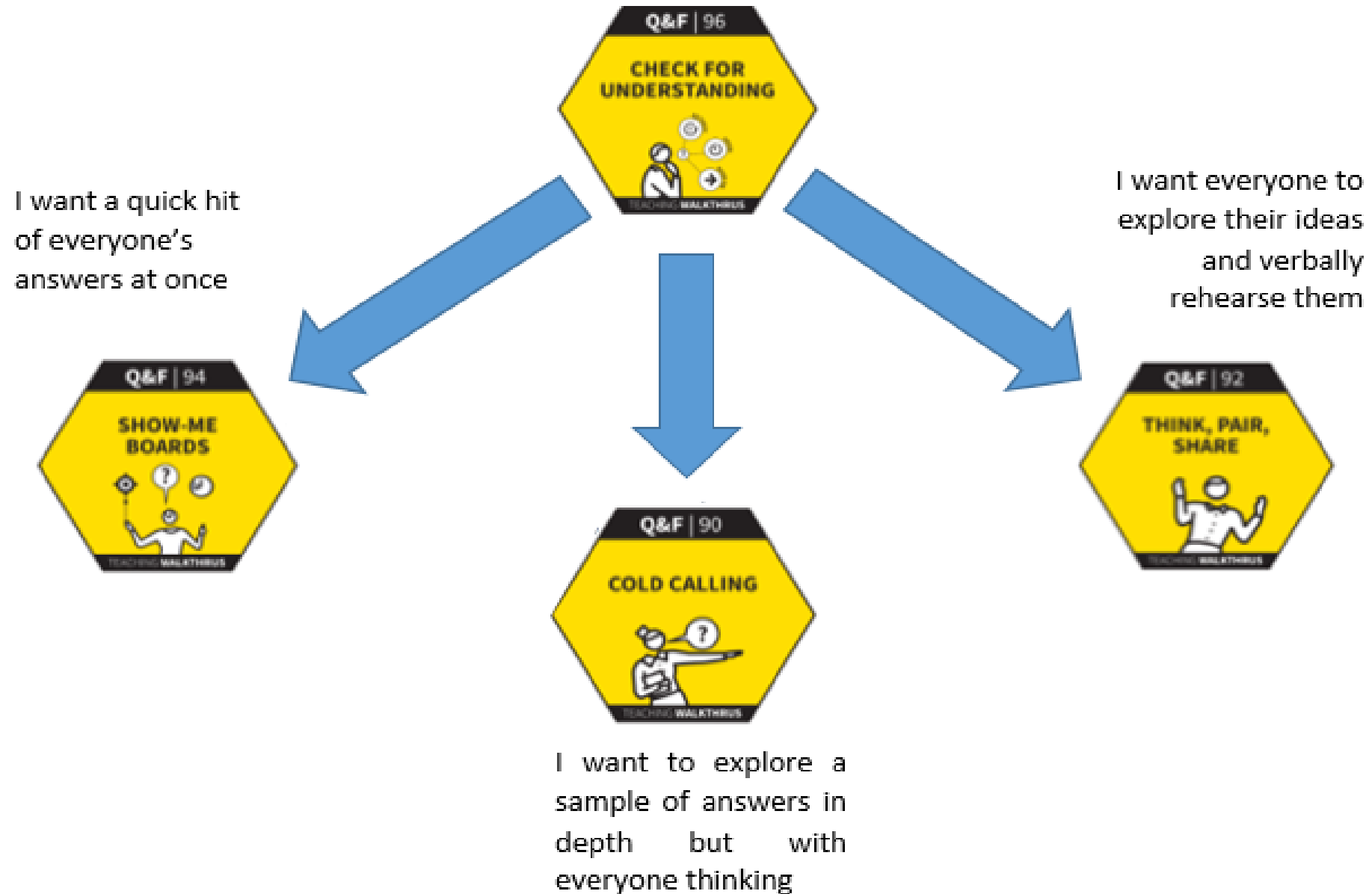


Modelling

I do, We do, You do Approach

- **Explicit Instruction (I do):** When modelling a process to children, teachers verbalise their own thought processes to solve a problem, answer a question or write a text
- **Shared models (We do):** By questioning a range of pupils in the class when modelling a very similar problem/task, teachers are able judge whether the children have followed the modelled strategy and are ready for independent practice
- **Independent Practice (You do):** By practising a similar problem/task independently, children can start to encode the new learning to long term memory

Questioning





Retrieval Practice

Teachers use retrieval activities to provide children with opportunities to strengthen the encoding of new learning to long term memory

Knowledge Organisers



How did society develop from the Stone Age to the Iron Age?

I ALREADY KNOW

About an event beyond my living memory.

What a timeline is.

MONUMENTS

STONEHENGE

Stonehenge is a prehistoric monument in Southern England which is made up of roughly 100 huge upright stones in a circular layout. It is believed to have been a burial ground but historians are not sure what other uses it had or even how they managed to build such a huge monument without modern technology or even the wheel!



Skara Brea is found on the Orkney Islands off the north of Scotland and is one of Britain's prehistoric villages. Archaeologists estimate it was built and occupied between 3000BCE and 2500BCE, during what's called the 'Neolithic era' or 'New Stone Age'.



KEY VOCABULARY

Stone Age

The Stone Age was a time in history when early humans used tools and weapons made out of stone.

Bronze Age

The Bronze Age is the time period when bronze replaced stone as the preferred materials for making tools and weapons.

Iron Age

The Iron Age is the time period when iron became the preferred choice of metal for making tools.

Forage

To look widely for nourishment or other provisions.

Thatched

A thatched house or a house with a thatched roof has a roof made of straw or reeds.

Pre-historic

Prehistoric means the time before recorded history.

Community

A group of people living in the same place or having a particular characteristic in common.

Civilisation

The society, culture, and way of life of a particular area.

Society

The members of a community or group considered together.

Tribe

A social group comprising numerous families, clans or generations together with slaves.

KEY INVENTIONS

STONE AGE

- Farming
- Building houses – caves/teepees
- Creating fire
- Trading
- Stone Tools
- Cave Paintings

BRONZE AGE

- Using stronger metal materials
- Beakers
- Farming tools
- Potter's wheel
- Textiles
- Round Houses

IRON AGE

- Iron farming tools
- Rotatory quern
- Hill forts
- Thatched houses

ASK ME

How did the homes of Ancient people change over time?

Why did Ancient people settle?

What were the key changes in the Bronze/ Iron Age?

TIMELINE – these dates are approximate as it was so long ago

STONE AGE	BRONZE AGE	IRON AGE
??? –3,000 BC	3,000 BC – 1,200 BC	1200 BC – 43 AD



Everyone Thinking

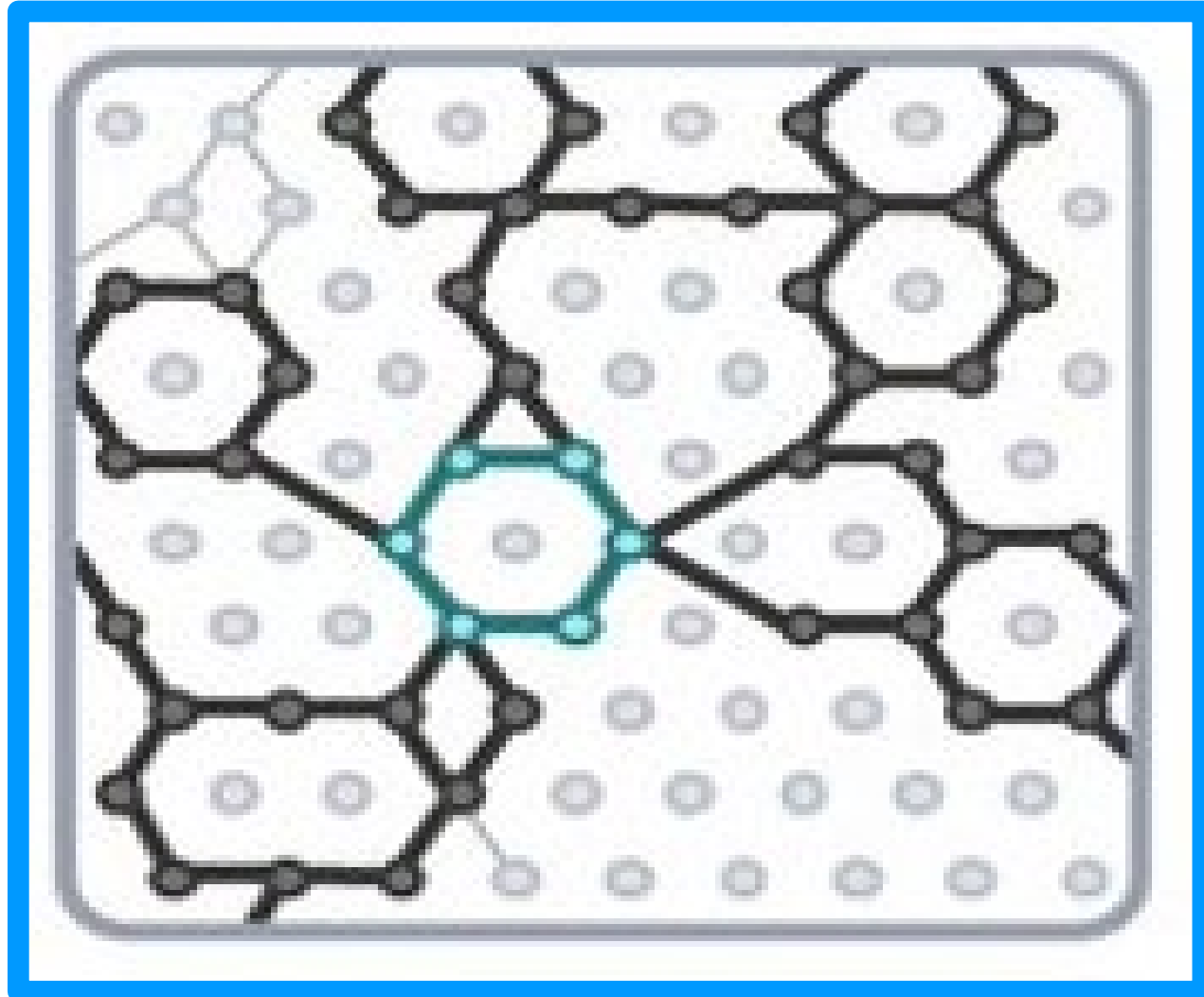


Questioning strategies are used to ensure all children are thinking, for example:

- Show me boards
- Think, pair, share
- Cold Calling



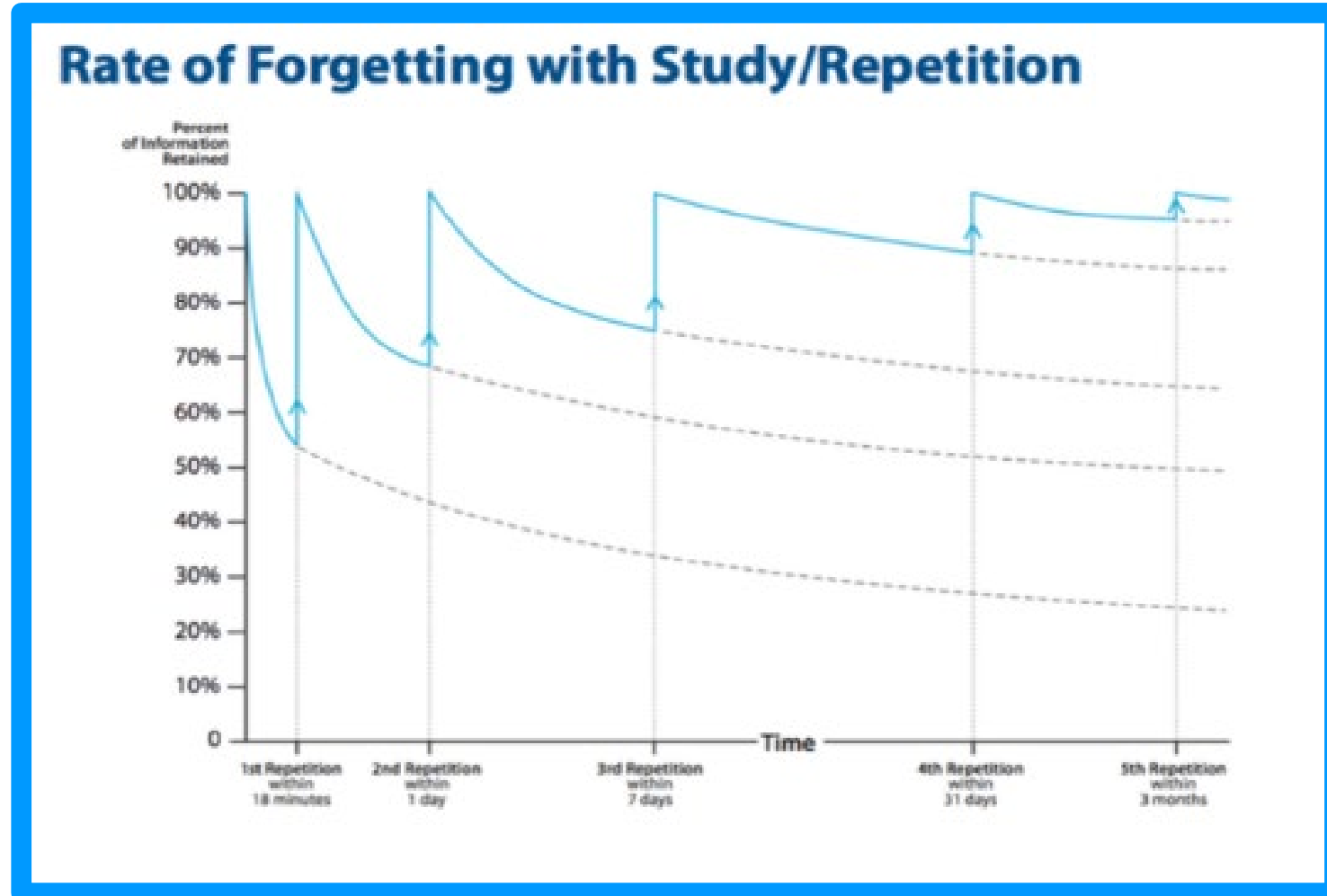
Links to prior learning



Retrieval questioning focuses on pre-requisite knowledge and skills and explicit links to new learning are made to support long term memory.



Daily, weekly, monthly...





Homework

1. Maths

Maths Homework will be in the form of Time Tables Rock Stars games so that children can become fluent in times tables facts

2. Spelling

Spelling Homework will be in the form of Spelling Shed games

3. Reading

Reading homework will be in the form of independent reading or reading to an adult at home. **At least 4 times a week.**

Additional resources

