

# RUNNYMEDE COLLEGE

British International School • Madrid



Founded 1967

## Year 3 Curriculum

A Guide for Parents 2009 — 2010

*Dear Parents,*

*The following pages outline the curriculum that your child is studying this year. This should enable you to have a clearer idea and understanding about what is taught in the Junior School. It should also enable you to help in the learning process.*

*The areas encompass the requirements of the National Curriculum and in some cases an explanation of the attainment targets has been included. There may be some adjustments in the subject area content as all areas are constantly under review, and they will be adapted to the needs of the children. This guide will be re-examined and revised as necessary during the year.*

*Should you require any further information about the curriculum or about the school in general, please do not hesitate to get in touch.*

*Yours sincerely,*

A handwritten signature in cursive script that reads "Christopher Say". The signature is written in dark ink and is positioned above a horizontal line.

*Christopher Say  
Head of Junior School*

# General Information

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Key Stage 2 begins in Year 3 when a child is 7 and lasts until Year 6 when a child reaches the age of 11. During this time it is our goal to provide a learning environment in which children develop an understanding, appreciation and enjoyment of the world they live in. We wish to give them a thirst for learning in a happy, safe environment and to help them grow as independent and confident people.

Through the curriculum subjects we aim to help the children develop lively, enquiring minds enabling them to apply themselves to mental, physical and artistic tasks. We strive for high academic standards.

In Runnymede the teaching of Literacy and Numeracy are seen as central areas of our curriculum. In English we encourage our children to express themselves and their opinions, to share their ideas and thoughts and we make each child aware that his contribution is valued. The children have the opportunity to read a rich variety of literature and we believe that through books we can develop their skills in reading, writing, talking and listening apart from giving them a chance to explore their own imaginations.

Our teaching of Mathematics is based on the National Numeracy Strategy where the emphasis is placed on developing skills in number and particularly mental Mathematics. We use practical activities and 'real life' problems to engage their interest and enthusiasm.

During the key stage we aim to provide the children with continuity and progression from one year group to the next. With this in mind, we have developed a set of guidelines for each area of the curriculum which are under constant review and details of which are included in this booklet. The children are continuously observed and assessed and records are kept of each child's progress. These are passed on to the following class teacher to ensure continuity and progression.

We aim to achieve a balance between class teaching, group activities and individual teaching. In Years 3 and 4 a full time support teacher enables Mathematics to be taught in smaller groups and ensure that all children can share and discuss books at their level in reduced groups at least once a week. The days are planned to maximise opportunities for development throughout the time spent at school.

We place great importance on providing a stimulating, interesting environment that is conducive to learning using displays of children's work to reinforce the 'message' that everyone is valued.

## Social and Emotional Development

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As we pointed out earlier, we hope that our children will develop confidence, positive motivation and security.

We also hope that they will develop social skills of consideration for others, working as a group, learning to take

turns and to share. Discipline is approached in a positive way and we respect the children first, just as we hope to earn their respect. Rules are simple and adhered to by all, including the teachers. A set of 'Golden Rules' are used as the main focus to encourage positive behaviour in school. Correct behaviour is rewarded each week by a 'Golden Time' session. On the other hand, inappropriate behaviour results in time being lost by a child.

We hope that the children will feel that they are part of a community in which they have a role to play. We expect them to be tidy in class and to help the teachers. In this way the children develop attitudes of responsibility from the beginning.

We have high (but not unrealistic) expectations of the children and we find they live up to them. Each child is seen as an important individual and labels based on stereotypes of race, gender or social class have no place in our school. Each child has talent, potential and special qualities; we seek to foster these, thus enabling each child to grow in positive self-esteem and realise his or her potential.

## Assessment and Testing

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In Year 3 children are given termly summative tests to assess their progress during that period and in Term 3 they take the non-statutory Q.C.A. tests in English and Mathematics. The children work under test conditions under the supervision of their class teacher who adheres to strict guidelines to ensure that the children's levels can be determined accurately.

The levels that a child achieves may be discussed with parents in the final Parent/Teacher Meeting of the year. At the end of Year 3 an average child should be achieving between levels 2 and 3. The nature of these levels is fully explained to the parents at an expectations meeting in September so that they are fully aware of the system.

Runnymede is under no obligation to administer these tests. However, we do base our curriculum on the National Curriculum and believe that the children's progress should be monitored objectively and effectively in order to report to parents. This also ensures a smooth transition back to schools in Britain where families intend to return to Britain.

Other summative tests include the Suffolk Reading Test which is administered at the end of Terms 1 and 3 and the Raven non-verbal intelligence test which is administered in Term 3.

Apart from formal summative tests, the children are constantly being monitored, observed and given tasks to ensure that appropriate steps are taken to ensure progress.

# ENGLISH

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## Literacy Hour

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In line with current practice in England and Wales, English at Runnymede is taught according to the Primary Framework for literacy. The renewed Framework forms a significant development that builds on the learning that has taken place since the original Framework for teaching literacy was introduced in 1998 and 1999.

Through daily lessons, children discuss a wide variety of texts, identifying similarities and differences between them. Under the guidance of the teacher, they move on to identifying those qualities which mark them as examples of good writing. The final stage is the pupils' own writing where they are encouraged to use the techniques they have identified in their discussions.

Within the strategy less time is devoted to 1 to 1 reading with the teacher. Instead, the teacher works with a group in a session of guided reading where texts are read and discussed and predicted within ability groups.

Similarly, writing skills are developed through guided writing sessions with the teacher.

Additional time outside the Literacy Hour will be given to extended writing and to exercises practising areas taught within the hour.

The English Curriculum contains the following aspects and pupils are assessed on their progress through them.

## Speaking and Listening

Children will continue to develop communication skills with both their peer group and teachers, as they did in Year 2. They will also be given the opportunity to retell, in a connected narrative, real or imagined events. Children will be given the opportunity to express their own opinions and listen to the opinions of others. Children will be given the opportunity to work in groups, to enable them to give and carry out instructions. Children will be given opportunities to participate in improvised drama and role play activities.

## Reading

Children should now be reading a range of material with increasing independence, confidence, fluency, accuracy and understanding. They should be able to listen to and respond to stories and poems and begin to express opinions about what has been read. They should now be able to tackle unfamiliar texts chosen by themselves. Children should be able to develop an empathy with some of the characters in the stories they read.

## Writing

Children should by now be able to write more complicated, complex stories, using a range of sentence connectives such as "and", "but", "when" and "after". They should be aware

of correct "time" sequences, tenses and be able to structure a story to include an opening, characters and one or more events. The children will be given practice in non-chronological writing, such as descriptions of people, places and things. They will begin to use commas and speech marks in their writing.

## Spelling

Children will work through the Nelson Spelling Scheme which is a differentiated course for structured spelling. A range of strategies and techniques are employed, including puzzles and word games.

Children will be taught in groups according to their spelling ability. They will be given spelling words to learn at home for tests. These will be based on phonic work; words arising from topic work; and commonly used, irregularly spelt words.

Children will work through the stages outlined below using the Nelson Spelling Scheme, although we do not necessarily expect all children to have reached the final stage by Year 6. Most Year 3 children will be working at Stage 3. This corresponds to Nelson Book 1.

## Handwriting

Children will work through the stages according to the Nelson Handwriting Scheme. The scheme provides structured units linked to spelling and grammar points. Most Year 3 children will be beginning to produce a more fluent cursive style in independent work. This corresponds to Nelson Book 1.

## Resources

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A variety of schemes are available to be used throughout the school; the main ones being:

Essential Texts - Heinemann, Launch into Literacy - OUP, Handwriting and Spelling - Nelson, Junior English - Ginn

## Homework

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Year 3 children are given spelling lists to learn every week and will also take home other English tasks from time to time. English homework should last about half an hour a week on average. In addition, Year 3 children are expected to read and discuss their books for about 15 minutes at least three or four times a week. There is a meeting in September where expectations and homework routines are discussed in more detail.

# MATHEMATICS

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In Year 3 children will be given the opportunity, through teacher led group and class discussions and activities, to use and apply maths in practical tasks, real life problems, and within maths itself. They will be encouraged to make

decisions when selecting and using appropriate maths equipment and materials to solve problems and to explain their thinking. This will require the use of appropriate skills of communication, reasoning and mathematical language. Children will be given every opportunity to see maths as an enjoyable, rewarding and creative subject.

Children will become more flexible in their approach to solving a problem. They will use, with growing confidence, mathematical symbols and diagrams. Children should be able to discuss their working and organise their work clearly.

## The Primary Framework for Mathematics

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In line with the National Curriculum, Mathematics at Runnymede is taught according to the Primary Framework for Mathematics. This strategy consists of lessons structured into three parts: oral work and mental calculation, the main teaching activity and a plenary.

The oral work and mental calculation last about 5 to 10 minutes. The whole class work together to rehearse, sharpen and develop mental and oral skills.

The main teaching activity lasts about 30 to 40 minutes. The children have direct teaching input and are involved in a range of pupil activities. They may work as a whole class, in groups, in pairs or as individuals.

The plenary lasts about 10 to 15 minutes. Here the teacher works with the whole class to sort out misconceptions and identify progress, to summarise key facts and discuss the next steps.

Within the daily mathematics lesson pupils will be covering the following work and will be assessed on their progress.

## Syllabus Outline

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### 1. Numbers and the Number System

Children will count, order and understand the place value of all digits up to 1000.

They will count on or back in 10s or 100s, starting from any 2 or 3 digit number.

They will learn to read and write whole numbers in figures and words, know what each digit represents and be able to round to the nearest 10 and 100.

They will recognise fractions of shapes and numbers such as halves, quarters, fifths, tenths.

### 2. Calculations

They will learn rapid recall of addition and subtraction facts for each number up to 20.

They will be able to count in steps of 5, 10 and 100 up to 1000.

The children will use their knowledge of the four rules and place value to do mental calculations more efficiently.

They will use multiplication and division and recognise that division is the inverse of multiplication.

They will learn rapid recall of multiplication facts for the 2, 5 and 10 times tables and begin to know the 3 and 4 times tables.

Children will be encouraged to check their results by using the inverse of a calculation and by doubling and halving.

### 3. Solving Problems

They will learn to choose appropriate operations to solve mathematical problems and explain methods and reasoning. They will begin to recognise all coins and notes and understand and use pounds and pence notation.

### 4. Handling Data

They will organise and interpret numerical data in simple lists, tables and graphs.

### 5. Measure, Shape and Space

The children will develop an understanding of length, mass and capacity and understand and use standard units (Km, m, cm, kg, g, l, ml) as well as being able to estimate.

They will tell the time to 5 minute intervals on an analogue and digital 12 hour clock and use and apply appropriate units of time (second, minute, hour, day, week, month, year).

The children will learn to classify and describe 2D and 3D shapes.

They will learn to identify lines of symmetry and identify right angles.

They will learn to recognise and use compass directions (N, S, E, W).

## General Information

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The core scheme of work is the Abacus. This is supplemented and revised with the selective use of teacher materials, Nelson Mathematics and other schemes of work.

### Maths Groups

Year 3 are grouped into three sets to provide the appropriate level of maths teaching for the children. The groups are taught by the class teachers and the Key Stage 2 Support Teacher for Years 3 and 4. The groups are flexible and changes may take place on a half-termly or termly basis.

### Homework

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Homework will be set regularly to reinforce class activities.

Children are expected to practise quick recall of number facts at home such as learning the multiplication tables.

# SCIENCE

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Science has an important place in the curriculum. The National Curriculum for Science is divided into the following sections:

## Sc 1 Scientific Enquiry

Scientific skills will be taught and developed throughout Years 1 to 6. As Science is a practical study, its skills are, wherever possible, developed in investigations of a practical nature. Children will be observing, predicting, measuring, hypothesising and will be applying these skills to real life situations.

The elements of Sc. 1. are developed through the teaching of the following Science sections, which form the 'knowledge and understanding' content of the National Curriculum:- Sc. 2. Life Processes and Living Things, Sc. 3. Materials and Their Properties, Sc. 4. Physical Processes.

The teaching of Science in Years 1 to 6 is based on a carefully structured programme of work which ensures thorough coverage of the National Curriculum for Science.

The scheme of work is based on the Science QCA documents and is supported using the best elements of published science material such as 'Ginn Star Science' and the 'Bedfordshire Science Team Scheme of Work'. It is also supported by teachers' own ideas and resources.

Within Key Stage 2 the work is covered through a series of science topics which have varying degrees of duration, depending on the depth of the content within each topic. The scheme of work is structured in such a way that each scientific concept is covered at least twice within the Key Stage, thus enabling the children to consolidate their knowledge and understanding. Within each Year Group the children will cover elements from each of the 3 main areas of 'Knowledge and Understanding'.

## Syllabus Outline

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### Light and Shadows

This topic introduces the relationship between light, an object and the formation of shadows. Children observe the apparent movement of the Sun and associated changes in shadow

### Magnets and Springs

This unit gives children experience of forces, including attraction and repulsion between magnets, compression and stretching of springs and stretching of elastic bands. They learn that these forces have direction and can vary in size. They also learn which materials are attracted to magnets. Experimental and investigative work focuses on:

- making simple predictions
- planning what evidence to collect
- interpreting evidence and using it to draw conclusions

Work in this unit also offers many opportunities to relate science to everyday things eg magnets for toys and household appliances, and to discuss sorting materials for recycling.

## Materials, Rocks and Soils

Through this unit children should extend their knowledge of the range of materials we use and of the properties that characterise them. This knowledge should help them recognise what needs to be considered when a material is chosen for a particular use. Following an introduction to materials the children will go on to recognise that underneath all surfaces is rock which they may not be able to see, that rocks get broken down into pebbles and soils which we can often see, and that there are different sorts of rock with different characteristics. Pebbles and soils from different rocks consequently have different characteristics. Experimental and investigative work focuses on:

- considering whether a test is fair
- measuring volumes of liquids using appropriate apparatus
- making comparisons
- drawing and suggesting explanations for conclusions.

Work in this unit also offers opportunities for children to use their understanding of science to explain observations about rocks and soils, for children to collect evidence to test ideas, and to recognise hazards and risks.

## Helping Plants Grow Well

Children will reinforce their knowledge about what plants need to grow well and why it is important that they do.

## Teeth and Eating

Children will reinforce and develop their knowledge of personal health and how this relates to diet. They will learn about how teeth are related to diet and the importance of dental care.

## Resources

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A combination of teachers' resources and published material.

# DESIGN AND TECHNOLOGY

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Design and Technology is about making things for specific purposes. In this area of the curriculum children are encouraged to investigate needs and to develop or modify products, environments, or systems for doing something.

Design and Technology is a practical activity in which making decisions about what to make and why are as important as producing an end product. Children discuss ideas, plan and most importantly, test out their ideas and make adjustments as a result of their evaluation.

Many aspects of Design and Technology have always been a part of the curriculum in the Primary School. However, the National Curriculum has made us more aware of the processes involved when the children take part in this type of activity, and it has stressed the importance of identifying and linking these aspects.

Through Design and Technology activities, children are encouraged to:

- (a) consider the needs of themselves and others;
- (b) organise and plan their ideas;
- (c) use drawings, plans and models to develop their ideas;
- (d) select materials and allocate resources effectively;
- (e) avoid wastage of materials;
- (f) use equipment safely and correctly;
- (g) evaluate their ideas constructively;
- (h) become aware of other people's reactions to things they make;
- (i) recognise that people like certain things but not others;
- (j) describe their way of working to other people.

Design and Technology opportunities arise from every area of the curriculum. Time spent on Design and Technology may vary from week to week, as some class projects lend themselves more easily to design technology activities than others. Design and Technology classes are linked to class project work and are also carried out as a separate activity independent of the class project. However, over the course of the year, children will have experienced a range of tasks that involve a balance of the four main Design and Technology areas (identifying needs, generating designs, planning and making, and evaluations).

## I.C.T.

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In Key Stage 2 children use a wider range of ICT tools and information sources to support their work in other curriculum areas. They also continue to develop specific skills, including research. We encourage children to develop a positive approach to all aspects of ICT in both recreational and work situations.

### Syllabus Outline

Children will be given experience in a range of ICT activities across the 4 ICT National Curriculum strands:

#### Finding things out

Pupils are taught to talk about the information they need and how they can find and use it. They also have opportunities to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy.

Pupils are taught to interpret information and check it is relevant and reasonable.

### Developing ideas & making things happen

Pupils are taught to develop and refine ideas by bringing things together, organising text, tables, images and sounds. They learn to work with sequences of instructions and to use simulations and explore models.

### Exchanging and sharing information

Pupils are taught how to share and exchange information in a variety of forms including e-mail and to be sensitive to the needs of the audience.

### Reviewing, modifying & evaluating work as it progresses

Pupils are taught to review what they and others have done to help them develop new ideas. They must also describe and talk about the effectiveness of their work with ICT and how they could improve future work.

### Curriculum Organisation

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ICT is taught in a cross-curricular way supporting teaching and learning in other curriculum areas.

Learning activities are taught in a variety of ways that include:

- Direct teaching to introduce a specific program or skill - either whole class or group.
- Practical experience to gain knowledge of a range of software and hardware.
- Whole class, group, paired or individual teaching as necessary in which children can learn to share, co-operate and support each other.
- Activities that allow for different levels of achievement by pupils and promote extension as necessary.

### Resources

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Each class is provided with:

- 1 computer network linked to 2 printers (one in the junior school and one in the computer room) with a basic suite of core software installed.
- Internet access.
- Children in Key Stage 2 have access to the computer suite at least once a week.

## HISTORY

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In Key Stage 2 (Years 3 to 6) children will be taught about important historical events and developments from Roman to modern times. They will be helped to develop a sense of chronology and learn about changes in everyday life over long periods of time. They will also be taught about ancient civilisations and have opportunities to study local history.

There are 3 attainment targets which chart the children's progress in the acquisition of historical skills, knowledge and understanding and their ability to organise and communicate information:

### Knowledge and Understanding of History

Children will develop their ability to analyse historical information. They will study different kinds of historical change (buildings and transport, for example) and make connections between events and situations in different periods of history. They will also study the causes and consequences of past events and investigate the different features of a past society. In the course of this work they will develop a vocabulary to describe the past (ancient, medieval, B.C., A.D., century, etc.).

### Interpretation of History

Pupils will have opportunities to develop an awareness of different ways of representing past events (for example in pictures, songs, pageants, models, poems and stories). They will find out why versions of the past differ. Children should become aware that versions of the same events and accounts of life in the past can vary according to the way they are represented.

### The Use of Historical Sources

Children will have opportunities to find out about the past from different sources. They will develop their ability to make deductions and put together information from different historical sources.

Children will be helped to investigate historical topics on their own. They will have opportunities to organise and communicate historical material in a variety of ways. This involves choosing sources, collecting and recording information, selecting and organising historical material and its final presentation, orally, visually or in writing.

Although our resource material comes from Britain we are nevertheless conscious of the fact that we are in Spain and the choice of study units reflects this whenever possible.

The local environment is also of the utmost importance in the study of History and we make full use of museums, artefacts and archaeological remains in and around Madrid.

From Year 3 to Year 6 children will cover seven History Study Units. 2 of the units will be tackled by each of the Year groups 4, 5 and 6, and 1 by Year 3. The Unit entitled Domestic Life, Families and Childhood will be covered every year when pupils will focus on family life in the period they are studying.

## Syllabus Outline

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### The Invaders

The Romans.

- Conquest and settlement of Britain.
- Resistance to Roman rule.
- The Roman Empire.
- Departure of the Romans from Britain.

The Anglo Saxons.

The Vikings.

- Raids and settlements.
- The wider Viking world.

### Domestic Life, Families and Childhood

This will involve the study of Roman, Anglo Saxon and Viking family life.

### Resources

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Longman 'Sense of History'; 'Ginn History'; other resource material from various publishers.

# GEOGRAPHY

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Geography is by definition a huge field of study encompassing a scientific study of the world's surface, its physical features, political divisions, climate, products, and of course, its people. Each of these aspects is unavoidably related to all the rest, and in order for children to acquire an effective understanding of their world, they need to develop basic concepts and skills that can be used to acquire knowledge. For this reason, Geography in the primary school is based upon skills that are developed through studying a wide variety of places and themes.

Throughout Years 3—6, Geography is taught through specific geographical themes and cross-curricular topics. Emphasis is placed on enquiry, pupils being expected to carry out their own research to find and select relevant information. All areas of study fall within the guidelines of the English National Curriculum. To ensure that a balance has been achieved, a series of themes that develop progressively through the school has been planned, these being based on the Ginn Primary Geography Scheme and the National Curriculum (2000 edition).

### The Areas of Study

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The areas of study to be covered in Key Stage 2 are drawn from the National Curriculum Attainment targets. These are:

### Geographical Skills

Maps and Mapping. Use of photographs. Careful observation and recording. Research. Use of the media. Use of instruments and information technology.

### Places and Themes

The local area. Contrasting localities. Localities in the U.K. and Europe. Aspects of the developing world.

### Physical Geography

Landscape and features. Rivers and river systems. Weather and weather patterns. Soil. Natural Hazards.

## Human Geography

Population studies. Communications and transport. Homes. Settlements. Variations in land use.

## Environmental Geography

Natural resources. Manufactured goods. Conservation and pollution.

Elements of these five areas of study will be considered throughout the Junior School within the topic areas that have been planned.

## Topics

In Year 3 children will study the following areas:

- A) Our School and the school's locality.
- B) Weather— Around the school and around the world. Climates around the world.

During the year it is hoped that the children will develop an understanding of their own environment and a caring approach towards it. They will consider their own personal needs and also, by contrast, the needs and lifestyles of people in less developed nations, leading to a more global appreciation.

Work will be recorded in a variety of ways, including written and pictorial methods, graphs, tables and maps. Where possible the use of Information Technology will be encouraged.

Assessment of the children's work is an on-going process and is carried out continuously as the skills are developed.

## Resources

A diverse selection of materials is used, for example "Weather" pupil books from the Ginn Geography Series.

# P.S.H.E. AND CITIZENSHIP

In Key Stage 2, children are taught the P.S.H.E. (Personal, social and health education) and Citizenship Curriculum through the use of circle time, class discussions and through related work in other curriculum areas. Assemblies also play an important role in the delivery of PSHE.

Through PSHE and Citizenship children learn to:

- Develop confidence and responsibility and make the most of their abilities.
- Prepare to play an active role as citizens.
- Develop a healthy, safe lifestyle.
- Develop good relationships and respect the differences between people.

Our work in PSHE and Citizenship focuses on 3 main themes:

1. Rules, discipline and morals – keeping safe.
2. Friendship.
3. The school and the environment.

These themes form the basis of all work, both in the classroom and through assemblies.

## Resources for Key Stage 2

Teaching resources are taken from:

Citizenship. A scheme of work for key stages 1 and 2 (QCA).

Health for life Ages 8-11 (Nelson).

Citizenship and Personal, Social and Health Education (Folens).

Developing Circle Time (Lame Duck Publishing).

Quality Circle Time in the Primary Classroom (LDA).

Photocopiable Materials for use with the Jenny Mosley Circle Time Model (LDA).

Quality Circle Time in action video (LDA).

Getting Started with Circle Time (Kent Advisory Service).

# SPANISH

There are three groups in Year 3: two for First Language Spanish and one for Foreign Language Spanish.

## Homework

1 per week (30 minutes) and 40 minutes reading at weekend.

## Foreign Language Spanish

### Assessment

Pupils are assessed in the following areas:

Oral expression.

Understanding of the spoken language.

Reading.

Writing.

Construct short meaningful paragraphs & express their thoughts more fluently in spoken Spanish.

### Objectives

Developing auditory and visual comprehension.

Greetings.

Expressing friendship.

Names, addresses and telephone numbers. Emergency calls.  
Giving and interpreting directions.  
Animals and their habitats.  
Moral and physical qualities.  
Age. Physical sensations.  
Animals and foods they eat.  
Time.  
Nationality. Location and position.  
Opposites-near and far/ characteristics.  
Describing objects and animals.  
The seasons/ months.  
Noun-adjective agreement.  
Family relationships.  
Professions and workplaces.  
Expressing what one wants to do/ does not want to do.  
Asking permission.  
What one needs in order to do something.  
Weather.  
Likes and dislikes.  
Express an opinion. Daily obligations.  
Cause and effect.  
Comparative and superlative.  
Function of different parts of the body.  
Physical and emotional states.  
Foods.  
Saying what places one is going to visit in the future.

## Resources

¡Bravo, Bravo! Animales Books 1,2 3. Vamos al Circo (Difusión).

Cassettes. Picture cards. Line masters. Posters. Big Books.

Stories for listening comprehension.

## Lengua y Cultura Españolas

### Escuchar, Hablar y Conversar:

La comunicación verbal y no verbal.

Necesidad y situaciones en que se utiliza.

Formas que adopta según la situación y las intenciones comunicativas (diálogo, narraciones, explicaciones, etc.).

Elementos de la comunicación oral: lingüísticos (pronunciación, entonación, ritmo) y no lingüísticos (posturas, gestos, etc.).

Sonidos y pronunciación de grupos de sílabas (ca, co, cu, que, qui; za, zo, zu, ce, ci; ga, go, gu, gue, gui; br- y bl-).

### Leer y Escribir:

Grafías de grupos de sílabas (ca, co, cu, que, qui; za, zo, zu, ce, ci; ga, go, gu, gue, gui; br- y bl-)

El texto escrito como fuente de información, de aprendizaje y de diversión.

Contextos comunicativos habituales en que es necesaria la lengua escrita.

Resumen de información en fichas. El resumen de textos narrativos: comienzo, nudo, desenlace

Diversidad de textos escritos de uso práctico en el contexto social, escolar y familiar:

La descripción de personas, animales y lugares.

Las notas escritas.

Los carteles informativos.

Los folletos de instrucciones

La noticia.

Los titulares.

La lista.

Los carteles comerciales.

Los anuncios.

Las cartas.

La Postal.

Elementos lingüísticos y no lingüísticos (fotografías y dibujos) de la comunicación escrita.

### Educación Literaria:

Textos en prosa y en verso. La rima.

Expresiones populares.

Las partes del cuento: cuándo ocurre, los personajes, el lugar.

Diversidad de textos escritos literarios infantiles (cuentos, fábulas, adivinanzas, poemas, etc.)

### Conocimiento de la Lengua

. La letra, la sílaba, la palabra. El alfabeto.

. El campo semántico.

. El enunciado. Los artículos determinados.

. El nombre común. Nombres individuales y colectivos. Los nombres de pareja y sus crías. Los nombres propios. La mayúscula.

. El género de los nombres. La concordancia.

. Los adjetivos. Los diminutivos. Los aumentativos.

. El verbo. El tiempo presente. El tiempo pasado. El tiempo futuro. Concordancia entre sujeto y verbo.

. El prefijo des- para expresar acciones contrarias. El prefijo in- para formar contrarios. Los sufijos.

. La sílaba. El guión. La diéresis en güi, güe. Palabras con ge, gi, je, ji.

. El número de las palabras. Las familias de palabras.

. Palabras derivadas. Las palabras compuestas. Las palabras polisémicas.

. Las palabras homófonas. Palabras sinónimas. Palabras con significados opuestos: los antónimos.

. Las onomatopeyas.

. La oración. Concordancia de sujeto y predicado.

. Los signos de interrogación y exclamación.

. Ortografía de la m antes de p y de b. Ortografía de las palabras con -rr- y -r-. Ortografía de la r detrás de n, l, s.

. Normas de uso de las mayúsculas al comienzo de oración y después de punto.

. Normas de los signos de interrogación.

. Lenguaje gráfico: los signos. Las señales de tráfico.

. El lenguaje de las banderas.

## Recursos

Lengua 2º de Primaria. Proyecto Trampolín, Editorial S.M.

¡Ya leemos! Juan sin miedo. Editorial Teide.

¡Ya leemos! El rey pico de loro. Editorial Teide.

Ése no es mi zoo. Editorial Bruño.

Los dientes del león. Editorial Bruño.

Revistas Leo Leo. Editorial Bayard.

## ART

Art plays an integral part in the curriculum throughout the Junior School, and it is incorporated into all areas as a vehicle for learning which can enrich and lend interest. However, in most cases the aim of many activities is not just the finished product for display purposes, important though this is, but mainly to impart essential skills and concepts.

A variety of tasks will be set to help children develop the following skills:

1. Manipulation and hand control.
2. Observation.
3. Memory.
4. Creativity and imagination.
5. Spacial awareness (shape, form and composition).
6. The ability to work individually and in groups.
7. Colouring, painting within a given area.
8. Colour awareness and shading.
9. Work using texture, pattern and line.
10. Introduction to and development of work on scale drawing and proportion.

These skills are practised in every year at a different and more advanced level, and teachers will ensure a balance of skills that can be achieved through activities such as:

Drawing.

Painting.

Modelling.

Collage and the use of materials.

Printing.

Working with clay.

Children will also be introduced to famous works of art and well known artists, thus laying the foundations for later Art Appreciation.

At every level the children will be encouraged to work with care and take pride in the task in hand. Praise and encouragement by both teachers and parents plays an important part in fostering confidence and positive attitudes.

Pupils' understanding and enjoyment of music is developed through activities that include listening and appraising together with performing and inventing. Children are encouraged to respond to sounds and music through movement and dance and to sing and play instruments individually, in pairs, in groups and as a class.

## Musical Concepts

Children are taught to listen with concentration, exploring and internalising, i.e. hearing in their heads, and recognising the musical elements of:

- a) pitch - high/low;
- b) duration - long/short; pulse or beat; rhythm;
- c) dynamics - loud/quiet/silence;
- d) tempo - fast/slow;
- e) timbre - quality of sound, e.g. tinkling, rattling, smooth, ringing;
- f) texture - several sounds played or sung at the same time/one sound on its own.

## Repertoire

The repertoire chosen for performing and listening is chosen to extend pupils' musical experience and knowledge, and develop their appreciation of the richness of our diverse cultural heritage. It includes music in a variety of styles:

- a) from different times and cultures, e.g. from the European 'classical' tradition; folk and popular music; the countries and regions of the British Isles; cultures across the world;
- b) by well known composers and performers, past and present.

## Performing and Composing

Pupils are taught to:

- a. control sounds made by the voice and a range of tuned and untuned instruments:
  - i) sing songs, developing control of diction and musical elements, particularly phrasing, e.g. giving shape to a song by breathing at the end of a phrase;
  - ii) play pieces and accompaniments and perform musical patterns by ear and from notations, e.g. symbols which define musical elements, with increasing dexterity and control;
- b. Perform with others, and develop awareness of audience, venue and occasion:
  - i) sing songs, including songs and rounds in two parts, and play pieces which have several parts, developing the ability to listen to the other performers.
  - ii) rehearse and present their own projects/performances;
- c. Compose in response to a variety of stimuli, and explore a range of resources, e.g. voices, instruments, sounds from the environment:

# PHYSICAL EDUCATION

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- i) improvise rhythmic and melodic ideas, e.g. add a percussion part to a song;
  - ii) explore, create, select, combine and organise sounds in musical structures, e.g. using repeated sections or verse and chorus;
- d. Communicate musical ideas to others:

- i) use sounds and structures to achieve an intended effect, e.g. to create a particular atmosphere;
- ii) refine and record their compositions using notation(s), where appropriate;

## Listening and Appraising

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Pupils are taught to:

a. listen to, and develop understanding of, music from different times and places, applying knowledge to their own work:

- i) identify the sounds made by a variety of instruments individually and in combination, e.g. classroom instruments and families of instruments;
- ii) identify how musical elements and resources, e.g. voices, instruments, performers, can be used to communicate a mood or effect;
- iii) recognise ways in which music reflects the time and place in which it is created;

b. Respond to, and evaluate, live performances and recorded music, including their own and others' compositions and performances:

- i) compare music from contrasting musical traditions, and respond to differences in character and mood, e.g. through dance or other suitable forms of expression;
- ii) express ideas and opinions about music, developing a musical vocabulary and the ability to use musical knowledge to support views.

## Summary

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The pupils are able to perform longer pieces of music that are not only learned by rote. Their awareness and understanding of musical elements helps them to listen with concentration and aural perception. Their confidence with already familiar songs lends itself to adding new harmonies and creating new ideas for composing.

## Additional Information

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a. Complementary instrumental classes are available on a private basis within the school day. These include piano, violin, guitar, flute, saxophone, clarinet, drums and voice.

Children who wish to take the Associated Board Grade exams can both register and sit the exams in Runnymede, which is an official centre.

b. Every week there is a complete Junior School assembly at which the children either sing together or perform to each other.

c. Every year, each Year group will prepare a show with music to be performed to the whole Junior School and for parents.

Learning by doing and moving is crucial to the physical, intellectual, emotional and social education of young children. When they start school, some children show greater physical ability than others but all need frequent, regular opportunities to develop gross and fine motor skills through experience. They must “do” and “feel” while they satisfy their need to be active.

For young children, many actions regarded as simple or taken for granted by adults can represent a considerable challenge. Achieving sufficient control in gross and fine motor skills can bring children real delight and a sense of accomplishing something “really important”. They may be happy to repeat a new movement or skill over and over again. They may be eager to explore and suggest alternatives. Work with children of this age is planned to allow plenty of time for practice, repetition and experimenting. Help is given to make children think about their actions and become increasingly aware of what they are able to do.

As their concentration span is limited, children need variety when working on a specific skill. This also helps to broaden their range and scope of skills while providing different, interesting experiences. How a child deals with a proposed activity isn't “right” or “wrong”, it is just one of the possible solutions. Discovering by oneself and/or imitating classmates will help to stimulate and develop motor skills as well as body image.

Children are also taught to co-operate with others in order to stimulate a sense of team spirit during work on different skills, tasks, team competitions or simple routine class chores.

## Expectations in P.E. by the end of Year 4

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### Planning and performing

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Plan and perform simple skills with increased efficiency and sensitivity.

Skills are executed more efficiently such as: a ball hitting a target; a jump showing a shape in the air before a controlled landing; stroke development in swimming. Children show increased sensitivity in dance to a variety of stimuli.

### Linking actions

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Show increasing control in linking longer series of actions.

The number of actions in a sequence or dance motif increase. There is a developing control and understanding of speed. Actions have greater clarity, efficiency and the beginning

of fluency. In games, children work together to pass, avoid opposition and score.

### Improving performance

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Improve accuracy and consistency of their performance through practice.

Developments include an ability to work at an action or series of movements for longer in order to improve its success rate or its accuracy. Children understand the criteria they are using to improve their performance.

### Relationship

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Work alone and with a partner and increasingly in a small group.

Children suggest ways to work in a group or help a partner in activities, by sharing equipment and devising a game, or adapting their own movements to accommodate their partner.

### Making judgements

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Recognise what can be improved in their own and others' work.

Children recognise criteria which lead to improved performance. They know that a change in levels might improve a sequence or motif, and they observe and describe this in others' performance as well as their own.

### Health related exercise

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Sustain energetic activity in a range of physical activities and describe the changes that happen to their bodies during this exercise.

Children describe changes that happen to their bodies and begin to understand some of the simpler effects of exercise, such as the fact that their breathing rate increases because their body needs more oxygen.

# SPECIAL EDUCATIONAL NEEDS

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Nationally, about 20 per cent of children may have some form of Special Educational Needs (SEN) at some time during their school careers. Special Educational Needs may range from learning difficulties, such as dyslexia or mild behavioural problems, to those high achieving students who may be considered gifted and talented.

At Runnymede College we acknowledge that a small number of pupils will need additional support and guidance on account of their special educational needs. It is the

responsibility of the SEN department, therefore, to liaise with teachers and parents in order to identify, assess and address special educational needs when they arise.

The earlier an educational difficulty is identified and addressed the more probable it is that the specific difficulty will be overcome. It is for this reason that the child's passage through the Junior school is carefully monitored, starting from Nursery all the way through to Year 6. Therefore, a special emphasis is made on liaising with the Early Years and Infant teachers through classroom observation and ongoing assessment of children's progress with teachers.

### SEN Policy

The SEN Department has drawn up a policy which is the result of a general consensus on special educational needs at Runnymede and on the roles and responsibilities of management, staff, pupils and parents. It also clearly sets out the procedure to be followed once specific needs have been identified.

### Referral

When a teacher or parent shows concern about a particular child a process of referral is followed where the parent or teacher fills in a referral form explaining what the problem is and how it has been addressed up to the present time. According to the nature of the problem, the school psychologist will liaise with both teachers and parents in order to obtain as much information about the child as possible. Assessment of the child may also involve testing to identify specific learning difficulties. When necessary, the child may be referred to outside specialists for further testing and/or treatment.

### Individual Education Plans

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Once the specific difficulties have been identified the school psychologist will liaise with the classroom teacher in order to develop a common plan of action that will address the child's needs within the classroom context. This common plan of action is called an Individual Educational Plan (IEP). The IEP sets out the main areas of work which the teacher is going to carry out with the specific child. The teacher also specifies the targets s/he hopes to achieve by the end of each term. The child's progress is, therefore, reviewed at the end of each term and new targets and approaches are agreed upon. The child's parents are regularly informed of the progress made and are advised as to how they can best help their child at home.

### Screening

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Central to the work of the SEN department is the early identification of difficulties. The screening of children starting at the Foundation Stage is crucial for an effective intervention. Screening is carried out through observation, regular meetings with teachers or through formal assessment. A process of intervention and monitoring is activated once difficulties are identified and cases reviewed at the end of each term.

## Intervention

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Intervention may take place in a variety of ways:

1. Within the normal classroom context, following the basic school curriculum, with differentiated work appropriate for a child's particular needs which can be taught and monitored by the class teacher.
2. Within the normal classroom context children having similar needs may be placed in small groups which will receive individualised support on specific areas of the curriculum.
3. A child or a small group of children, who have similar needs, may be withdrawn from the classroom to work with the school psychologist or support staff. This work may take the place of some part of the curriculum. Every effort will be made for withdrawal to take place at a time which is not going to interfere with the teaching of any new concept in the classroom. The work will focus directly on the specific skill development necessary to enable the child to have greater access to the curriculum in the future.
4. For children who require a greater provision than the school can provide the SEN department will contact outside agencies for extra support.

The main objective, through this method of intervention, is to help the child overcome his/her difficulties and minimise, as far as possible, the interference which these may have on learning processes. Our purpose, therefore, is to ensure that early identification, assessment and intervention in the Junior School will enable a child to make a smooth transition into the Senior School in later years.