

Marine Academy Primary Year 3 Curriculum Map 2016-2017

Year 3	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<p>Time and Place, Earth and Space</p>  <p>We know that when we look up at our sky on a clear day we will see the Sun. We know the Sun gives us light to heat the Earth and help things grow but what does the Sun have to do with our time? It's time to find out!</p>	<p>Different Places, Similar Lives</p>  <p>People lead different lives. Even people in the same country, the same town or the same street can have different lifestyles. But they can have things in common, too – they can both like the same food or football team! We are going to find out about things that make us different and things that make us the same.</p>	<p>Fashion</p>  <p>From the clothes that we wear to the groups that we belong to, fashion is about how we want others to view us and think about us. It's also about our tastes – the things that we like and we don't like. By learning about fashion, we are learning about people and society, and the things that influence how we, as groups and individuals, present ourselves – to our friends, family and communities.</p>	<p>Young Entrepreneurs</p>  <p>A business is more than just a product or a service. Behind every item that we buy, every service that we use, there is a story. Running a business involves many skills – creativity, leadership, team work, communication, budgeting, planning, design, customer-awareness and so on. If we want to become the successful entrepreneurs of the future, then it is important that we understand the thought and hard work that goes into planning and setting up a business – and turning our ideas into a reality.</p>	<p>Land, Sea and Sky</p>  <p>Plants and animals can adapt to living almost anywhere on our Earth. Wherever we look on the land, in the sea and in the sky, we find living things that have evolved in unique ways just to live there.</p>	<p>Active Planet</p>  <p>The tectonic plates that form the Earth's crust are always moving. Even the smallest movement can cause huge earthquakes, volcanoes and tsunamis that devastate communities across wide areas. If we can understand what is happening underground we can learn to predict and protect ourselves in the future.</p>
English	<p>Fiction: Stories about Imaginary Worlds (3 weeks)</p> <p>Non-Fiction: Non-Chronological Reports (2 weeks)</p> <p>Poetry: Performance Poems (1 week)</p>	<p>Fiction: Stories from Other Cultures (3 weeks)</p> <p>Non-Fiction: Letters (2 weeks)</p> <p>Poetry: Traditional Poems (1 week)</p>	<p>Fiction: Plays and Dialogues (3 weeks)</p> <p>Non-Fiction: Instructions and Explanations (2 weeks)</p> <p>Poetry: Humorous Poems (1 week)</p>	<p>Fiction: Stories by the Same Author (3 weeks)</p> <p>Non-Fiction: Persuasive Writing (2 weeks)</p> <p>Poetry: Traditional Poems (1 week)</p>	<p>Fiction: Myths and Legends (3 weeks)</p> <p>Non-Fiction: Information Texts (2 weeks)</p> <p>Poetry: Shape Poems (1 week)</p>	<p>Fiction: Adventure Stories (3 weeks)</p> <p>Non-Fiction: Non-Chronological Reports (2 weeks)</p> <p>Poetry: Creating Images (1 week)</p>

<p style="text-align: center;">Maths</p>	<p>Unit 1: Numbers to 10 000 Counting Place value Comparing, order and pattern Order and pattern</p> <p>Unit 2: Addition of Numbers within 10 000 The meaning of sum Simple addition within 10000 Addition with regrouping in hundreds Addition with regrouping in ones, tens and hundreds</p> <p>Unit 3: Subtraction of Numbers within 10 000 The meaning of difference Simple subtraction within 10 000 Subtraction with regrouping in hundreds and thousands Subtraction with regrouping in ones, tens, hundreds and thousands Subtraction with numbers that have zeros</p> <p>Unit 4: Solving Word Problems 1: Addition and Subtraction Word problems</p>	<p>Unit 5: Multiplying by 6, 7, 8 and 9 Multiplying by 6: skip-counting Multiplying by 7: skip-counting Multiplying by 8: skip-counting Multiplying by 9 Short cut method for multiplying by 6, 7, 8 and 9 Division: finding the number of items in each group Division: making equal groups</p> <p>Unit 6: Multiplication Multiplication without regrouping Multiplication with regrouping in ones, tens and hundreds Multiplication with regrouping in ones, tens, hundreds and thousands</p> <p>Unit 7: Division Quotient and remainder Odd and even numbers Division without remainder and regrouping Division with regrouping in tens and ones Division with regrouping in hundreds, tens and ones</p>	<p>Unit 8: Solving Word Problems 2: Multiplication and Division Multiplication: one-step word problems Multiplication: two-step word problems Division: one-step word problems Division: two-step word problems</p> <p>Unit 9: Mental Calculations Mental addition Mental subtraction More mental addition Mental multiplication Mental division</p> <p>Unit 10: Money Addition Subtraction Word problems</p> <p>Unit 11: Length, Mass and Volume Metres and centimetres Kilometres and metres Kilograms and grams Litres and millilitres</p>	<p>Unit 12: Solving Word Problems: Length, Mass and Volume One-step word problems Two-step word problems</p> <p>Unit 13: Bar Graphs Making bar graphs with scales Reading and interpreting bar graphs</p> <p>Unit 14: Fractions Numerator and denominator Understanding equivalent fractions More equivalent fractions: short cut Comparing fractions Adding fractions Subtracting fractions</p>	<p>Unit 15: Time Telling the time Conversion of hours and minutes Addition Subtraction Duration in hours and minutes Word problems</p> <p>Unit 16: Angles Understanding angles Identifying angles Right angles</p> <p>Unit 17: Perpendicular and Parallel Lines Perpendicular lines Drawing perpendicular lines Parallel lines Drawing parallel lines</p>	<p>Unit 18: Area and Perimeter Area Square centimetres (cm²) Square metres (m²) Perimeter and area More perimeter Area of a rectangle</p> <p>Unit 1: Numbers to 10 000 Counting Place value Comparing, order and pattern Order and pattern</p>
<p style="text-align: center;">SMSC</p>	<p style="text-align: center;">We're All Stars</p> <ol style="list-style-type: none"> Devising a class charter Gifts and talents Exploring feelings Working cooperatively Happy playtimes Having opinions 	<p style="text-align: center;">Daring to be Different</p> <ol style="list-style-type: none"> Similarities and differences Feeling good about yourself Surprises Hopeful and disappointed Hiding or showing feelings Standing up for myself 	<p style="text-align: center;">Living Long, Living Strong</p> <ol style="list-style-type: none"> Differences: male and female Personal space Family differences Feeling happy Staying healthy Overcoming barriers to reaching goals 	<p style="text-align: center;">Joining in and Joining Up</p> <ol style="list-style-type: none"> Jobs at home and in school Representation – local council Voting and debating Having a say in the school community Voluntary, community and pressure groups Fund-raising 	<p style="text-align: center;">Dear Diary</p> <ol style="list-style-type: none"> Knowing where to go for help Taking responsibility Making wise choices Managing uncomfortable feelings - loss Dealing with worries Supporting each other 	<p style="text-align: center;">Be Friendly, Be Wise</p> <ol style="list-style-type: none"> The importance of friends Falling out with a friend Managing anger Anti-bullying What to do in an emergency E-safety
<p>Please see International Primary Curriculum (IPC) Topic Booklets for each Unit.</p>						

Foundation Subjects	Geography International Science Society Technology	Geography History International Society Technology	History Technology Art Science International	Geography History International Society Technology	International Science Technology	Geography Technology Science History Art
Enriched Curriculum Activity	University Theatre Explorer Dome	Plymouth Centre of Faith and Cultural Diversity Visit Diversity Day	Trip to the Theatre Royal to watch the Pantomime Fashion Show for Parents/Carers	Young Enterprise Market Visit from Business Owners and Bankers	Rock Pooling at Mount Batten Beach Trip to Living Coasts	Trip to Dartmoor and Rock Climbing activities
French	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help present ideas and information orally to a range of audiences 		<ul style="list-style-type: none"> speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences 		<ul style="list-style-type: none"> appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary write phrases from memory, and adapt these to create new sentences, to express ideas clearly describe people, places, things and actions orally and in writing present ideas and information orally to a range of audiences 	
Computing	<p>Term 1: We are communicators - Communicating safely on the internet</p> <p>Term 2: We are presenters - Videoing performance</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		<p>Term 3: We are vloggers – Sharing our thoughts and ideas safely</p> <p>Term 4: We are programmers - Programming an animation</p> <ul style="list-style-type: none"> use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs 		<p>Term 5: We are opinion pollsters - Collecting and analysing data</p> <p>Term 6: We are bug fixers - Finding and correcting bugs in programs</p> <ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content 	
RE	<p><u>What is important to me?</u> Theme: Beliefs and Questions</p> <p>This enquiry explores ideas of what it is to be human and relates them to religious and other beliefs:</p> <ul style="list-style-type: none"> Who am I and what does it mean to be human? (Physical and non-physical aspects of human identity) Where do I belong? (My school, home, family, tradition, cultures, organisations including those involving religion and belief, local community enquiry, the UK, the global community) What am I worth? (Beliefs about the value of human beings) 		<p><u>Why are some journeys special?</u> Theme: Pilgrimage</p> <p>This enquiry explores how religions and beliefs express aspects of life's journey in a variety of creative ways</p> <ul style="list-style-type: none"> Why do people go on pilgrimage and special journeys? What practices and events are associated with pilgrimage and special journeys? What artistic, symbolic and other expressive work is associated with special journeys and places? How might we make a record of the impact on ourselves of the journeys we make and the places we visit? 		<p><u>How do we make moral choices?</u> Theme: Beliefs in Action in the World</p> <p>This enquiry explores how religious and other beliefs affect approaches to moral issues</p> <ul style="list-style-type: none"> What are moral questions? What are the consequences of the moral choices we make? What people and organisations help in making moral choices? What are the most important moral values and teachings? How do we decide what is right and wrong? 	

	<ul style="list-style-type: none"> How might stories, hymns and prayers help people understand more about themselves and their relationships? 					
PE	<p>Term 1: Swimming and Taekwondo Term 2: Badminton and/or Tag Rugby</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, basketball, football and hockey], and apply basic principles suitable for attacking and defending swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively such as front crawl, backstroke and breaststroke perform safe self-rescue in different water-based situations 		<p>Term 3: Gymnastics Term 4: Dance</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance [for example, through gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best perform dances using a range of movement patterns 		<p>Term 5: OAA Term 6: Athletics</p> <ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics] take part in outdoor and adventurous activity challenges both individually and within a team 	
	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression use and understand staff and other musical notations 		<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music. 		<ul style="list-style-type: none"> improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory 	
Role Play Area	Space	Multi-Cultural Area	Cat Walk	Inventor's Area	Land Habitat	Volcano
	Space	Multi-Cultural Area	Fashion Shop	Inventor's Area	Under the Sea	Volcano