

Marine Academy Primary Year 3 Curriculum Map 2017-2018

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>Inventions That Changed the World</p>  <p>Inventions have transformed the way that we live our daily lives – from the simple paperclip to the latest mobile device. By learning about the important inventions that have changed our world, we can discover how we could become great inventors too!</p>	<p>Temples, Tombs and Treasures</p>  <p>The people who helped create the first great civilisations were not unlike you and me. Today we can learn a lot about these people and their way of life through the things they left behind – from everyday objects to magnificent and rare treasures.</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>Shaping Up</p>  <p>Your body is the most valuable thing you will ever own. It's your job to keep your body fit and healthy because it has to last you a lifetime! We are going to find out how best you can do that.</p>
English Writing	<p>Fiction: Stories about Imaginary Worlds <i>Leon and the Place Between</i> by Angela McAllister and Grahame Baker-Smith</p> <p>Non-Fiction: Letters <i>Ask Dr K Fisher About Animals/Minibeasts/Dinosaurs/Reptiles</i> by Claire Llewellyn</p>	<p>Fiction: Stories from Other Cultures <i>Beatrice's Dream: Life in an African Slum</i> by Karen Lynn Williams</p> <p>Non-Fiction: Non-Chronological Reports <i>The Day of Ahmed's Secret</i> by Florence Parry Heide & Judith Heide Gilliland and <i>Mirror</i> by Jeannie Baker</p>	<p>Fiction: Plays and Dialogues <i>Paddington Goes to Town</i> by Michael Bond</p> <p>Non-Fiction: Explanations <i>How to Invent</i> by Lynn Huggins-Cooper</p>	<p>Fiction: Adventure Stories <i>Grendel: A Cautionary Tale About Chocolate</i> by David Lucas</p> <p>Non-Fiction: Information Texts <i>Everything You Need to Know About Snakes and Other Scaly Reptiles</i> by John Woodward</p>	<p>Fiction: Myths and Legends <i>The King of the Birds</i> by Michael Scott</p> <p>Non-Fiction: Information Texts <i>Penguins</i> by Penelope Arlon (<i>Discover More series</i>)</p>	<p>Fiction: Stories by the Same Author <i>Mimi and the Mountain Dragon</i> by Michael Morpurgo</p> <p>Non-Fiction: Instructions <i>Grow Your Own Lettuce</i> by Helen Lanz</p>

<p>English Reading</p>	<p>Poetry: Creating Images (1 week)</p>	<p>Poetry: Traditional Poems (1 week)</p>	<p>Poetry: Humorous Poems (1 week)</p>	<p>Poetry: Traditional Poems (1 week)</p>	<p>Poetry: Shape Poems (1 week)</p>	<p>Poetry: Performance Poems (1 week)</p>
<p>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>Science</p>	<p>We are Astronauts This Super Science topic is an off-curriculum topic that continues to develop essential scientific working skills. In this topic children become astronauts. First they look at the Moon, how humans have visited it and then plan their own mission by designing a</p>	<p>Opposites Attract This topic looks at magnets and their uses, and what makes magnetic poles special.</p>	<p>Power it up! This half term, children learn about electricity. They revisit some uses of electricity and the importance of safety before constructing simple circuits. Understanding how to change a circuit by changing its components makes up the third part of</p>	<p>Earth Rocks In this topic children work scientifically on a variety of quick challenges and longer tasks to learn about rocks. This topic covers the properties and uses of rocks, the rock family, soils and finally fossils.</p>	<p>How Does Your Garden Grow? In this topic children work scientifically on a variety of quick challenges and longer tasks to learn about plants. They learn about the different parts of plants, what plants need to live, water</p>	<p>Food and our Bodies In this topic children work scientifically on a variety of quick challenges and longer tasks to learn about food and their bodies. This topic looks at where animals get food from and why it is important, as well as skeletons and muscles.</p>

	Moon lander, making spacesuits and eating space food!		this topic, leading in a final application of knowledge and skills when the children design and make an alarm using their knowledge of circuits.		transportation in plants and pollination.	
SMSC	We're All Stars 1. Devising a class charter 2. Gifts and talents 3. Exploring feelings 4. Working cooperatively 5. Happy playtimes 6. Having opinions	Daring to be Different 1. Similarities and differences 2. Feeling good about yourself 3. Surprises 4. Hopeful and disappointed 5. Hiding or showing feelings 6. Standing up for myself	Joining in and Joining Up 1. Jobs at home and in school 2. Representation – local council 3. Voting and debating 4. Having a say in the school community 5. Voluntary, community and pressure groups 6. Fund-raising	Be Friendly, Be Wise 1. The importance of friends 2. Falling out with a friend 3. Managing anger 4. Anti-bullying 5. What to do in an emergency 6. E-safety	Dear Diary 1. Knowing where to go for help 2. Taking responsibility 3. Making wise choices 4. Managing uncomfortable feelings - loss 5. Dealing with worries 6. Supporting each other	Living Long, Living Strong 1. Differences: male and female 2. Personal space 3. Family differences 4. Feeling happy 5. Staying healthy 6. Overcoming barriers to reaching goals
Foundation Subjects	Please see International Primary Curriculum (IPC) Topic Booklets for each Unit.					
	Geography International Science Society Technology	Geography History International Society Technology	History Technology Science Art Society International	History International Art	International Science Technology	Science Society International
Enriched Curriculum Activity	Explorer/Space Dome	Trip on the Faith Trail Skype Ghana	Morwellham Quay Robot Experience	Torquay Museum	Living Coasts	Skate Park Smoothie Bikes
French or Spanish	<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 Term 2: We are presenters</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 Term 4: We are programmers</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 Term 6: We are bug fixers</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 	

					<ul style="list-style-type: none"> • 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) • How might stories, hymns and prayers help people understand more about themselves and their relationships? 	<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? 			
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 			
Music	<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 Station	Kitchen	Workshop	Hindu Temple	Submarine	Gym
	Rocket	Positive Values Corner	Train	Sarcophagus	Waterfall	Smoothie Shop