

# ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 3  
Curriculum  
2017 - 18

## Key Stage 2 - Long Term Plan 2017-18 Year 3 - Danielle Machado

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b><u>Cross Curricular topic &gt;</u></b>	<b>Imagine!</b>		<b>What a Wonderful World</b>		<b>The Stone Age</b>	
<b>English Language E2L</b>  <b>(Cambridge Curriculum)</b>	On going work in Grammar and Punctuation, Phonics and Spelling, Developing Vocabulary, Presentation of Handwriting, Reading, Speaking and Listening					
<b>English</b>  <b>(Cambridge Curriculum)</b>	<p><b>Unit 1B: Instructions</b> <i>Reading, analysing, planning and writing instruction texts.</i></p> <p><b>Unit 1A: Stories with familiar settings</b> <i>Reading, analysing, planning and writing a story in a familiar setting.</i></p> <p><b>Unit 2C: Poems from different cultures</b> <i>Reading poems from different cultures then analysing, planning and writing a poem.</i></p>		<p><b>Unit 2B: Letters</b> <i>Reading, analysing, planning and writing letters for a variety of purposes.</i></p> <p><b>Unit 1C: Poems based on observation and the senses / Playscript</b> <i>Reading, analysing and writing poems based on observation and the senses. Reading, analysing and writing a playscript</i></p> <p><b>Unit 3B: Non-chronological reports</b> <i>Reading, analysing, planning and writing non-chronological reports.</i></p>		<p><b>Unit 3C: Humorous poems</b> Reading humorous poems then analysing, planning and writing one.</p> <p><b>Unit 2A: Myths, legends and fables</b> <i>Reading, analysing, planning and writing myths, legends and fables.</i></p> <p><b>Unit 3A: Adventure and mystery stories</b> <i>Reading, analysing, planning and writing adventure and mystery stories.</i></p>	

<p><b>Maths (Cambridge Curriculum)</b></p>	<p>1A Number and Problem Solving</p> <p><b>Numbers and the number system</b></p> <p><b>Calculation: Mental strategies</b></p> <p><b>Addition and subtraction</b></p> <p><b>Multiplication and division</b></p> <p><b>Problem solving: Using techniques and skills in solving mathematical problems.</b></p> <p><b>Using understanding and strategies in solving problems</b></p> <p>1B Geometry and Problem Solving</p> <p><b>Geometry</b></p> <p><b>Problem solving</b></p> <p>1C Measure and Problem Solving</p> <p><b>Measures</b></p> <p><b>Problem solving</b></p>	<p>2A Number and Problem Solving</p> <p><b>Numbers and the number system</b></p> <p><b>Calculation: Mental strategies</b></p> <p><b>Addition and subtraction</b></p> <p><b>Multiplication and division</b></p> <p><b>Problem solving</b></p> <p><b>Using understanding and strategies in solving problems.</b></p> <p>2B Measure and Problem Solving</p> <p><b>Measures</b></p> <p><b>Problem solving</b></p> <p>2C Handling Data and Problem Solving</p> <p><b>Organising, categorising and representing data</b></p> <p><b>Using understanding and strategies in solving problems</b></p>	<p>3A Number and Problem Solving</p> <p><b>Numbers and the number system</b></p> <p><b>Calculation: Mental strategies</b></p> <p><b>Addition and subtraction</b></p> <p><b>Multiplication and division</b></p> <p><b>Problem solving</b></p> <p><b>Using understanding and strategies in solving problems</b></p> <p>3B Geometry and Problem Solving</p> <p><b>Shapes and geometric reasoning</b></p> <p><b>Position and movement</b></p> <p><b>Using techniques and skills in solving mathematical problems</b></p> <p><b>Using understanding and strategies in solving problems</b></p> <p>3C Measure and Problem Solving</p> <p><b>Measures.</b></p> <p><b>Problem solving</b></p>

<p><b>Science (Cambridge Curriculum)</b></p>	<p>3B Unit 3.6 Keeping Healthy</p> <ul style="list-style-type: none"> <li>• Explore and research exercise and the adequate, varied diet needed to keep healthy.</li> <li>• Know that some foods can be damaging to health, e.g. very sweet and fatty foods.</li> </ul>	<p>3A Unit 3.5 The Senses</p> <ul style="list-style-type: none"> <li>• Explore human senses and the ways we use them to learn about our world.</li> <li>• Sort living things into groups, using simple features and describe rationale for groupings.</li> </ul>	<p>1B Unit 3.2 Materials</p> <ul style="list-style-type: none"> <li>• Know that every material has specific properties, e.g. hard, soft, shiny.</li> <li>• Sort materials according to their properties.</li> <li>• Explore how some materials are magnetic but many are not.</li> <li>• Discuss why materials are chosen for specific purposes on the basis of their properties.</li> </ul>	<p>2B Unit 3.4 Introduction to Forces</p> <ul style="list-style-type: none"> <li>• Know that pushes and pulls are examples of forces and that they can be measured with force meters.</li> <li>• Explore how forces can make objects start or stop moving.</li> <li>• Explore how forces can change the shape of objects.</li> <li>• Explore how forces, including friction, can make objects move faster or slower or change direction.</li> </ul>	<p>2A Unit 3.3 Flowering Plants</p> <ul style="list-style-type: none"> <li>• Know that plants have roots, leaves, stems and flowers.</li> <li>• Explain observations that plants need water and light to grow.</li> <li>• Know that water is taken in through the roots and transported through the stem.</li> <li>• Know that plants need healthy roots, leaves and stems to grow well.</li> <li>• Know that plant growth is affected by temperature</li> </ul>	<p>1A Unit 3.1 Life Processes</p> <ul style="list-style-type: none"> <li>• Know life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction.</li> <li>• Describe differences between living and nonliving things using knowledge of life processes.</li> </ul>
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<p><b>History</b></p> <p><b>National Curriculum(NC)</b></p>	<p>I can research significant people in history</p> <p>I can discuss significant inventions and their impact on modern life</p> <p>I can place inventions in chronological order</p>		<p>I can obtain evidence and examine artefacts and explain how they can be used to provide information about the past.</p> <p>I can place events, people and changes in chronological order.</p> <p>I can explain the impact the Stone Age had on modern civilisation</p>
<p><b>Geography (NC)</b></p>	<p>Use a map to locate and name provinces, cities, towns and features of European countries using different map formats.</p>	<p>I can locate and name the seven continents using different map formats and a globe.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can describe physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water.</p> <p>I know about habitats in different settings (oceans, savannahs, rainforests).</p> <p>I know that habitats are changing due to climate change and human activities.</p> <p>I know about the effect that humans are having on habitats and the wildlife that depend on them.</p>	
<p><b>D&amp;T (NC)</b></p>	<p>Pupils will invent a robot, design it and make a prototype of it using junk modelling.</p> <p>Pupils will then evaluate their work and suggest improvements.</p> <p>Pupils create their own board game.</p>	<p>Pupils will make a paintbrush out of natural materials and use it to create artwork</p> <p>Pupils will design and make a bird feeder</p> <p>Pupils will create a model globe</p>	<p>Pupils will design and make a Stone Age village</p> <p>They will experiment with using different materials in the making of their shields and they will evaluate their design so as to improve it.</p>

	Pupils design and make a fruit smoothie.		Pupils will design and build a ' Bug Hotel' using natural materials			
<b>Art (NC)</b>	<p>Pupils will design and create an imaginary country. Within this project they will use a range of mediums and be able to:</p> <ul style="list-style-type: none"> <li>• Paint a flag for their imaginary country</li> <li>• Use pastels to draw animals for their imaginary country.</li> <li>• Use collage to create landscapes for their imaginary country.</li> <li>• Explain the advantages and suitability of each medium.</li> </ul>		<p>Pupils will create leaf rubbings and use these to make a picture</p> <p>Pupils will create a nature collage</p> <p>Pupils will learn about the famous artists and try to emulate their artwork.</p>		Pupils will make cave art sketchings.	
<b>Music (NC)</b>	<p>Exploring Descriptive Sounds</p> <p>Pupils will learn:</p> <p>to identify how music can be used descriptively</p> <p>how to use the musical elements to describe animals</p> <p>how to use movement to describe different animals</p>	<p>Exploring Rhythmic Patterns</p> <p>about rhythmic patterns</p> <p>how rhythms can be described through rhythmic symbols</p> <p>that repeated patterns are often used in music</p> <p>to compose music using rhythmic ostinati based on spoken phrase</p>	<p>Exploring Arrangements</p> <p>about musical accompaniments</p> <p>to explore melodic phrases</p> <p>to explore rhythmic patterns</p> <p>about expressive use of elements about presentation</p>	<p>Exploring Pentatonic Scales</p> <p>about pentatonic scales and how they are used in music</p> <p>how simple tunes can be based on a pentatonic scale</p> <p>how to create different textures using the pentatonic scale</p> <p>how to create a class performance</p>	<p>Exploring Sound Colours</p> <p>that music, like pictures, can describe images and moods</p> <p>how sounds can be combined to make textures</p> <p>how mood and emotion can be illustrated in music</p>	<p>Exploring Singing Games</p> <p>to sing and play a range of singing games</p> <p>that singing games have specific musical characteristics that contribute to their success</p> <p>to clap/tap the pulse and how to create rhythmic ostinati</p> <p>how to make up tunes for their own singing</p>

	how to match sounds and movement descriptively					games and add appropriate actions
<b>Computing (NC)</b>	<p><b>We Are Programmers - Programming an animation</b></p> <p><b>Expectations:</b> Create an algorithm for an animated scene in the form of a storyboard.</p> <p>Write a program in Scratch to create an animation.</p> <p>Correct mistakes in their animation programs.</p> <p><b>Curriculum References:</b> Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts.</p> <p>Use sequence ... in programs; work with variables and various forms of input and output.</p>	<p><b>We Are Bug Fixers - Finding and correcting bugs in programs</b></p> <p><b>Expectations:</b> Develop a number of strategies for finding errors in programs.</p> <p>Build up resilience and strategies for problem solving.</p> <p>Increase their knowledge and understanding of Scratch.</p> <p>Recognise a number of common types of bugs in software.</p> <p><b>Curriculum References:</b> Debug programs that accomplish specific goals.</p> <p>Use sequence, selection, and repetition in programs; work with variables and various</p>	<p><b>We Are Presenters - Videoing performance</b></p> <p><b>Expectations:</b> Gain skills in shooting live video, such as framing shots, holding the camera steady and reviewing .</p> <p>Edit video including adding narration and editing clips by setting in / out points.</p> <p>Understand the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length.</p> <p><b>Curriculum References:</b> Select, use and combine a variety of software (including internet services) on a range of digital</p>	<p><b>We Are Vloggers - Making and sharing a short screencast presentation</b></p> <p><b>Expectations:</b> Use a search engine to learn about a new topic.</p> <p>Plan, design and deliver an interesting and engaging presentation.</p> <p>Search for and evaluate online images.</p> <p>Create their own original images.</p> <p>Create a video slidecast of a narrated presentation.</p> <p>Develop understanding of how the internet, the web and search engines work.</p> <p><b>Curriculum References:</b></p>	<p><b>We Are Communicators - Communicating safely on the internet</b></p> <p><b>Expectations:</b> Develop a basic understanding of how email works.</p> <p>Gain skills in using email.</p> <p>Be aware of broader issues surrounding email including "netiquette" and e-safety.</p> <p>Work collaboratively with a remote partner.</p> <p>Experience video conferencing.</p> <p><b>Curriculum References:</b> Understand computer networks, including the internet; how they can provide multiple services, such as the world wide web; and the</p>	<p><b>We Are Opinion Pollsters - Collecting and analysing data</b></p> <p><b>Expectations:</b> Understand some elements of survey design.</p> <p>Understand some ethical and legal aspects of online data collection.</p> <p>Use the web to facilitate data collection.</p> <p>Gain skills in using charts to analyse data.</p> <p>Gain skills in interpreting results.</p> <p><b>Curriculum References:</b> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of</p>

	<p>Use logical reasoning to detect and correct errors in algorithms and programs.</p> <p>Select, use and combine a variety of software ... to design and create ... content that accomplish(es) given goals, including ... presenting ... information.</p> <p><b>Resources:</b> Purple Mash animation, Google Classroom</p>	<p>forms of input and output.</p> <p>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p> <p><b>Resources:</b> Scratch, Google Classroom</p>	<p>devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Work with various forms of input and output.</p> <p>Use technology safely, respectfully and responsibly.</p> <p><b>Resources:</b> Google Classroom, Google Docs, Video camera, Video editing</p>	<p>Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web.</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of content that accomplish given goals, including collecting, analysing, evaluating and presenting information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report</p>	<p>opportunities they offer for communication and collaboration.</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Resources:</b> Google Classroom, Gmail, Google Slides</p>	<p>programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> <p>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.</p> <p><b>Resources:</b> Google Classroom, Google Slides, Google Sheets, Google Forms, Gmail</p>
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			<p>concerns about content and contact.</p> <p><b>Resources:</b>  <i>Google Classroom,</i>  <i>Google Slides,</i>  <i>Screencast-o-matic,</i>  <i>Google Drawings,</i>  <i>Image editing</i></p>	
<b>PE (NC)</b>	<p><b>Tennis and Football</b></p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p><b>Gymnastics and Basketball</b></p> <p>Perform gymnastic routines using a range of movement and patterns.</p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p><b>Athletics and Hockey</b></p> <p>Develop flexibility, strength, technique, control and balance.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	

<p><b>PSHE (SEAL)</b></p>	<p><b>PSHE teaches the children the following skills:</b></p> <ul style="list-style-type: none"> <li>• Self Awareness</li> <li>• Managing Feelings</li> <li>• Empathy</li> <li>• Motivation</li> <li>• Social Skills</li> </ul> <p><b>New Beginnings</b></p> <p><b>* I know how to make someone feel welcomed and valued at school.</b></p> <p><b>* I can predict how I am going to feel in a new situation or meeting new people.</b></p> <p><b><i>* I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe and unfair.</i></b></p> <p><b><i>* I understand my rights and responsibilities in the school.</i></b></p>	<p><b>Bullying</b></p> <p>I know who to go to if I am being bullied.</p> <p>I know how to help if someone is being bullied</p> <p>I can give suggestions as how to stop bullying from happening</p>	<p><b>Going for Goals</b></p> <p><b>* I know what I need to learn effectively.</b></p> <p><b>* I can set success criteria so that I know whether I have reached my goal.</b></p> <p><b>* I can break down a goal into a number of steps and wait for the result.</b></p> <p><b>* I know how others can help me to achieve my goals and how I can help others.</b></p> <p><b>* I can tell you how I keep going even when the task is difficult.</b></p> <p><b>* I can identify some barriers to my learning.</b></p> <p><b>* I am able to take responsibility for my actions and learning when the outcomes are positive or negative.</b></p> <p><b>* I can recognise when I have reached my goal or been successful with my learning.</b></p>	<p><b>Good to be Me</b></p> <p><b>* I can tell you about myself as a learner.</b></p> <p><b>* I know that I am responsible for my own learning and behaviour.</b></p> <p><b>* I can use my strengths as a learner.</b></p> <p><b>* I can tell you the things I am good at.</b></p> <p><b>* I can recognise when I find something difficult and do something about it or cope with how that makes me feel.</b></p>	<p><b>Changes</b></p> <p><b>* I know that what we feel and think affects what we do (how we behave).</b></p> <p><b>* I can tell you why I behave as I do when I am finding a change difficult.</b></p> <p><b>* I know some of the reasons that change can feel uncomfortable and scary.</b></p> <p><b>* I know some ways of dealing with the feelings that sometimes arise from changes.</b></p> <p><b>* I can sometimes understand why other people are behaving as they are when they are finding a change difficult.</b></p> <p><b>* I can tell you how it feels to belong to a group, and know it is important for everyone.</b></p>
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	<i>* I understand why we need to have different rules in different places, and to now what the rules are in school.</i>					
<b>Spanish Cultura</b>	<p><b>Unidad 1</b></p> <p>Pueblos y ciudades</p> <p>El ayuntamiento</p> <p>Vivimos juntos</p> <p>Los derechos de los niños</p> <p>Pueblos curiosos</p> <p><b>Unidad 2</b></p> <p>Materias primas y productos elaborados</p> <p>Los trabajos en la naturaleza</p> <p>Los trabajos en las fábricas y talleres</p> <p>Trabajos que prestan servicios</p> <p>La basura, una materia prima</p> <p>Minas de España</p>	<p><b>Unidad 3</b></p> <p>Los medios de transporte</p> <p>La educación vial</p> <p>Los medios de comunicación</p> <p>Las nuevas tecnologías</p> <p>Un mundo sin tecnología</p> <p>Transportes curiosos de España</p>	<p><b>Unidad 4</b></p> <p>Los estados del agua</p> <p>El agua en la naturaleza</p> <p>Los seres vivos necesitamos agua</p> <p>Así es el aire</p> <p>Ríos de hielo</p> <p>Conozco los ríos y mares de España</p> <p><b>Unidad 5</b></p> <p>La temperatura, el viento y la lluvia</p> <p>Cómo se estudia el tiempo atmosférico</p> <p>El tiempo y el clima</p> <p>Exceso de calor</p> <p>Proteger el planeta tierra</p> <p>Interpreto un mapa del tiempo</p>	<p><b>Unidad 6</b></p> <p>El paisaje cambia</p> <p>Los paisajes de interior</p> <p>Los paisajes de costa</p> <p>Los ríos en el paisaje</p> <p>Doñana, un paisaje protegido</p> <p>Paisajes de España</p>	<p><b>Unidad 7</b></p> <p>Así es la Tierra</p> <p>Los océanos y los continentes</p> <p>Rocas y minerales</p> <p>Nos orientamos</p> <p>Las rocas cuentan historias</p> <p>Lugares en el mar</p> <p><b>Unidad 8</b></p> <p>Estrellas y planetas</p> <p>El sistema solar</p> <p>La Tierra y el Sol</p> <p>La Luna</p> <p>Lluvia de estrellas</p> <p>Animales del planeta</p>	<p><b>Unidad 9</b></p> <p>El pasado, el presente y el futuro</p> <p>La medida del tiempo</p> <p>Cambios en el paso del tiempo</p> <p>Los recuerdos del pasado</p> <p>Pablo Picasso</p> <p>Historia de España</p>

<p><b>Spanish Lengua</b></p>	<p><b>Unidad 1:</b></p> <p>Presentaciones</p> <p>El abecedario</p> <p>Familia de palabras</p> <p>Lecturas compartidas: Clara y el diente</p> <p>Contar una experiencia personal</p> <p>La palabra, la letra y la sílaba</p> <p>Uso de las mayúsculas</p> <p><b>Unidad 2:</b></p> <p>Sinónimos</p> <p>Escribir notas</p> <p>Sílabas tónicas y sílabas átonas</p> <p>Palabras con ca co cu que qui</p> <p><b>Unidad 3:</b></p> <p>Antónimos</p> <p>Escribir un cuento</p> <p>La oración</p> <p>Palabras con za, zo, zu, ce, ci</p>	<p><b>Unidad 4:</b></p> <p>Palabras polisémicas</p> <p>Describir una escena</p> <p>Clases de oraciones</p> <p>Los signos de interrogación y de exclamación</p> <p><b>Unidad 5:</b></p> <p>Sinónimos y antónimos</p> <p>Describir animales</p> <p>El sujeto y el predicado</p> <p>Palabras con ga, go, gu, que, gui,</p> <p>La diéresis: güe, güi</p>	<p><b>Unidad 6:</b></p> <p>Diminutivos</p> <p>Explicar un itinerario</p> <p>El sustantivo y sus clases</p> <p>Palabras con ja, jo, ju</p> <p><b>Unidad 7</b></p> <p>Aumentativos</p> <p>Expresar sentimientos</p> <p>Género y número de los sustantivos</p> <p>Palabras con je, ji, ge, gi</p> <p><b>Unidad 8</b></p> <p>Palabras compuestas</p> <p>Contar un viaje</p> <p>El artículo</p> <p>Palabras con r y con rr</p>	<p><b>Unidad 9</b></p> <p>El diccionario</p> <p>Escribir una noticia</p> <p>Los demostrativos</p> <p>Palabras terminadas en illo y en illa</p> <p><b>Unidad 10</b></p> <p>Campo semántico</p> <p>Escribir un anuncio</p> <p>Los posesivos y los numerales</p> <p>Palabras con mayúscula</p>	<p><b>Unidad 11</b></p> <p>Palabras derivadas</p> <p>Escribir una carta</p> <p>Los adjetivos</p> <p>Palabras con mp y mb</p> <p><b>Unidad 12</b></p> <p>Familias de palabras</p> <p>Escribir diálogos teatrales</p> <p>Los pronombres personales</p> <p>Palabras con br y bl</p> <p><b>Unidad 13</b></p> <p>Significado de una expresión</p> <p>Confeccionar un cartel</p> <p>El verbo</p> <p>La coma</p>	<p><b>Unidad 14</b></p> <p>Repaso lo aprendido</p> <p>Escribir un texto informativo</p> <p>Los tiempos verbales</p> <p>Palabras terminadas en z o en d</p> <p><b>Unidad 15</b></p> <p>Hacer un comic</p> <p>Las lenguas de España</p> <p>División de palabras</p>
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<b>Opportunities for Possible Visits</b>	Visitar el parque de las ciencias con Year 4		Aquarium - Benalmadena		Planetarium - Granada	Butterfly House - Benalmadena
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