

## KS1 & 2 Curriculum Mapping 2014-15 – identifying science & foundation subject objectives

Year Group: **YEAR 3**

Term:        1        **[2]**        3        4        5        6

Thematic Unit Name: **'BABOON ON THE MOON'**

### NC STATUTORY SUBJECT Programmes of Study (POS):

#### ENGLISH

##### Adventure and Mystery (x6 weeks)

Children will explore the video 'Baboon on the Moon' and adventure stories such as 'The Secret Shortcut'  
Children will use this to support their understanding of adventure stories and will lead to children writing their own adventure story.

- I can write an adventure story
- I can write dialogue with inverted commas
- I can plan paragraphs for my story
- I can find phrases in books that capture my interest and imagination and explain why
- I can give an opinion on a story
- I can predict what will happen next
- I understand what I am reading and can explain words in context

#### MATHEMATICS

##### Multiplication

- I can try out methods using apparatus and/or drawing
- I can partition numbers and multiply using my tables and place value knowledge
- I can find way of doing this quickly
- I can record in writing
- I can explain what I have done clearly
- I can count the objects to see how many altogether
- I can multiply 2-digit numbers by 1-digit numbers.
- I can multiply 3-digit numbers by 1-digit numbers.

- I can explain what I have done clearly.

#### Division

#### To divide numbers efficiently.

- Try out the methods using apparatus and / or drawing
- Take away numbers repeatedly to see how many groups of a number there are
- If the number does not divide evenly, make sure I include the remainder
- Find the quickest way to do this
- Explain what I have done clearly
- Check my answer by multiplying or estimating

#### Fractions

- I can read and write fractions.
- I can identify unit fractions.
- I can find a unit fraction of a number.
- I can identify simple non-unit fractions.
- I can find a non-unit fraction of a number.

### SCIENCE

#### Light

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows change.

#### Art & Design

We are focusing on design and technology this term. In Spring term we will focus on art and design.

#### Computing

##### Use of Google Earth to see the Earth from the moon

- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

<p><b>Digital Blue/Movie Maker</b></p> <ul style="list-style-type: none"> <li>• <b>Baboon on the Moon Movies</b></li> <li>• <input type="checkbox"/> 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</li> </ul>
<p><b>Design &amp; Technology</b></p> <p><b>Baboon on the Moon sets</b></p> <p><input type="checkbox"/> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><input type="checkbox"/> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>
<p><b>Languages (KS2)</b></p> <p><b>Spanish</b></p> <p><b>Introducing children to:</b></p> <ul style="list-style-type: none"> <li>• <b>Simple Greetings including: Hello, Good Afternoon, Good Evening, Good Night, Good Morning, How are you?</b></li> <li>• <b>Numbers 1-10</b></li> <li>• <b>Colours: Red Green Blue Black White Brown Pink Purple</b></li> </ul>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• <b>Time zones (including day and night)</b></li> <li>• <b>Phases of the moon and earth's orbit</b></li> </ul>
<p><b>History</b></p> <p>None this term</p>
<p><b>Music</b></p> <p><b>Guitars</b></p> <p><input type="checkbox"/> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p><input type="checkbox"/> improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p><input type="checkbox"/> listen with attention to detail and recall sounds with increasing aural memory</p> <p><input type="checkbox"/> use and understand staff and other musical notations</p> <p><input type="checkbox"/> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p><input type="checkbox"/> develop an understanding of the history of music.</p>

## Physical Education

### Real PE

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

RE (Locally Agreed Syllabus)

Take from Discovery RE

### Christianity – Christmas

Has Christmas lost its true meaning? – Exploring what Christmas means to the children and the real meaning for Christians.

PHSE (non-statutory)

Taken from SEAL

### Changes

Children will be taught:

- 1a) to talk and write about their opinions, and explain their views, on issues that affect themselves and society;
- 1b) to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;
- 1c) to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action;
- 1d) to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way;
- 2e) to reflect on spiritual, moral, social and cultural issues, using imagination to understand other people's experiences;
- 2i) to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom;
- 4a) that their actions affect themselves and others, to care about other people's feelings and to try to see things from others' points of view;
- 4b) to be aware of the lives of people living in other places and times, and of people with different values and customs;
- 4f) that differences and similarities between people arise from a number of

factors, including cultural, ethnic, racial and religious diversity, gender and disability.

*Knowing myself* - I know that change can be really good and can tell you about some changes that have made our lives much better.  
I know that everybody goes through many different sorts of change all the time.  
I can tell you about some of the things that have changed in my life, and how I feel about them.  
I know that what we feel and think affects what we do (how we behave).  
I can tell you why I behave as I do when I am finding a change difficult.

*Understanding my feelings* - I know that even changes we want to happen can sometimes feel uncomfortable.  
I can tell you how I would feel if a change that I didn't want to happen was imposed on me.  
I know some of the reasons that change can feel uncomfortable and scary.

*Understanding the feelings of others* - I can sometimes understand why other people are behaving as they are when they are finding a change difficult.

*Managing my feelings* - I know some ways of dealing with the feelings that sometimes arise from changes.

*Belonging to a community* - I can tell you how it feels to belong to a group, and know it is important for everyone.

**Notes:**