



MARSHLAND  
PRIMARY ACADEMY

## Year Three

If you would like more information about the curriculum we offer at Marshland Primary Academy, then please contact the academy office.

	Autumn Term	Spring Term	Summer Term
Theme	<b>Bones and Stones</b>	<b>Walk Like an Egyptian</b>	<b>Myths and Legends</b>
Key Events	<b>Eureka</b> Educational visit		<b>Greek Day</b> Visitor
Marshland Moments	Make and read a book to others Be a scientist for a day	To make a soup To mummify an apple	To make a pot To learn to sew
Main Texts	<b>Short stories</b> 'The Boy who Cried Wolf' – Aesop Fable <b>Poetry (performance)</b> 'Down Behind the Dustbin' by Michael Rosen <b>Non-Fiction</b> Newspaper articles Non-chronological reports <b>Fiction</b> 'Fantastic Mr Fox' by Roald Dahl 'Stone Age Tales: The Great Storm' by Terry Deary	<b>Contemporary stories</b> 'The Invisible' by Tom Percival <b>Wordless Picture</b> 'The Journey' by Aaron Becker <b>Non-Fiction</b> Letters Instructions <b>Fiction</b> 'Flat Stanley: The Great Egyptian Grave Robbery' by Jeff Brown 'Bill's New Frock' by Anne Fine	<b>Poetry</b> 'Find Me' by Liz Brownlee <b>Plays</b> The Smell of Cakes (Pearson) <b>Non-Fiction</b> Persuasion Discussion <b>Fiction</b> 'Greek Tales: The Boy Who Cried Horse' by Terry Deary
Writing - Composition	Instructions Diary (recount) Non-chronological Letter (recount) Explanation Narrative Setting description Poetry	Diary (recount) Newspaper (recount) Instructions Non-chronological Character description Narrative Setting description	Myths and Legends – descriptions Letter – questions and answers Non-chronological reports Explanations Fact files Recounts Adverts – persuasion
Writing - Transcription Spelling	See spelling scheme Prefix – in Homophone and near homophones Common exception words Dictionary (Junior dictionary) Dictation	See spelling scheme Prefix – super / im Dictation	See spelling scheme Suffix – ly Dictation Recap of previous content
Writing - Transcription Handwriting	Joining letters <b>Autumn 1 - l i u t y j</b> <b>Autumn 2 - n m h, forming digits 0 - 9</b>	Joining letters <b>Spring 1 - k b p r c o</b> <b>Spring 2 - a d e s, forming digits 0 - 9</b>	Joining letters <b>Summer 1 - g f q</b> <b>Summer 2 - z v w x</b>



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					Assessments	
Vocabulary, Punctuation and Grammar	<ul style="list-style-type: none"> <li>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>- introduction to paragraphs as a way to group related material (Appendix 2)</li> <li>- headings and sub-headings to aid presentation (Appendix 2)</li> </ul>		<ul style="list-style-type: none"> <li>- using conjunctions, adverbs and prepositions to express time and cause</li> <li>- using and punctuating direct speech</li> <li>- inverted commas to punctuate direct speech (Appendix 2)</li> <li>- use of the forms a or an a (Appendix 2)</li> </ul>		<ul style="list-style-type: none"> <li>- using the present perfect form of verbs in contrast to the past tense</li> <li>Recap of previous content</li> </ul>	
Mathematics (White Rose Scheme)	Place Value Addition and subtraction Multiplication and division		Multiplication and division Length and perimeter Fractions Volume and capacity		Fractions Money Time Shape Statistics Consolidation	
Science	<b>Animals, including humans</b> Nutrition	<b>Animals, including humans</b> Skeletal system	Plants	Rocks and Fossils	Light	Magnets and Forces
Art and Design	<b>Drawing and Sketching</b> Artist: Banksy <b>Outcome: Cave Drawings</b> Link: History – Stone Age		<b>Painting and Printing</b> <b>Outcome: Egyptian Cartouche Prints</b> Link: History – The Egyptians		<b>Sculpture</b> <b>Outcome: Greek thumb/coil pots</b> Link: History - The Greeks	
Computing Purple Mash	<b>Online safety &amp; Exploring Purple Mash – 1 week</b> <b>Coding – 6 weeks</b> <b>Email – 6 weeks</b>		<b>Online safety – 3 weeks</b> <b>Spreadsheets – 3 weeks</b> <b>Touch-typing – 4 weeks</b>		<b>Graphing - 3 weeks</b> <b>Simulations – 3 weeks</b> <b>Branching Databases – 4 weeks</b>	
Design and Technology	<b>Cooking and Nutrition</b> <b>Existing Products: healthy soups</b> Can children prepare and cook a healthy soup? Link: Science - Nutrition Link: History – The Stone Age		<b>Mechanical Systems - Levers &amp; Linkages</b> <b>Existing Products: pop-up story books</b> Can children create a pop-up facts book to teach others about the Stone Age?		<b>Textiles – 2D to 3D Shape</b> <b>Existing Products: A range of purses with different fastenings</b> What can children design and make to carry their own valuable object?	
French	<b>Core Vocabulary</b> Core Unit 1	<b>Core Vocabulary</b> Core Unit 2	<b>Core Vocabulary</b> Core Unit 3	Animals	Food	School

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Geography	<b>Finding out about the UK</b> Human and Physical characteristics		<b>Mapping the World</b> Mapping countries, continents, major cities and key topographical features		<b>Greece</b> Compare to the UK <a href="#">Link: Ancient Greece</a>	
History	<b>How did people live in pre-historic times?</b> <b>Changes in Britain from the Stone Age to the Iron Age</b>		<b>What did the ancient Egyptians achieve?</b> <b>Achievements of the earliest civilisations</b>		<b>Ancient Greece – a study of Greek life and achievements and their influence on the western world</b>	
Music	<b>Writing Music Down</b> How does music bring us closer together? <a href="#">Glockenspiels</a>	<b>Playing in a Band</b> What stories does music tell us about the past? <a href="#">Glockenspiels</a>	<b>Compose Using Your Imagination</b> How does music make the world a better place? <a href="#">Glockenspiels</a>	<b>More Musical Styles</b> How does music help us to get to know our community? <a href="#">Glockenspiels</a>	<b>Enjoying Improvisation</b> How does music make a difference to us every day? <a href="#">Glockenspiels</a>	<b>Opening Night</b> How does music connect us with our planet? <a href="#">Glockenspiels</a>
PSHE	<b>Being in my World</b> Setting personal goals and seeing things from others' perspectives.	<b>Celebrating Difference</b> Talking about a time when our words affected someone's feelings and what the consequences were.	<b>Dreams and Goals</b> Evaluate our own learning and identify how it can be better next time.	<b>Healthy Me</b> Identifying things, people and places we need to keep safe from and knowing how to stay safe.	<b>Relationships</b> Explaining how some of the actions and work of people around us help influence our lives.	<b>Changing Me</b> Identifying how boys' and girls' bodies change on the inside as we grow up and knowing that these changes are needed so we can make babies when we grow up.
Physical Education	<b>Unit Title</b> – Passing for possession <b>Focus</b> – Invasion <b>Sports</b> – Basketball and football	<b>Unit Title</b> – Striking and exploring <b>Focus</b> – Strike and field	<b>Unit Title</b> – Symmetrical shapes <b>Focus</b> – Gymnastics	<b>Unit Title</b> – Ancient Egypt <b>Focus</b> – Dance <a href="#">Link: History - The Ancient Egyptians</a>	<b>Unit Title</b> – Thinking aloud <b>Focus</b> – Outdoor adventure <b>Sports</b> – orienteering	<b>Unit Title</b> – Being an athlete <b>Focus</b> – Athletics
Religious Education <i>Doncaster Agreed Syllabus</i>	<b>What do different people believe about God?</b> <a href="#">Strand: Believing</a>		<b>Why do people pray?</b> <a href="#">Strand: Expressing</a>	<b>Why are festivals important to religious communities?</b> <a href="#">Strand: Expressing</a>	<b>What does it mean to be a Christian in Britain today?</b> <a href="#">Strand: Living</a>	<b>What does it mean to be a Hindu in Britain today?</b> <a href="#">Strand: Living</a>