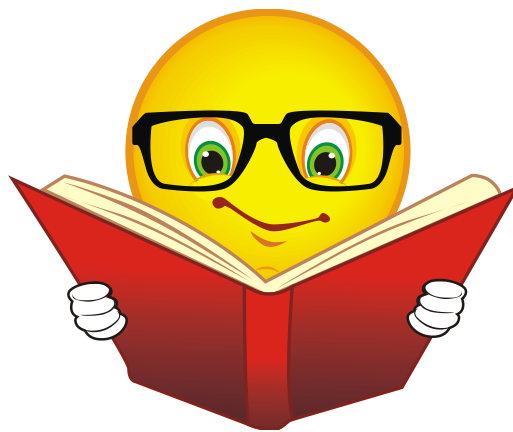


“Learn, Sparkle and Shine”



Curriculum guidance for Year 3 Parents.

Spring term



Unlocking your child's potential!

Dear Parents, Guardians and Carers,

The information within our leaflet has been put together by our teaching staff. Research tells us that children who are supported with their education at home and read regularly do better at school than children who do not!

Please use this curriculum information document as a guide to what your child should be doing regularly to ensure they are becoming a confident learner.

Reading ; During Year 3 children should be able to:

- read for at least 15 minutes each night to an adult & read short novels with increasing independence & enjoyment;
- listen to adults reading stories or chapters of the books to them;
- are able to answer questions about the main characters and the setting;
- have a Reading Age of above 8 years;
- talk about why they like or dislike a book;
- begin to identify favourite authors and read more books written by the author;
- read and talk about more complex/ technical words to extend their own understanding and vocabulary;
- are able to find information using the contents page and index in a non-fiction book;
- read a whole range and variety of texts – newspapers, magazines, information books, poetry books and so on;
- read for sustained period of time in an environment that is comfortable and with few distractions;

By the end of **Year 3** children will be reading more fluently and competently, reading a range of books for pleasure and interest. Children should have a clearly established reading routine.

Writing ; During Year 3 children should be able to:

- plan main points as a structure for story writing and plan and write own myths, fables and alternative versions of traditional tales
- write shape and performance poems and poetry that uses sounds to create affects e.g. onomatopoeia, alliteration and distinctive rhythms
- write non-chronological reports from known information recipes, letters and messages and experiment with recounting events in a variety of ways
- develop the use of settings in their own stories
- write simple play scripts based on reading and oral work
- begin to use a range of punctuation
- use self, peer group and whole class editing to develop and improve writing through the use of vocabulary, connectives, openers and punctuation.
- Develop a neat, cursive handwriting style, which can be applied throughout all areas of the curriculum.

Spelling; Your child is now expected to know a set of words by the end of a two year phase. Therefore if your child is in Year Three they have until the end of Year Four to know the key words. To help you and your child we have listed the words that the children must know by the end of Year 4.

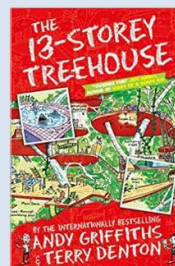
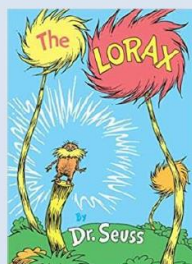
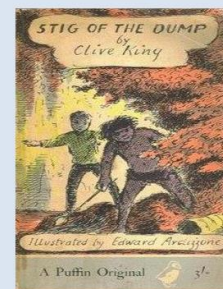
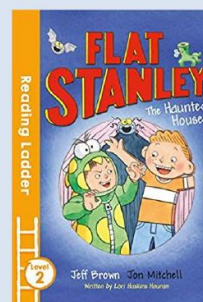
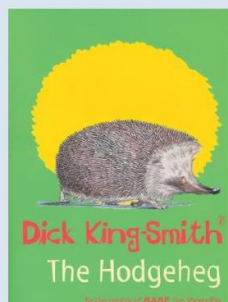
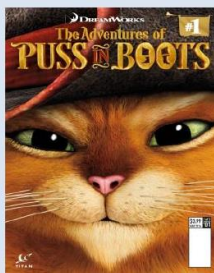
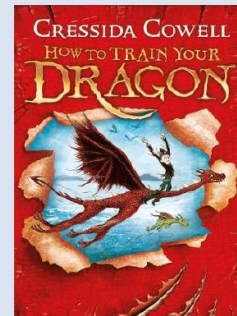
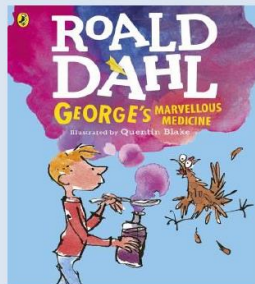
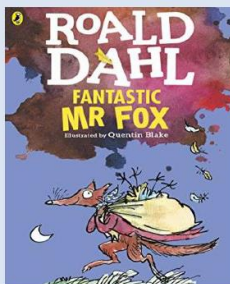
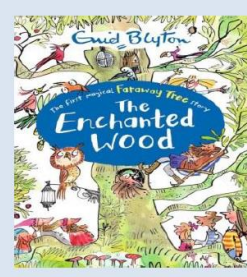
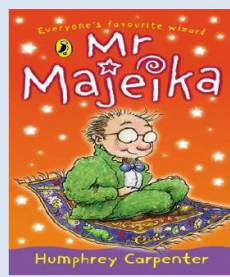
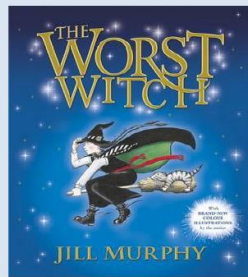
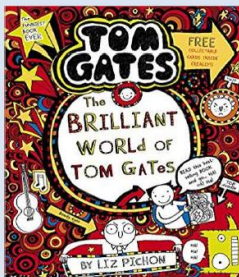
Year Three and Four Key Word Spelling list		
accident(ally)	extreme	ordinary
actual(ly)	famous	particular
address	favourite	peculiar
answer	February	perhaps
appear	forward(s)	popular
arrive	fruit	position
believe	grammar	possess(ion)
bicycle	group	possible
breath	guard	potatoes
breathe	guide	pressure
build	heard	probably
busy/business	heart	promise
calendar	height	purpose
caught	history	quarter
centre	imagine	question
century	increase	recent
certain	important	regular
circle	interest	reign
complete	island	remember
consider	knowledge	sentence
continue	learn	separate
decide	length	special
describe	library	straight
different	material	strange
difficult	medicine	strength
disappear	mention	suppose
early	minute	surprise
earth	natural	therefore
eight/eighth	naughty	though/although
enough	notice	thought
exercise	occasion(ally)	through
experience	often	various
experiment	opposite	weight
		woman/women

Reading Challenge!

This year we are having a reading challenge throughout school! Each year group has a set of 15 books that we are asking the children to read across the school year. As they achieve 5 books, then 10 and finally 15 books there will be rewards and treats for this! All the books are available in school so look out for your children bringing one home!

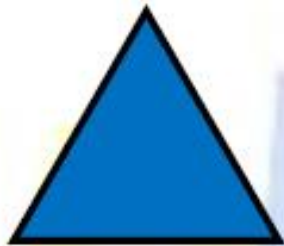
St. Peter's CE Primary School, Farnworth

Year 3 reading challenge



“Learn, Sparkle & Shine...”

I can use Vocabulary, Grammar and Punctuation.



Minimum Expectations

- Formation of **nouns** using a range of **prefixes**, such as super-, anti-, auto-
- Use the forms **a** or **an** according to whether the next word begins with a **consonant** or **vowel**
- **Word families** based on common words
- **Conjunctions** (e.g. when, so, before, after, while, because)
- **Adverbs** (e.g. then, next, soon, therefore)
- **Prepositions** (e.g. before, after, during, in, because of)
- The introduction of the **present perfect** form of **verbs** instead of the simple past
- Introduction to **inverted commas** to punctuate direct speech



I understand word families based on common words, showing how words are related in form and meaning e.g. solve, solution, solver, dissolve, insoluble	can express time, place and cause using prepositions e.g. before, after, during, in, because, of	I can use the perfect form of verbs instead of the simple past e.g. he has gone out to play contrasted with he went out to play.		I understand this terminology Adverb Preposition Conjunction Word family Prefix Clause Subordinate clause Direct speech Consonant Consonant letter Vowel Vowel letter Inverted commas	I understand which letters, when adjacent to one another, are best left unjoined
I can use forms a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box.	I can express time, place and cause using adverbs e.g. then, next soon therefore	I can use heading and sub headings to aid presentation			The legibility, consistency and quality of my handwriting is improving
I can form nouns using a range of prefixes, such as super-, -anti-, -auto-	I can express time, place and cause using conjunctions e.g. when, so before, after, while, because	I am beginning to use paragraphs as a way to group related material	I am beginning to use inverted commas to punctuate direct speech		I can use the diagonal and horizontal strokes that are needed to join letters

Word

Sentence

Text

Punctuation

Terminology

Handwriting

Year 3 Medium Term Planner for English

Spring Term

Key Objectives taken from the National Curriculum (coverage over the whole term)

Word reading:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading comprehension:

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by: checking that the text makes sense to them
- discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Transcription: Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Composition:

- plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar and punctuation:

- develop their understanding of the concepts set out in English Appendix 2 by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by: using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns, using and punctuating direct speech, use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Spring 1	Spring 2
Topic: Why do people go to warmer countries for their holidays? Science: forces and magnets Topical theme: morals.	Topic: Why do people go to warmer countries for their holidays? Science: Rocks and soils
Novel: Pirate short stories World/Topical theme: moral dilemmas and choices linked to fables. Visual literacy: The present short film: literacy shed. Theme would be treat others as you would want to be treated, accepting differences etc.	Novel: Treasure Island. World/Topical theme: pollution. Poetry: (1 week) poetry linked to Easter service. 
Genres to be taught: Stories with a moral theme: narratives	Genres to be taught: Non fiction- instructions. How to make a treasure map.

Letter: RSPCA/Dogs Trust/ Guide dogs.	Fiction: text based character description. Fiction: narrative, adventure story.
Cross curricular genres RE: Letter- letter of apology from Adam to God. (creation and fall) Topic Non chronological report linked to a country. Science- explanation of how magnets work.	Cross curricular genres Science- explanation about how a fossil is formed. RE poetry/ newspaper report about Easter story. Topic- letter/ post card.
Notes: Year groups can alternate the half terms so that the texts can be shared. Request a class set from SLS for a full term. Novels and themes chosen should link purposefully to the history or geography, science or RE topics being taught in the same term.	

Year 3 - **Spring 1** spellings linked to the teaching sequence from no-nonsense spelling.

Words highlighted **blue** are the **Spring term test words**.

Words highlighted **green** are **statutory spelling words** and may be found on the science/topic/RE Spring term knowledge organiser.

Tier two words are a year 3 vocabulary focus and their meaning must be taught explicitly. These words are to be displayed with their definition within a contextual sentence throughout the Spring term.

	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
Tested week beginning	09.01.23	16.01.23	23.01.23	30.01.23	06.02.23	13.02.23
	Subordinate	Woman	Island	Pressure	Thoughtful	various
	Submarine	Women	Knowledge	Creature	Thoughtfulness	notice
	Subsoil		Mission	Treasure	Usefully	build
	Submerge	Early	Possession	Puncture	Useful	Earth
	Subway	Earth	Possess	Figure	Careful	straight
	Television	Ordinary	Occasion	Question	Carefully	continent
	Telescope	Although	Sugar	Imagine	Helpful	Actually
	Telegraph	Through	Brochure	Imagination	Helpfully	bicycle
	Telephone	Though	Mention	Solution	Thankful	experiment
	telephoto	Therefore	Position	Opposite	Thankfully	busy
	Promise					
Tier Two words: These are taught in school and are to be practise in context at home	ancient	nursery	board	launch	risk	diagram
	abandon	plunge	arrange	grasp	enable	explore
	passage	schedule	contain	gasp	triumph	
		swift			rely	

Year 3 - **Spring 2** spellings linked to the teaching sequence from no-nonsense spelling.

Words highlighted **blue** are the Spring term test words.

Words highlighted **green** are statutory spelling words and may be found on the science/topic/RE Spring term knowledge organiser.

Tier two words are a year 3 vocabulary focus and their meaning must be taught explicitly. These words are to be displayed with their definition within a contextual sentence throughout the Spring term.

	Set 1	Set 2	Set 3	Set 4	Set 5	
Tested week beginning	27.02.23	06.03.23	13.03.23	20.03.23	27.03.23	
	Actual	Automatic	Automobile	Meet	Pair	
	Actually	Autograph	Autocue	Meat	Pear	
	Bicycle	Autofocus	Autobiography	Hear	Bare	
	Experiment	Autopilot	Superhuman	Ear	Bear	
	Busy	Autonomy	Supermarket	Knot	Cell	
	Business	Superman	Weight	Not	Sell	
	Century	Supernatural	Straight	One	Buy	
	Disappear	Superior	Eight	Won	By	
	Complete	Natural	Wait	Peace	Eye	
	Consider	Super	Ordinary	Piece	Mechanic	
Tier Two words: These are taught in school and are to be practised in context at home	continent	limit	examine	brief	bounce	
	crew	glide	suitable	brilliant	habit	
	pause	doze	value	custom	globe	

My Maths Targets



I can compare and order numbers up to 1000.

I can count from 0 in multiples of 4, 8, 50 and 100.

I can identify, represent and estimate numbers in different contexts.

I can find 10 or 100 more or less than a given number.

I can recognise the place value of each digit in a three-digit number.

I can solve number problems and practical problems.

I can read and write numbers to 100 in numerals and in words.

Number and Place Value

I can solve missing number problems.

I can estimate the answer to a calculation and use inverse operations to check.

I can solve addition and subtraction problems.

I can subtract numbers up to three digits using an efficient written method.

I can add numbers up to three digits using an efficient written method.

I can add and subtract a *three-digit number* and *hundreds* mentally.

I can add and subtract a *three-digit number* and *tens* mentally.

I can add and subtract a *three-digit number* and *ones* mentally.

Addition and Subtraction

I can solve multiplication and division problems.

I can recall and use multiplication and division facts for the 8 times table.

I can use mental strategies to multiply a 2-digit number by a 1 digit.

I can write and calculate statements for $\times$ and $\div$ using the multiplication tables that I know.

I can recall and use multiplication and division facts for the 3 times table.

I can recall and use multiplication and division facts for the 4 times table.

I can use efficient written methods to multiply a 2 digit and a 1-digit number.

Multiplication and Division

I can compare the durations of events.

I know the number of seconds in a minute and the number of days in each month, year and leap year.

I can estimate and read time with increasing accuracy and compare times using appropriate vocabulary.

I can tell the time using Roman numerals from I to XII.

I can tell and write the time from an analogue clock in 12 and 24-hour clocks.

I can add and subtract amounts of money to give change using $\pounds$ and p.

I can measure the perimeter of a 2D shape.

I can measure, compare, add and subtract volume/capacity (l/ml).

I can measure, compare, add and subtract mass (kg/g).

I can measure, compare, add and subtract lengths (m/cm/mm).

Measurements

I can solve problems involving fractions.

I can compare and order fractions, and fractions with the same denominators.

I can add and subtract fractions with the same denominator within one whole [$\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]

I can recognise and show, using diagrams, equivalent fractions.

I can recognise and use fractions as numbers.

I can find and write fractions for a set of objects.

I can recognise that tenths arise from dividing an object into 10 equal parts.

I can count up and down in tenths.

Fractions

I can identify horizontal and vertical lines and pairs of perpendicular and parallel lines.

I identify whether angles are greater than or less than a right angle.

I can recognise that two right angles make a half-turn. 3 make $\frac{3}{4}$ of a turn and 4 make a complete turn.

I can identify right angles.

I can recognise angles as a property of shape or a description of a turn.

I can recognise 3-D shapes in different orientations.

I can make 3-D shapes using modeling materials.

I can draw 2-D shapes.

Geometry

I solve two-step problems using presented data.

I solve one-step problems using presented data.

I interpret and present data using tables.

I interpret and present data using pictograms.

I interpret and present data using bar charts.

Statistics

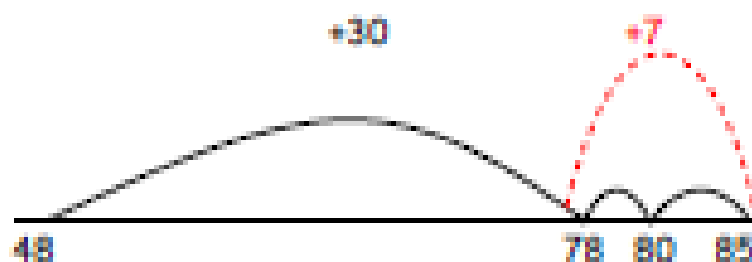
ADDITION

In Years 3, children move through several main methods of adding - number lines, partitioning and then formal methods.

The number line

Steps in addition can be recorded on a number line. The steps often bridge through a multiple of ten

$$48 + 37 =$$



The partitioning method

Children will partition tens and ones then recombine.

Partitioning will be supported using apparatus in class but at home children could use 10p coins and 1p coins.

They add the smallest amounts first and then the largest before recombining the two amounts together for the final total.

e.g. $67 + 24 =$

$$7 + 4 = 11$$

$$60 + 20 = 80$$

$$80 + 11 = 91$$

ADDITION continued...

In year 3, children then move on from partitioning to formal methods of addition.

Column addition

Steps are then written as jottings, as the first step to column addition

$$53 + 82$$

$$3 + 2 = 5$$

$$50 + 80 = 130$$

$$130 + 5 = 135$$

Partitioned numbers are then written under one another: -

$$\begin{array}{r} 50 \\ 80 \\ \hline 130 \end{array} \begin{array}{r} 3 \\ 2 \\ \hline 5 \end{array} = 135$$

A. Single 'carry' in units

Adding the ones first

$$\begin{array}{r} \text{TU} \\ 67 \\ + 24 \\ \hline 11 \\ 80 \\ \hline 91 \end{array}$$

B. 'Carry' in units and tens

$$\begin{array}{r} \text{TU} \\ 58 \\ + 87 \\ \hline 15 \\ 130 \\ \hline 145 \end{array}$$

*Adding the ones first
gives the same answer
as adding the tens first*

SUBTRACTION

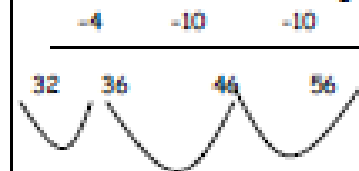
Number line and practical methods

During Year 3 children may recap methods of subtraction using a number line to count back before moving onto partitioning numbers. The empty number line helps to record or explain the steps in mental subtraction. It is an ideal model for counting back and bridging (going over) ten, as the steps can be shown clearly. It can also show counting up from the smaller to the larger number to find the difference

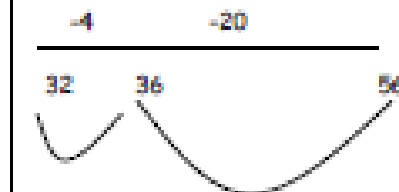
Subtraction by counting back (or taking away)

$$56 - 24 = 32$$

Subtract the units in a single jump



Then subtract tens and units in single jumps



Expanded method

The children then move onto partitioning the amounts that they are taking away.

$$36 - 14 =$$

Partition and set out in columns:

$$\begin{array}{r} 30 \quad 6 \\ - 10 \quad 4 \\ \hline 20 \quad 2 \end{array}$$

Therefore $36 - 14 = 22$

Your child will be introduced to this method, but will need to split/ partition numbers into tens and units, and exchange tens for ones

Begin to exchange

$$71 = 70 \quad 1 \quad \text{step 1}$$

$$\begin{array}{r} - 46 \quad 40 \quad 6 \\ \hline \end{array}$$

$$= 60 \quad 11 \quad \text{step 2}$$

$$\begin{array}{r} 40 \quad 6 \\ \hline \end{array}$$

$$20 \quad 6 = 26$$

Children will also use these methods to help them find missing numbers within a calculation.

MULTIPLICATION

Arrays

Arrays are introduced as a method for multiplication during Key Stage 1 so that the children understand multiplication is repeated addition.

$$2 \times 10 = 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 + 2 = 20$$



$$10 \times 2 = 20$$

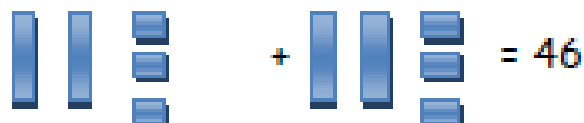


$$2 \times 10 = 20$$

Partitioning

Children will use apparatus to represent multiplication questions that are larger than times tables amounts as drawing circles for these would take too long!

$$23 \times 2 = 23 + 23 = 46$$



MULTIPLICATION continued . . .

Grid method

Some children will then move onto using grid method to calculate larger groups of numbers.

$$\begin{array}{r} \times \quad 20 \quad 3 \\ 8 \quad \boxed{160} \quad \boxed{24} \\ \hline \end{array} \qquad \begin{array}{r} 160 \\ + \quad 24 \\ \hline 184 \end{array}$$

This method is used for multiplication of two digit numbers by a single digit.

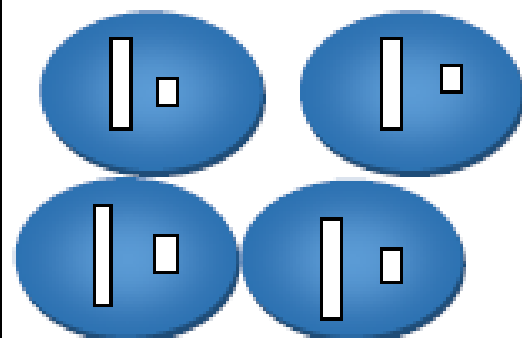
DIVISION

During Year 3, children will continue to develop their understanding of division through repeated subtraction.

Grouping or repeated subtraction

Children will use practical equipment to share groups of amounts. "44 take away 10 then take another 10 and then another etc.

$$44 \div 4 = 11$$



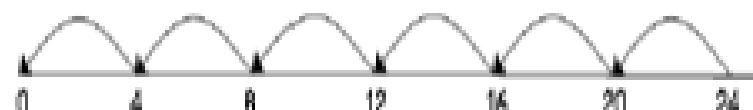
DIVISION

Repeated subtraction using a number line

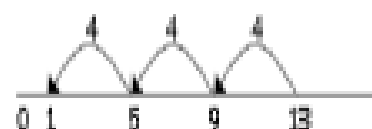
Children will quickly move to using a number line with repeated subtraction.

Children will use an empty number line to support their calculation.

$$24 \div 4 = 6$$



$$13 \div 4 = 3 \text{ r } 1$$



Children will use the repeated subtraction line method and also move onto calculations involving remainders.

Measures – base line questions

Year 3

We ask the children to learn key measures facts at home that are linked to their maths work in school. These are called Mega Measures and we test the children on these each half term. By the end of Year 3 the children should know all of these facts as they are so helpful for their work and life skills.

1. How many seconds in a minute?
2. How many minutes in an hour?
3. How many hours in a day?
4. How many days in a week?
5. How many months in a year?
6. How many days in a year?
7. many days in a leap year?
8. What do we measure in cm and m?
9. What do we measure in g and kg?
10. What do we measure in ml and l?
11. many cm in 1 m?
12. How many g in 1 kg?
13. How many ml in 1 l?



Forces and Magnets



A force is a push, pull or twist. Forces can make objects move or stop, speed them up or slow them down.

Some forces need contact between two objects such as kicking ball or pulling a rope.

A magnet is an object which produces a magnetic force and pulls magnetic objects towards it. A magnet has a north and south pole which is where the magnetic force is strongest. Magnets can attract or repel each other and attract some materials and not others. The opposite poles of a magnet attract to each other. Magnets attract things made of iron and steel but not copper or aluminium.

Magnetic force does not need contact with an object and can act at a distance.

What I already know

I already know that objects are made from a variety of different materials.



A bar magnet with the **north** and **south** pole.

Key Vocabulary

force	This is a push or a pull. It can affect how something moves.
attract	To pull together. The opposite of repel.
repel	To push away. The opposite of attract.
pull	A movement towards you.
push	A movement away from you.
object	Something that forces act on.
Newtons	This is the unit of measure for forces named after Sir Isaac Newton
magnetic pole	Either of the two ends of a magnet where the lines of magnetic force meet and are the strongest. There is the north pole and the south pole. North attracts South and South attracts North.
geographic poles	The North and South poles are areas each end of the Earth where the magnetic fields are the strongest.

Key Words linked to Y3/4 Spelling List:

experiment opposite position weight



Rocks and Fossils



What is a rock?

Rocks are made of minerals. The minerals in the rocks vary, making different kinds of rock. The Earth's crust is made of rock. Rock is often covered by soil or water. Rock is beneath the oceans, lakes, and rivers of the earth, and under the polar icecaps.

What is a fossil?

Fossils are the remains or traces of animals and plants. A lot of fossils are found underwater and can teach us about the features of animals and plants. Some fossils are created when living things become trapped in tree sap, which hardens to form amber. This preserves the body of the trapped creature.

Types of natural rocks:

Igneous – these are rocks that form when lava cools creating crystal like structures. examples of igneous rocks are granite, pumice and basalt.

Sedimentary – are formed by layers of sediment collecting and solidifying, these rocks will have layers throughout. Examples of sedimentary rocks are limestone and sandstone.

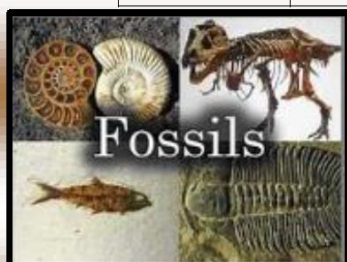
Metamorphic – these rocks are formed when other rocks are affected by great temperature and pressure. Examples of metamorphic rocks are marble and slate.

Rocks like concrete and bricks are man-made.

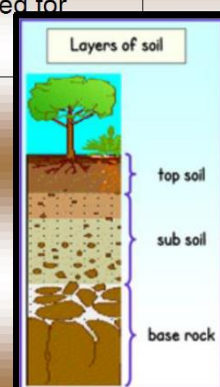
Rocks and soils – Key Vocabulary



rocks	rocks are made up of grains that are packed together
mineral	Minerals are solid chemical substances that occur naturally – examples include diamond, quartz, gypsum. Each grain that makes up the rock is made from a mineral.
permeable	Allowing water to pass through it
organic matter	This is made from living things which have been broken down.
magma	Liquid rock inside a volcano
lava	Liquid rock that flows out of a volcano. Fresh lava ranges from 1300 to 2200 degrees Fahrenheit (700 to 1200 degrees centigrade) in temperature and glows red hot to white hot when it flows.
Molten rock	A rock that has been reduced to liquid through heating.
fossils	The remains or a trace of a plant or animal.
soil	Soil is a mixture of tiny particles of rocks, organic matter from animals and plants, as well as air and water. Different types of soils can be used for different purposes.



build complete describe
earth natural notice
pressure various



Exploring Europe!



I already know that there are 7 Continents in the world. I also know there are physical and human features in different parts of the world.

The world is made up of 7 continents, Europe, Asia, Africa, Australasia, Antarctica, South America and North America. A globe is a mini 3D representation of the Earth. An atlas is a book you can use to locate different types of maps and key facts about countries and cities. Some of the main European countries are:

- United Kingdom (England, Northern Ireland, Scotland and Wales)
- Spain
- France
- Germany
- Italy

Physical Geography

Physical geography means features of a country that are natural and not made by humans. For example, mountains, rivers, lakes and volcanoes.

Some well-known examples from around Europe are the Alps, River Seine, the Lake District, Lake Garda, the Pyrenees and Mount Vesuvius.



Human Geography

Human Geography means the way people and places interact with each other. Some examples could be landmarks, gardens, parks, buildings and canals. Some well-known examples from around Europe are Buckingham Palace, Eiffel Tower and Manchester Ship Canal.

Climate

Climate means the overall weather conditions of a particular area. The Equator is an imaginary line around the centre of the Earth, separating the two hemispheres where the climate is the hottest. Countries nearer the Equator are the hottest. Climate affects what can be grown in that country. France has a mostly temperate climate, although there are many regional differences.

France

France is made up of 13 regions, all of which are very different in terms of culture, character and climate. People visit France to visit famous landmarks for example, the Eiffel Tower, Arc De Triomphe, Euro Disney, Notre Dame and Champs Elysees. The currency of France is the Euro. The Alps are the highest and most extensive mountain range that spreads across Europe, stretching approximately 1,200 kilometres across eight Alpine countries: France, Switzerland, Italy, Monaco, Liechtenstein, Austria, Germany, and Slovenia.

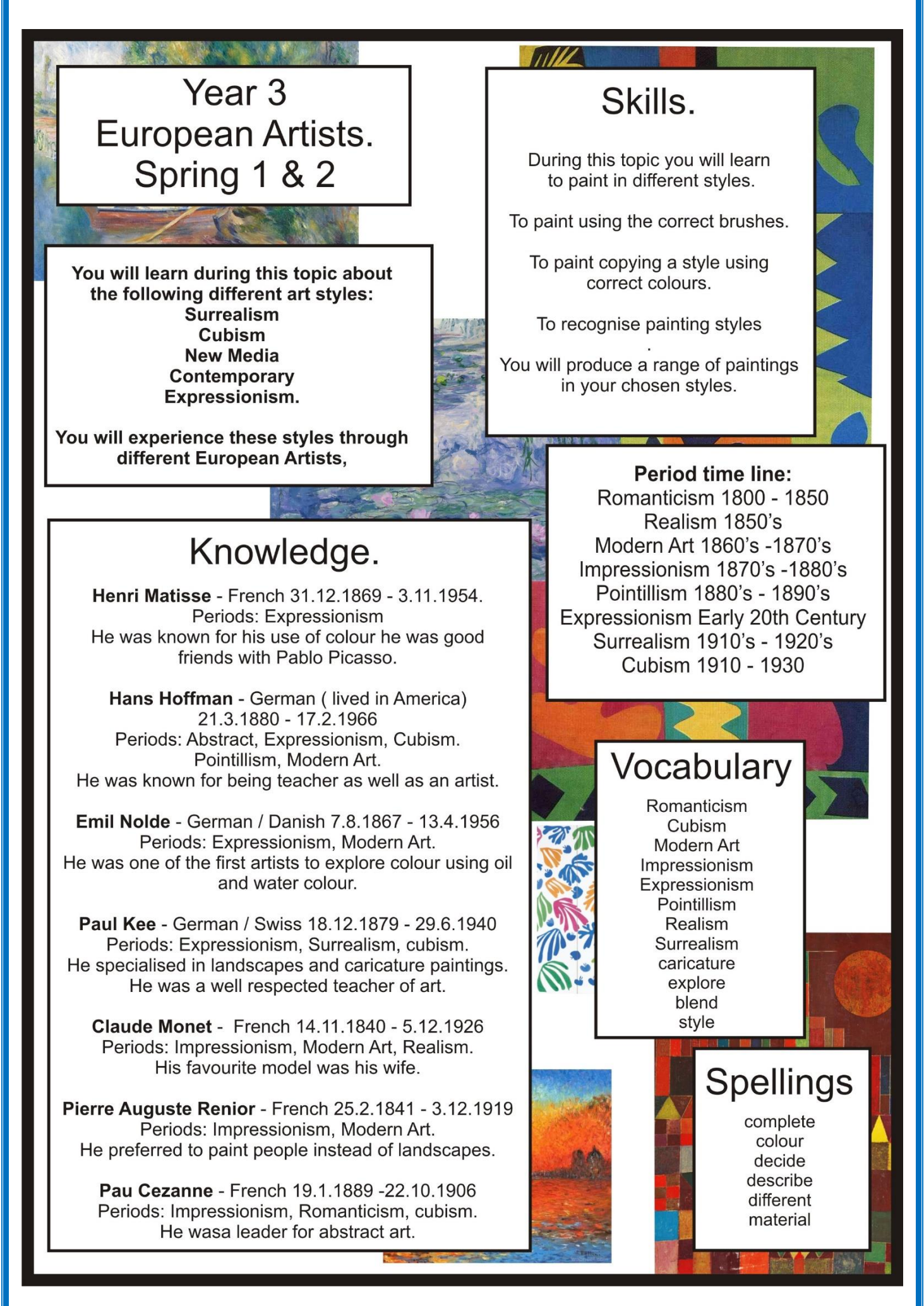
Key Vocabulary

hemispheres	A half of the earth, usually divided into northern and southern halves by the equator.
continent	A very large area of land, made up of several countries.
Equator	An imaginary line drawn across the middle of the Earth
climate	The general weather conditions found in a particular place
temperate climate	Mild to warm summers and cool to cold winters
alpine	Something relating to high mountains
landmark	A recognisable building or structure

Key words linked to Y3/4 Spelling List:

earth island position straight





Year 3 European Artists. Spring 1 & 2

You will learn during this topic about
the following different art styles:

Surrealism
Cubism
New Media
Contemporary
Expressionism.

You will experience these styles through
different European Artists,

Skills.

During this topic you will learn
to paint in different styles.

To paint using the correct brushes.

To paint copying a style using
correct colours.

To recognise painting styles

You will produce a range of paintings
in your chosen styles.

Knowledge.

Henri Matisse - French 31.12.1869 - 3.11.1954.

Periods: Expressionism

He was known for his use of colour he was good
friends with Pablo Picasso.

Hans Hoffman - German (lived in America)

21.3.1880 - 17.2.1966

Periods: Abstract, Expressionism, Cubism.

Pointillism, Modern Art.

He was known for being teacher as well as an artist.

Emil Nolde - German / Danish 7.8.1867 - 13.4.1956

Periods: Expressionism, Modern Art.

He was one of the first artists to explore colour using oil
and water colour.

Paul Klee - German / Swiss 18.12.1879 - 29.6.1940

Periods: Expressionism, Surrealism, cubism.

He specialised in landscapes and caricature paintings.

He was a well respected teacher of art.

Claude Monet - French 14.11.1840 - 5.12.1926

Periods: Impressionism, Modern Art, Realism.

His favourite model was his wife.

Pierre Auguste Renoir - French 25.2.1841 - 3.12.1919

Periods: Impressionism, Modern Art.

He preferred to paint people instead of landscapes.

Pau Cezanne - French 19.1.1889 -22.10.1906

Periods: Impressionism, Romanticism, cubism.

He was a leader for abstract art.

Period time line:

Romanticism 1800 - 1850

Realism 1850's

Modern Art 1860's -1870's

Impressionism 1870's -1880's

Pointillism 1880's - 1890's

Expressionism Early 20th Century

Surrealism 1910's - 1920's

Cubism 1910 - 1930

Vocabulary

Romanticism

Cubism

Modern Art

Impressionism

Expressionism

Pointillism

Realism

Surrealism

caricature

explore

blend

style

Spellings

complete

colour

decide

describe

different

material



Creation and Fall



Spring Term 1

The story of Creation can be found in the book of Genesis in the Old Testament of the Bible. This describes how God created the world.

On the first day, God said "Let there be light" and so day and night were created. On the second day, God made the earth and the vast blue sky. On the third day, God made plants and trees to fill the land. On the fourth day, God created the sun for the day and the moon for night. All was good. On the fifth day, God created creatures for the sea and the sky. On the sixth day, God added creatures to the land. He thought something was missing – so he created a man and a woman. On the seventh day, God rested as all His work was done!

The first people that God created were Adam and Eve and they lived in the Garden of Eden. God told them to look after their Garden and all things in it – however they were told to never touch the tree in the middle. This was the tree of all knowledge and evil – if they ate the fruit they would die!

The Fall

In Christianity, the Fall is the name given when Adam and Eve spoiled their relationship with God. They were tempted to eat the fruit off the forbidden tree, so disobeyed God's wishes.

Creation and Fall – Key Vocabulary

Key word	Definition
The Creation	The creation of the Universe, when regarded as an act of God
The Fall	The Fall is the event in the Garden of Eden where Adam and Eve disobeyed the command of God and ate off The Tree of the Knowledge of Good and Evil.
Garden of Eden	A beautiful garden where Adam and Eve were placed at the Creation.
Disobedience	Refusing to obey the rules

Christian Values: Love, forgiveness and hope

Useful words linked to Y3 / 4 Spellings

build earth fruit promise
woman





Easter



Spring Term 2

Shrove Tuesday

Shrove Tuesday, also known as Pancake day, is the day before Ash Wednesday, the start of Lent.

Christians usually eat pancakes on this day, in celebration of the last chance to feast before Lent begins. Traditionally, people would use up the sweet ingredients in their cupboards.

Lent

Lent begins on Ash Wednesday and lasts for 40 days, leading up to Easter. This is a time when Christians will give something up, like Jesus did in the Wilderness.

Palm Sunday

Palm is the day when Jesus arrived in the city of Jerusalem on a donkey and the people laid down branches from palm trees to welcome him.

What I already know:

The cross is a symbol of Easter, representing how Jesus died. Another Christian symbol is the candle, representing Jesus being the light of the world.

Good Friday

This is the day that Jesus was crucified on the cross.

Easter Sunday

This is a day of celebration, when we remember Jesus' resurrection.

Easter – Key Vocabulary

Key word	Definition
Shrove Tuesday	Also known as Pancake Day, this is the day before Lent begins.
Ash Wednesday	This is the first day of Lent.
Crucifixion	An ancient form of execution where a person is nailed to a cross.
Resurrection	The rising of Christ from the dead (in Christian beliefs)

Useful words linked to Y3 / 4 Spellings

believe arrive heard remember difficult surprise guard important

Spring Term Year 3

Vive la France! (Long live France!)



Things I will learn in French:

- How to say what instrument I play
- How to say what instrument you play
- The difference between masculine and feminine words
 - How to say which instruments I like
 - What French festivals are like

This topic links to my learning in geography where we compare a European country to our country.

the

le

masculine

la

feminine

de + le = **du**

de + la = **de la**

Vocabulaire

piano
guitare
trompette
violon
batterie
harpe

piano
guitar
trumpet
violin
drums
harp

je joue
tu joues

I play
You play

j'aime
je n'aime pas

I like
I don't like

numbers 1-20

Sounds

j

e

i

ou

é

Key Questions

Ça va?

Quel âge as-tu?

Knowledge Organiser – Three Little Birds – Year 3, Unit 3

1 – Listen & Appraise: Three Little Birds (Reggae)

Structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

Instruments/voices you can hear: Bass, drums, electric guitar, keyboard, organ, male and backing vocals.

Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – C + D.

Bronze: no notes | Silver: C, sometimes D |

Gold: C + D challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. *Which part did you play?*

Improvise using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Themes: Reggae, happiness and animals.

Facts/info: Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide.

Listen to 5 other reggae songs:

- Jamming by Bob Marley
- Small People by Ziggy Marley
- 54-46 Was My Number by Toots and The Maytals
- Ram Goat Liver by Pluto Shervington
- Our Day Will Come by Amy Winehouse

Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Reggae music?
How do you know this is Reggae music?

National Curriculum Links: KS2 Computing

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- 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

- I know that a sequence is a list of instructions in a particular order
- I know that if I change the sequence I may change the outcome of the program
- I can sequence a simple program on Logo to produce a line drawing of a 2D shape
- I can solve problems by decomposing them into smaller parts.

- I can detect and debug errors in my sequence
- I can use and edit a pre-written program to achieve a specific outcome
- I can use logical reasoning to explain what will happen next
- I can predict how a change in a sequence may impact on the outcome of a program

Computer Science Vocabulary

computer science	BBC Bitesize Computing KS2 computer scientists design new software, solve computing problems and develop different ways to use technology
computational thinking	Involves looking at a problem and working out a way a computer might be able to help you solve it
algorithm	a set of instructions in everyday language, e.g. 'get ready for school', 'go out to play'
program	a precise set of instructions for a computer
sequence	a program with a number of steps in the right order
decompose	breaking a program down into smaller steps
debugging/degitching	Identifying and correcting mistakes when the program doesn't work as expected
abstraction	being able to focus on the problem and ignoring detail, focus on program before look and feel e.g. colour, size, background
Input / output	data or information that a computer receives in or displays out
unplugged	computer science without using the computer
event blocks	all programs need an event which acts like a start button
mathematical language	Directional language- backward, left, right, angles, clockwise / Anti-clockwise

Logo Commands

fd (forward)
bk (backwards)
rt (right)
lt (left)
rpt (repeat)
pd (pen down)
pu (pen up)
setpc (pen colour)
setps (pen size)

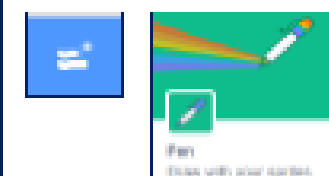
Program for a square using Scratch using sequences



Reset program using Scratch



How to add blocks for the pen:



LO extension:

Using the same format for a square

fd " rt " fd " rt "

Now write a program for:

A HEXAGON – 6 sides angle 60

A OCTAGON – 8 sides angle 45

> eg. fd 5 rt 90...

An example of a sequence for a square

setpc red fd 5 rt 90 fd 5 rt 90 fd 5 rt 90 fd 5 rt 90 setpc

Music 	Three Little Birds This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs. G Crotchets, rests	African Drumming Easter Service
Computing 	This term we will be covering Computer Science and learning all about algorithms. We will use sequencing programs on the iPads and on Purple Mash.	