

“Learn, Sparkle and Shine”



Curriculum guidance for Year 3 Parents.

Autumn 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.

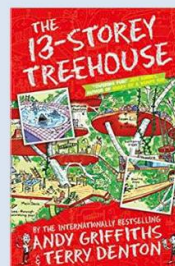
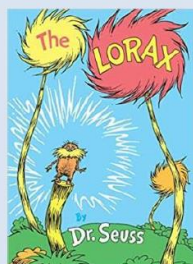
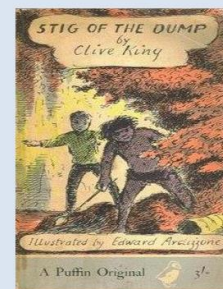
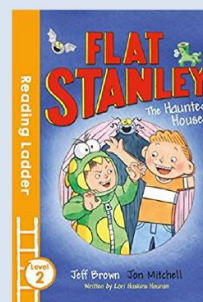
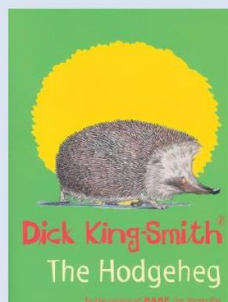
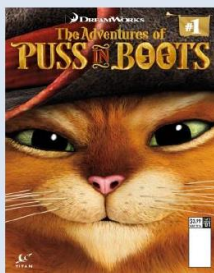
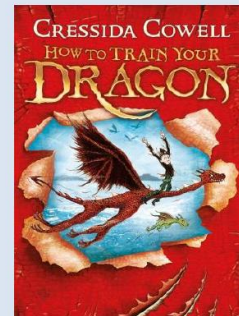
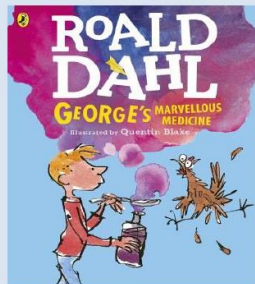
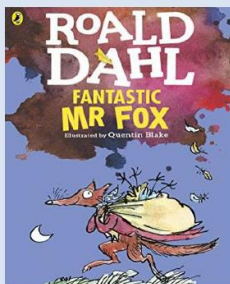
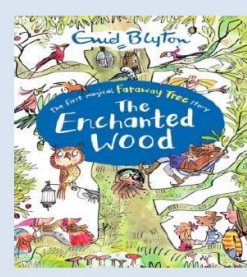
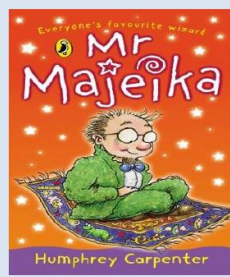
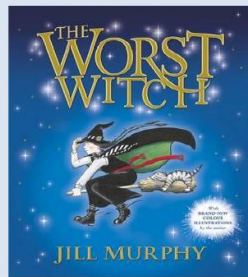
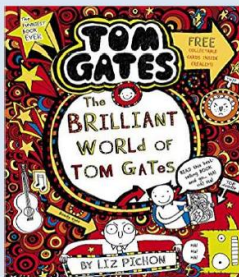
Year Three and Four Key Word Spelling list		
accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough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



Branching Out Through Reading

Name: _____

These are my challenges:



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

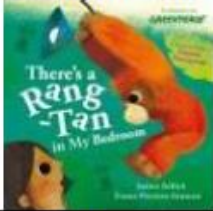
Sentence

Text

Punctuation

Terminology

Handwriting

Autumn 1 – ensure coverage is given to each of these areas below:	Autumn 2 - ensure coverage is given to each of these areas below:
Topic: Stone age to Iron age Science: animals including humans Novel: Stone age boy World/Topical theme: conservation of animals Poetry: skeleton poetry- If I didn't have a skeleton. 	Topic: Stone age to Iron age Science: animals including humans Novel: 3-4 weeks The Stolen Spear How to wash a woolly mammoth World/Topical theme: There's a Rangtan in my bedroom Poetry – whole school poetry week – themed confirmed annually   
Genres to be taught: Fiction: text based. narrative- adventure. Setting description. Fiction: text based. Narrative- dialogue Non fiction: text based. Non chronological report. Non fiction: fiction text based- letter/diary	Genres to be taught: Non fiction: instructional text Non fiction- persuasive letter re palm oil Fiction: text based. narrative- adventure.
Cross curricular genres Science skeleton poetry- If I didn't have a skeleton RE- rules for living. A setting description of a classroom without rules using Kindergarten cop clip. Topic: recount of day stone age boy meets Om.	Cross curricular genres Topic: Skara Brae – information leaflet Animals including humans. non chronological report. Muscles- explanation text, purple mash task. Explanation- why do we celebrate harvest?

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

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

Words highlighted **green** are **statutory spelling words** and may be found on the science or topic autumn 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 autumn term.

	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
Tested week beginning	11.09.23	18.09.23	25.09.23	02.10.23	09.10.23	16.10.23
	Waved	Doesn't	Guide	Thought	Weight	Waist
	Interest	Can't	Exercise	Great	Wait	Waste
	Dropped	Won't	Continue	Freight	Rain	Plain
	Unusual	Don't	Decide	Height	Reign	Plane
	Usual	I've	Describe	Main	Eight	Sail
	Displeased	I'd	Regular	Vein	Ate	Sale
	Pleased	I'll	Possible	Gate	Though	Maid
	Appear	Should've	Peculiar	Grate	Although	Made
	Disappear	Could've	Probably	Prey	Through	Steak
	Disinterest	She'll	Strength	Obey	Eighth	Stake
Tier Two words: These are taught in school and are to be practised in context at home.	Arctic	Bold	Border	Act	Observe	Struggled
	Climate	Fierce	Reverse	Active	Confess	Pastime
	Mystify	Aware	Early	Cling	Ordeal	Extend
		Steer	Material	Convince		
		Opposite				

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

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

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

	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7
Tested week beginning	06.11.23	13.11.23	20.11.23	27.11.23	04.12.23	11.12.23	18.12.23
	Actual	Build	Woman	Gym	Fatigue	Arctic	Beauty
	Actually	Rebuild	Women	Cygnets	Tongue	Climate	Beautiful
	Busy	Consider	Turn	Myth	League	Mystify	Foolish
	Business	Reconsider	Return	Pyramid	Intrigue	Bold	Foolishness
	Particular	Misheard	Apply	Mystery	Dialogue	Fierce	Kind
	Particularly	Heard	Reapply	Egypt	Antique	Aware	Kindness
	Purpose	Hear	Calculate	Bicycle	Unique	Steer	Nasty
	purposeful	Mishear	Recalculate	Early	Mosque	Active	Nastiness
	Naughty	Replay	Miscalculate	Century	Boutique	Cling	Happy
	Naughtiest	Remember		Ordinary	Cheque	Convince	Happiness
							Fruit
Tier Two words: These are taught in school and are to be practised in context at home.	Signal	Tour	Alert	Reduce	Adopt	abundant	chill
	Spoil	Prepare	Afford	Capture	Advantage	origin	advice
	starve	Prefer	Terror	Fortunate	Frail	perform	nation
						scatter	
						Balance	

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.

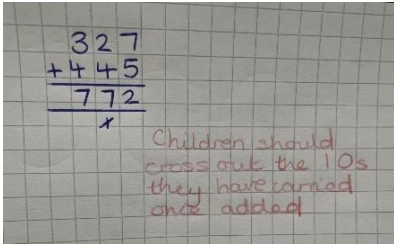
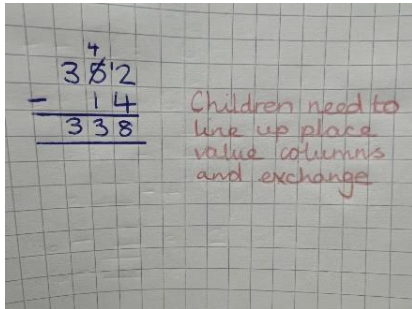
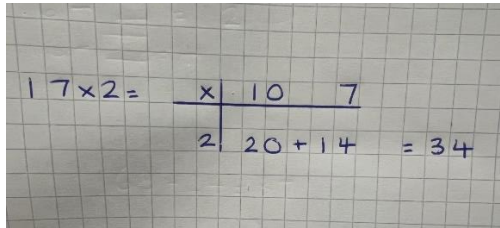
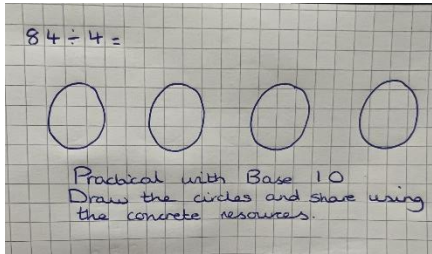
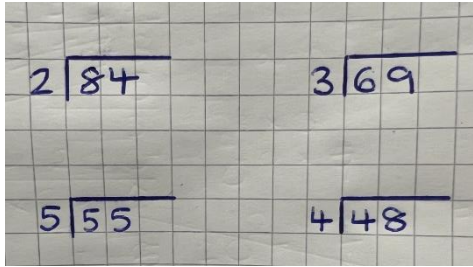
I solve one-step problems using presented data.

I interpret and present data using tables.

I interpret and present data using pictograms.

I interpret and present data using bar charts.

Statistics

	Addition	Subtraction	Multiplication	Division
Year 3	Recapping partitioning method Moving onto introducing the column method. Adding up to 3 digit numbers (Including carrying)  Place value columns are important Lining numbers up correctly e.g. $352 + 14 =$ Missing numbers to use the inverse	Recapping partitioning method Moving onto introducing the column method. Subtracting up to 3 digit numbers (Including exchanging)  Place value columns are important Lining numbers up correctly e.g. $352 - 14 =$ Missing numbers to use the inverse	Recap arrays from Y2 Then move onto formal written methods – 2 digit by 1 digit Grid method 	Recap and move onto using base 10 Sharing circles using 10s and 1s to calculate bigger numbers  Formal written method of bus stop will be introduced - No carrying no remainders <i>Examples</i> 84 divided by 2 Using times tables they know 

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.

Measures – Year 3

1. How many seconds in a minute? 60 seconds
2. How many minutes in an hour? 60 minutes
3. How many hours in a day? 24 hours
4. How many days in a week? 7 days
5. How many months in a year? 12 months
6. How many days in a year? 365 days
7. How many days in a leap year? 366 days
8. What do we measure in cm and m? length
9. What do we measure in g and kg? mass/weight
10. What do we measure in ml and l? capacity
11. How many cm in 1 m? 100 cm
12. How many g in 1 kg? 1000g
13. How many ml in 1l? 1000ml



Autumn Term

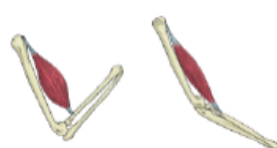
Animals including humans



All animals, including humans, need the right types and amount of nutrition to survive. Animals cannot make their own food; they get nutrition from what they eat. We need to eat a variety of different foods in order to grow and remain healthy and this is called a balanced diet. Food can be put into different groups and each food group does a different job in human bodies.

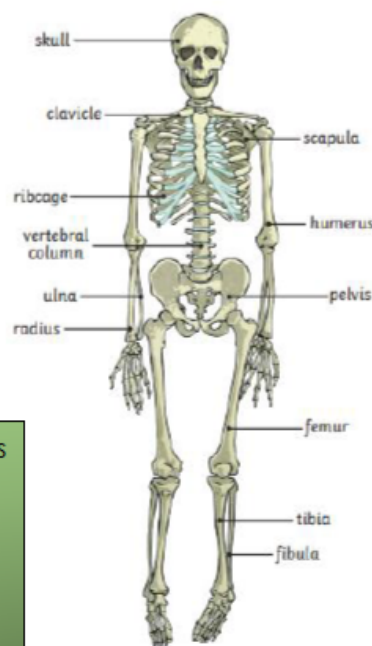
Humans and some other animals have skeletons and muscles for support, protection and movement. Human skeletons can vary in size and have several differences to the skeletons of many different animals.

Food group	What it does for us
Fruits and vegetables	Help to keep humans healthy.
Meat and fish	Full of protein which helps to grow and repair muscles.
Grains	For energy and growth
Carbohydrates	Gives humans energy
Dairy	Contributes to strong teeth and bones.



Contract Relax

Muscles work in pairs to move the bones they are attached to by taking turns to contract (get shorter) and relax (get longer).



Key vocabulary	
Healthy	In a good physical and mental condition.
Nutrients	Substances that animals need to stay alive and healthy.
Energy	Strength to be able to move and grow.
Vertebrate	Animals with a backbone.
Invertebrate	An animals which doesn't have a backbone.
Muscles	Soft tissue in our body that can contract and relax to cause movement.
Joints	Areas where two or more bones are fitted together.

What I already know:

All living things have basic needs. Most living things need shelter, food, water, the right temperature and air. Exercise helps to keep your body strong and healthy. We can group animals, including humans, by the type of food that they eat.

Spellings

height strength length heart fruit
exercise different regular potatoes



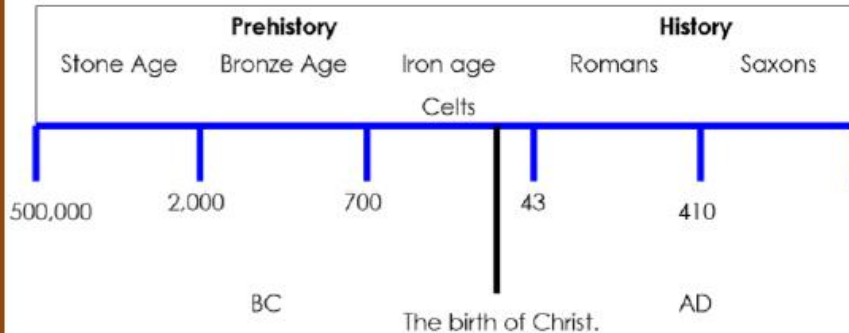
Autumn Term Stone Age to Iron Age



The Stone Age period is said to have started around 3 million year ago when humans started to live in Europe.

The Stone Age was followed by the Bronze Age period. This is when humans started to use metal.

The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting.



During the Palaeolithic Age (old Stone Age), people gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.

During the Neolithic Age (towards end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history.

Skara Brae

The archaeological site found on the Orkney Islands in Scotland. It is a Stone Age village that has been well preserved.

Stonehenge

A famous Stone Age monument in Wiltshire.

Key Vocabulary	
Archaeologists	People who discover our history by looking at artefacts that have been found.
Artefact	An object made by human beings, usually with historical or cultural interest.
B.C	Before Christ. The date 250BC means 250 years before Christ was born.
Chronology	The ordering of events, for example the Stone, Bronze and Iron Age.
Civilisation	When people live in a large society with a shared culture and rules.
Hunter-gatherers	People who mainly live by hunting, fishing and gathering wild fruit.
Neolithic	The later part of the Stone Age and following the Palaeolithic and Mesolithic Age.
Shelter	A house where Stone Age people would have lived.
Settlement	A place where there were several Stone Age shelters, like a small village.

Stonehenge



Skara Brae



Useful Words linked to Y3/4 Spellings

build early
material

What I already know

- I can talk, draw and write about things from the past.
- I know that life has not always been this way and was much different in the past.
- I know that we can order things which have happened in the past on a timeline.



Rules for Living



Rules are very important and we need them to help keep us safe.

God gave Moses a set of rules – these were called the Ten Commandments. God wanted people to follow these rules and live their lives as good people.

The Ten Commandments appear in the Old Testament of the Christian Bible and also in the Jewish scriptures. Jewish people call them the 'Ten Sayings'.



THE TEN COMMANDMENTS FOR KIDS

1. PUT GOD FIRST.
2. DO NOT MAKE FAKE GODS.
3. RESPECT GOD'S NAME.
4. RESPECT GOD'S DAY OF REST.
5. RESPECT YOUR PARENTS.
6. DO NOT KILL PEOPLE.
7. RESPECT MARRIAGE PROMISES.
8. DO NOT STEAL.
9. DO NOT LIE.
10. DO NOT BE JEALOUS.

Rules for Living – Key Vocabulary

Bible	The Christian Holy Book
The Old Testament	The first part of the Bible, made up of 39 books.
The New Testament	The second part of the Bible, recording the life and teachings of Jesus.
Moses	The Hebrew prophet who led the Israelites from Egypt. Moses received the Ten Commandments from God.
Mount Sinai	The mountain in which God gave Moses the Ten Commandments
The Ten Commandments	The rules, or laws, given to Moses by God on Mount Sinai.
Rules	Guidelines or instructions on how to do something correctly.

Christian Values: Justice and Responsibility

What I already know:

The Bible is the Christian Holy book. It is divided into two parts – the Old Testament and the New Testament.

Useful words linked to Y3 / 4 Spellings

appear believe guide
important promise special



Harvest



Harvest Festival is a celebration of the food grown on the land. Thanksgiving ceremonies and celebrations for a successful harvest are both worldwide and very ancient. In Britain, we have given thanks for successful harvests since pagan times. We celebrate this day by singing, praying and decorating our churches with baskets of fruit and food in a festival known as 'Harvest Festival', usually during the month of September.

What we already know:

- ❖ Harvest is a time to thank God for the food we have.
- ❖ Harvest is a Christian festival.
- ❖ Harvest is celebrated in Autumn

The harvest festival of the Jewish religion is called Sukkot or 'Feast of Ingathering' or 'the 'Feast of Tabernacles'. It is celebrated at the end of the year, after Rosh Hashanah, the third of the great Annual Festivals.

Harvest – Key Vocabulary

Key Vocabulary	
Harvest Festival	a celebration held in churches and schools in the autumn to give thanks for the crops and food.
Sukkot	a Jewish festival held in the autumn to commemorate the sheltering of the Israelites in the wilderness. It is marked by the erection of small booths covered in natural materials.
Thanksgiving	the expression of gratitude, especially to God. In Northern American this is an annual national holiday marked by religious observances and a traditional meal. The holiday commemorates a harvest festival celebrated by the Pilgrim Fathers in 1621, and is held in the US on the fourth Thursday in November. A similar holiday is held in Canada, usually on the second Monday in October



Christian Values: Thankfulness

Useful words linked to Y3 / 4 Spellings

Earth enough fruit
natural potatoes
special





Christmas – God is with us



Christmas is a special time of the year for Christians. This is the time that Jesus, the Son of God, was born.

An angel appeared before Mary and told her she was going to have a baby and it is the Son of God. Mary and Joseph had to travel to Bethlehem for the census. When they arrived there was nowhere for them to stay. A kind Innkeeper let them stay in his stable. That night, Jesus was born and He was laid in a manger.

Meanwhile, angels appeared before some shepherds who were watching their sheep. She told them a new King had been born in Bethlehem. The shepherds left and followed a bright star which led them to the stable. In the East, three wise men also saw the bright star and they knew that a King had been born. They left their country and travelled towards the star so they could worship the new born King.

Advent is a Latin word that actually means “coming.” In the Christian church, Advent is time of preparation and waiting for the birth of Jesus. Advent starts on December 1st.



Christian Values: Faith

Key Vocabulary

Advent	A Latin word that means “coming”
Bethlehem	Located in Israel, this is where Christians believe Jesus was born
Emmanuel	This means “God with us”
Incarnation	A person who embodies a God in the flesh

Useful words linked to Y3 / 4 Spellings

arrive appear believe
calendar earth heard
important notice special



What I already know:

I know Christmas is important and is a time when we celebrate the birth of Jesus, the Son of God. I know the Nativity story and that angels appeared to the shepherds to share the good news that Jesus was born.

Year 3 Through the Ages! Autumn 1 & 2

This topic explores the way that mankind communicated through drawing.

It continues to explore how housing and communities were developed through building techniques and exploration.

Finally the topic looks at how communities were identified through tribal crests and signs.

Knowledge.

The Stone Age is the name given to the earliest period of human culture when stone tools were first used.

In Britain the Stone Age was around 12,000 years ago.

When people began smelting metal around 4500 years ago the Bronze Age began in Britain.

The metals used were a mixture of tin and copper.

The invention of the potters wheel and textile production at this time meant better pottery and clothing could be made.

Iron Age was the time when iron became the preferred metal for making tools.

Ploughs were made for farming which meant farming was more productive as the population began to grow.

Skills.

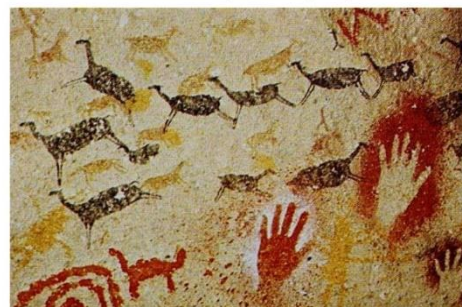
During this topic you will learn to draw 3 dimensionally.

To paint using natural earth tones.

To paint and tell stories through artwork.

To understand types of joins and construction through making 3 different types of houses using various materials such as: wood, clay, fabric

You will make a settlement flag with a working pulley system.



Spellings

colour
build
earth
stone
iron
age
bronze
history
describe

Year 3 Autumn Food Technology – linked to the Through The Ages topic.



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Easy white bread

By [Good Food team](#)

★★★★★ 452 ratings [Rate](#) [388 comments](#)

[Magazine subscription - 5 issues for only £5](#)

Prep: 20 mins Easy Makes 1 loaf
Cook: 25 mins - 30 mins
Plus 2 hours proving

A great recipe for an electric breadmaker – or do it the traditional way

Ingredients

500g [strong white flour](#), plus extra for dusting

2 tsp salt

7g sachet [fast-action yeast](#)

3 tbsp [olive oil](#)

300ml water

Method

STEP 1

Mix 500g strong white flour, 2 tsp salt and a 7g sachet of fast-action yeast in a large [bowl](#).

STEP 2

Make a well in the centre, then add 3 tbsp olive oil and 300ml water, and mix well. If the dough seems a little stiff, add another 1-2 tbsp water and mix well.

STEP 3

Tip onto a lightly floured work surface and knead for around 10 mins.

STEP 4

Once the dough is satin-smooth, place it in a lightly oiled bowl and cover with cling film. Leave to rise for 1 hour until doubled in size or place in the fridge overnight.

STEP 5

Line a [baking tray](#) with baking parchment. Knock back the dough (punch the air out and pull the dough in on itself) then gently mould the dough into a ball.

STEP 6

Place it on the baking parchment to prove for a further hour until doubled in size.

STEP 7

Heat oven to 220C./fan 200C./gas 7.

STEP 8

Dust the loaf with some extra flour and cut a cross about 6cm long into the top of the loaf with a [sharp knife](#).

STEP 9

Bake for 25-30 mins until golden brown and the loaf sounds hollow when tapped underneath. Cool on a [wire rack](#).

Year 3 Autumn Food Technology – linked to the Through The Ages topic.



[Recipes](#) ▾ [How to](#) ▾ [Health](#) ▾ [Inspiration](#) ▾ [Reviews](#) ▾ [Drinks](#) [Subscribe now](#)

[Home](#) > [Recipes](#) > [Spicy roasted parsnip soup](#)



Spicy roasted parsnip soup

By [Good Food team](#)

★★★★★ 229 ratings [Rate](#) [202 comments](#)

[Magazine subscription – 5 issues for only £5](#)

Prep: 10 mins Easy Serves 4
Cook: 35 mins

Aromatic flavours transform the ordinary parsnip into a delicious warming soup

Ingredients

2 tbsp [olive oil](#)
1 tsp [coriander seeds](#)
1 tsp [cumin seeds](#), plus extra to garnish
½ tsp [ground turmeric](#)
½ tsp mustard seeds
1 large [onion](#), cut into 8 chunks
2 [garlic cloves](#)
675g [parsnips](#), diced
2 [plum tomatoes](#), quartered
1.2l vegetable stock
1 tbsp lemon juice

Method

STEP 1

Heat oven to 220C/fan 200C/gas 7.

STEP 2

In a [bowl](#), mix together 2 tbsp olive oil and 1 tsp coriander seeds, 1 tsp cumin seeds, ½ tsp ground turmeric and ½ tsp mustard seeds.

STEP 3

Add 1 large onion, cut into 8 chunks, 2 garlic cloves, 675g parsnips, diced, and 2 quartered plum tomatoes and mix well.

STEP 4

Spread over a heavy baking sheet, then roast for 30 mins until tender.

STEP 5

Spoon into a [food processor](#) or liquidiser with 600ml vegetable stock and process until smooth.

STEP 6

Pour into a pan with the remaining 600ml vegetable stock, season, then heat until barely simmering.

STEP 7

Remove from the heat and stir in 1 tbsp lemon juice. Garnish with cumin seeds.

National Curriculum Links: KS2 Computing

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; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

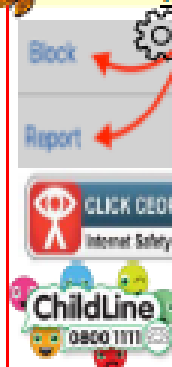
Digital Citizenship Vocabulary

Digital Citizens	A person who develops the skills and knowledge to be online safely and effectively
Digital footprint	The information about you that exists on the internet as a result of your online activity
World Wide Web	Is a collection of webpages found on a network of computers
Privacy settings	These settings allow you to control who sees information about you
Social media	Websites and apps that enable users to create, share or participate whilst online
Self-Image and identity	Ideas that you have about your own qualities and abilities and knowing that this is what makes you unique
Online relationships	Between two or more people in the way they feel and behave towards each other when online compared to friends offline
Online reputation	What kind of person others think you are based on the things you say and do online
Online bullying	When people use the internet, phones or other technology to threaten, tease or embarrass another person
Health and Wellbeing	Understanding the impact technology has on health, well-being and lifestyle, understanding the positives and negatives and strategies to deal with them

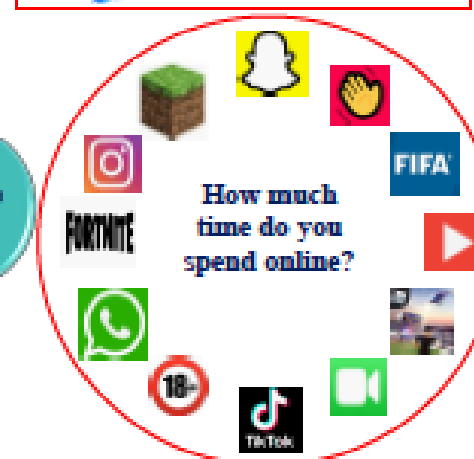
I will know...

- and be able to talk about my digital footprint
- what is meant by the term 'identity'
- how I can represent myself in different ways online
- some risks of communicating online with others I don't know well
- why I should be careful who I trust online and what information I can trust them with
- to be careful before I share anything about others or myself online
- who I should ask if I am not sure if I should put something online
- what bullying is and can describe how people may bully others
- rules about how to behave online and how I follow them
- why spending too much time using technology can sometimes have a negative impact on me

What should you do if you get a 'butterfly feeling' when online?



Remember to save evidence of the thing that has made you feel uncomfortable. Check your privacy settings and use the tools in the game / app to block and report the user. If you need further advice there are sites that can help. E.g. CEOP, Barnardo's and Childline



National Curriculum Links: KS2 Computing

- 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

I will know

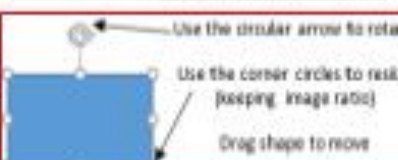
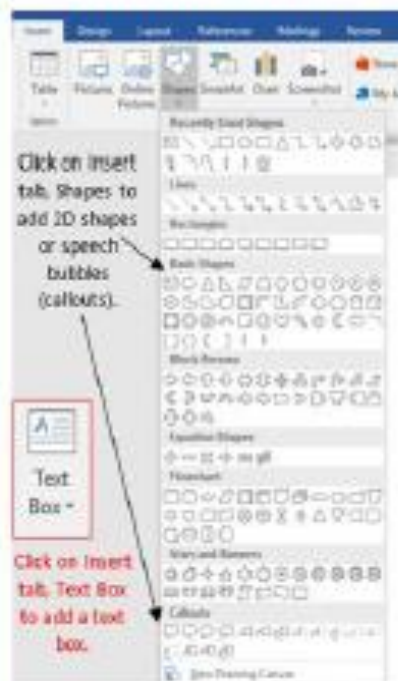
- how to type a number of sentences using the keyboard
- how to use tab to indent paragraphs
- how to use cut, copy and paste to re-order text
- how to use keyboard shortcuts e.g. Ctrl + V, X, C to re-order text.
- how to use bullet points, speech bubbles, auto shapes and text boxes
- how to format wrapping/layout of text boxes and images in word

- how to format images - move, rotate and re-size shapes
- how to use the format tab to alter word art to enhance my work.
- how to use a variety of table tools (merge cells, fill etc.)
- how to explain the difference between save and save as.
- how to create a folder to save my work in.
- how to give a file a name to identify it
- how to transfer these skills into PowerPoint

Digital Literacy Vocabulary

Digital Literacy	Having the skills to live, learn, and work where communication and access to information is increasingly through technology
formatting	Making the writing look different
layout	Different ways to set out information, pictures and tables in documents or presentation
audience	Who the document is being written for
appropriate and relevant	Suitable, proper and connected to the subject
abstraction	Being able to focus on task before the look and feel e.g. colour, size, background
background	Colours, patterns or images that sit behind the information and images on slides
border	A design around the outside of a document
animation	How text or images appear onto the slide
transition	How each slide moves onto the next slide
keyboard shortcut	A key or combination of keys providing quick access to a particular function
insert	Put something into a document, like a picture
cursor	The flashing line that shows where you will type or insert a picture

Formatting Shapes



Moving Images

To move images around your work, use text wrapping tool. Click Format tab, Wrap text or right click on the image and investigate and choose the appropriate wrapping for your work



Cut, Copy, Paste

Cut – Ctrl + X
Copy – Ctrl + C
Paste – Ctrl + V
Select all – Ctrl + A



Save and Save As

Save As lets you save a file in a new location.
Save lets you update a file in the same location.



Table Tools

Merge cells - two cells become one	Colour	Split	Cells
Select the cells you want to merge and right click. Choose Merge Cells.	Colour cells by selecting a cell and clicking fill tool.	Select the cells you want to split and right click. Choose Split Cells.	

Word Art

Click on Insert tab, Word Art. Choose an appropriate style.



Tabs

Click the forward arrow to indent paragraphs forward.
Click the back arrow to move paragraph indents back.



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?

Knowledge Organiser

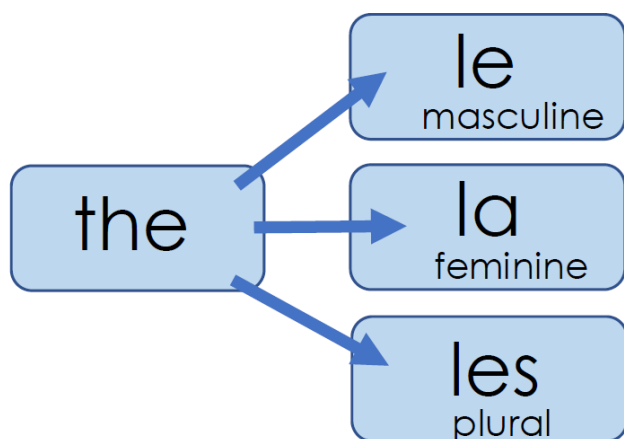
C'est Moi!

Year 3

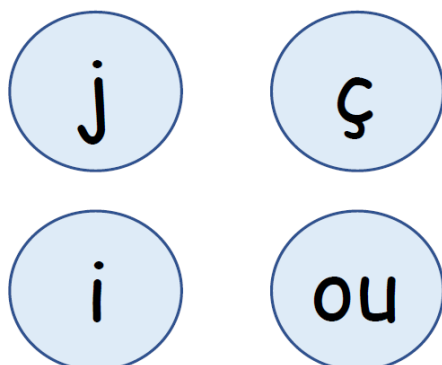


Things I will learn in French:

- How to ask someone their name and how they are feeling.
- How to reply to those questions with simple phrases.
- Colours and numbers to 10 (in and out of order).
- How to pronounce body parts through song.
- How to pronounce some sounds in French.



Sounds



Key Questions

Comment t'appelles tu?

Ça va?

Vocabulaire

Je m'appelle My name is

ça va super I am great
ça va bien I am good
oui, ça va yes, I'm ok
ça va mal I am not good

bleu	blue
vert	green
jaune	yellow
rose	pink
rouge	red
violet	purple
marron	brown
gris	grey
blanc / noir	white / black

tête	head
épaules	shoulders
genoux	knees
pieds	feet
yeux	eyes
oreilles	ears
bouche	mouth
nez	nose