

# WOODLANDS PRIMARY SCHOOL

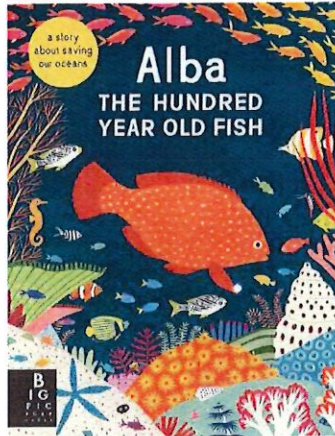


Year 3

Autumn 1 Curriculum

Ready · Respectful · Safe

# English Writing Mastery Targets



My mastery targets for this term are:

- To group related ideas into paragraphs
- To build a varied and rich vocabulary
- To use prepositions to express time, place and cause
- To introduce inverted commas to punctuate direct speech

The text types I will explore are:

- an alternative opening (fiction)
- a non-chronological report
- a section of narrative focusing the use of inverted commas to demark speech
- Message in a bottle (persuasive letter) encouraging humans to stop putting plastics in our seas and oceans.

Vocabulary I will use this term...

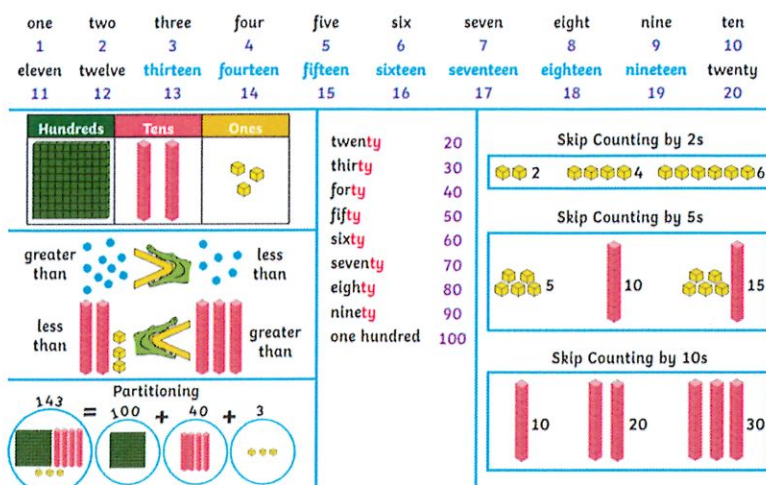
**Year 3/4 Words:**

actually  
caught  
complete  
consider  
increase  
important  
possible  
purpose  
question

**Key words I may use:**

biodegradable  
toxic  
threatened  
single-use  
crisis  
species  
coral reef  
algae  
amid  
sustainable  
crevices

## MATHS: PLACE VALUE



What new **knowledge** will I learn?

We will revisit numbers represented to 100 and move on to numbers beyond 100.

We will understand the size of numbers and confidently identify the tens and one.

We will partition numbers and learn how to plot them on number lines.

What **mathematical sentences** will I use?

- "This number has \_\_\_\_ tens and \_\_\_\_ ones."
- "\_\_\_\_ can be partitioned into \_\_\_\_ tens and \_\_\_\_ ones."
- "\_\_\_\_ is greater/less than \_\_\_\_ because it has more/less tens."
- "I know this because \_\_\_\_."
- "I noticed that \_\_\_\_."

What **vocabulary** will I use?

place value, digit, thousands, hundreds, tens, ones, zero, ordering, comparing, rounding, equal to, less than, greater than, least, fewest, smallest, estimate, represent, negative number, partition

## Coast!

### What should I already know?

- I know I live in the UK and it is an island
- I can find the UK on a map and identify the 4 countries
- I know some places are countryside, town or seaside
- I can use a simple map to find the coast or the seaside
- I can name some things you would find at the beach (cliffs, sand, sea, boats)
- I know people go on holiday to the seaside
- I know that people shouldn't leave rubbish at the beach

### What vocabulary will I use this term:

sea	A large area of salty water that covers part of the Earth's surface. Seas are usually smaller than oceans and are often next to the land.
coastline	The line where the land meets the sea or ocean. It's the edge of the land along the coast.
erosion	When wind, water or waves slowly wear away rocks and soil.
pollution	When harmful things like rubbish, plastic or chemicals make the land, sea or air dirty and unsafe.
threat	Something that can cause harm or danger to people, animals or places.

### What new knowledge will I learn?

- The UK is surrounded by seas including the Irish Sea and the English Channel. know the coast is where the land meets the sea or ocean.
- The coast is used for tourism, ports and fishing.
- Physical features of the coast including the sea, cliffs, beaches, rocks.
- Human features of the coastline including a pier, a harbour, a port and an arcade.
- Two threats to our coastline - erosion and plastic pollution.
- How waves cause coastal erosion and change the coastline over time.



### What skills will I use?

- I will use maps, atlases and digital mapping to locate UK coastal areas and surrounding seas (Irish Sea, English Channel, North Sea).
- I will describe physical and human features of the coastline using fieldwork, photographs and maps (e.g. cliffs, beaches, piers, harbours).
- I will use diagrams to record and explain coastal erosion
- I will use simple compass directions and four-figure grid references to describe the location of features on coastal maps.
- I will pose and answer geographical questions about why the coastline changes and how human activity affects it.

# Light

## What should I already know?

- I know I use my eyes to see.
- I know light helps me see.
- I know the Sun gives us light in the day.
- I know lights can be switched on in the dark.
- I have noticed shadows outdoors or when playing.

## What vocabulary will I use this term:

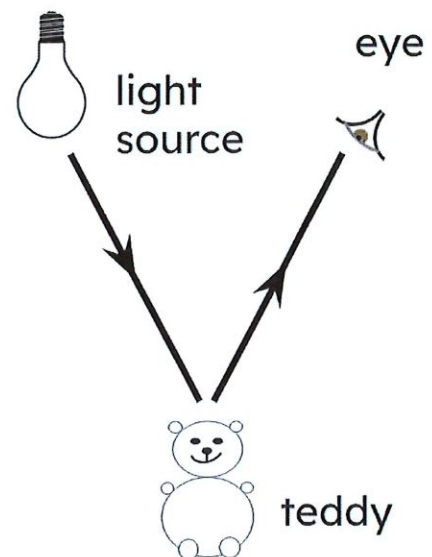
Light source	A light source is something that makes its own light, like the Sun, a torch, or a lamp.
Reflect	When light hits an object and bounces off it.
Opaque	An opaque object does not let any light through. It blocks light and makes a shadow.
Shadow	A shadow is a dark shape made when an object blocks light from a light source.
Transparent	A transparent object lets light pass through it clearly, so you can see through it easily.
Darkness	Darkness is when there is no light or very little light.

## What new knowledge will I learn?

- Humans and other animals need light to see, and that light comes from natural sources (like the Sun) and artificial sources (like torches and candles).
- The Sun is a natural light source that provides heat and light to the Earth.
- We see objects because light travels from a light source, reflects off objects, and enters our eyes.
- Shadows are formed when light from a light source is blocked by an opaque object, creating a dark area.
- The size of a shadow changes depending on how far an object is from a light source.
- Measuring how shadow size changes as the distance between the light source and object changes shows a pattern: the shadow gets smaller as the object moves away.

## What skills will I use?

- I will ask relevant questions about light, shadows, and how they change, and decide how to investigate them.
- I will plan a fair test to find patterns in how shadows change, deciding what to change, measure and keep the same.
- I will gather, record, and classify data about light, materials, and shadows using diagrams, tables, and written explanations.
- I will present my findings clearly using drawings, diagrams, charts, and written explanations.
- I will answer questions and make simple conclusions from my results, explaining patterns and suggesting improvements.



## Y3 No Outsiders

What **story** will I use?

Oliver by Birgitta Sif

What **key questions** will I discuss?

- How can being different affect someone?
- How might being different make someone feel left out?



What **skills** will I use?

- Talking and listening respectfully
- Celebrating difference
- Asking questions about identity and difference in a safe way
- Recognising and challenging stereotypes
- Showing respect to everyone

What **vocabulary** will I use?

Equality, diversity, inclusion, stereotype, discrimination, respect, tolerance, belonging, identity



## French - A New Start

French Y3 Stage 1 Autumn1: Greetings, Feelings, Names.



Language Detectives' Memory Bank: Greetings, Feelings and Names.

### Greetings Bank

Salut - Hi  
 Bonjour - good morning/hello  
 Bonne après-midi - good afternoon  
 À bientôt - see you soon  
 Au revoir- good bye

### Sound spelling

"ou"  
 "oi"  
 "ça"

### Question and Answer Bank

Comment ça va?- how are you?  
 Ça va bien - I am feeling good  
 Ça va très bien - I am feeling really good  
 Ça va comme ci, comme ça- I am feeling okay  
 Ça va mal- I am not feeling good  
 Ça va très mal- I am feeling really bad

### Grammar

When you ask a question in French you can turn a sentence into a question by raising the pitch of your voice at the end of the question.

e.g.  
 Ça va?  
 Ça va.

### Question and Answer Bank

Comment t'appelles-tu?- What are you called?  
 Je m'appelle.... I am called.....

## Art or DT

What new **knowledge** will I learn?

- I know the purpose and function of lighthouses in keeping people safe along the coastline.
- I know how to strengthen and reinforce structures using layers of paper mâché.
- I know how to create texture on surfaces for realistic effect.
- I know the basics of a simple electrical circuit to make a light work.

What **skills** will I use?

- I can use mouldable materials (paper mâché) to build a stable structure and create surface textures.
- I can design and construct a lighthouse model that can stand upright and hold a working light.
- I can make a simple electrical circuit with a bulb, battery and switch to produce light.
- I can evaluate their model against design criteria (stability, appearance, working light).

What **vocabulary** will I use?

circuit, wire, bulb, battery, series circuit, paper machè, strengthen, mould, texture



## Computing

What new **knowledge** will I learn?

- I will know what an identity is.
- I will know what makes up an identity.
- I will know that identities can be similar or different.
- I will know that people may show their identity online.

What **skills** will I use?

- I can decide what information is safe or not safe to share online.
- I can explain how and why someone might change their identity on different platforms.

What **vocabulary** will I use?

connection, digital, digital device, input, network, network cables, network sockets, network switch, non-digital, output, process, program, server, wireless access point



# Knowledge Organiser – Let Your Spirit Fly – Year 3, Unit 1

## 1 – Listen & Appraise: Let Your Spirit Fly (RnB)

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

**Instruments/voices you can hear:** Male and female voices, bass, drums, guitar, keyboard, synthesizer.

**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 2 parts.

**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, sometimes 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 funky dance moves? 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

**Theme:** RnB and other musical styles.

**Facts/info:** RnB is a mixture of Soul, Hip Hop and Gospel music. Other RnB singers include Beyoncé, Usher, Rihanna and Stevie Wonder.

**Listen to 4 other songs/pieces:**

- Colonel Bogey March by Kenneth Alford (Film)
- Consider Yourself from the musical 'Oliver!' (Musicals)
- Ain't No Mountain High Enough by Marvin Gaye (Motown)
- You're The First, The Last, My Everything by Barry White (Soul)

**Vocabulary:** Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody

## 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 RnB music?**  
*How do you know this is RnB music?*



# Physical Education

## Tag Rugby Year 3

### Unit Purpose

The unit of work will explore how to apply the principles of **attack vs defence**, with a particular focus on **passing** and moving to score a try.

Pupils will develop their understanding of when, where and why they need to **create space** when they are attacking.

### Inspire Me

**Jonah Lomu** was a rugby player from New Zealand and was regarded as one of the greatest players of all time. Jonah became the youngest ever player to represent his country at the age of 19 years old.



### Key Success Criteria

- P** Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball. Pupils will explore how we tag an opponent.
- C** Pupils will apply an understanding of where, when and why we pass and move, in order to score a try. Pupils will understand the importance of tagging.
- S** Pupils will develop life skills such as cooperation and communication as they collaborate with others including their oppoenets.
- W** Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and self motivation.



### Vocabulary for Learning

**Attacker:** We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. The aiming of the game for the attackers is to score a try.

**Defender:** We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a try.

**Possession:** is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have 'possession' that we can create the opportunity to score.

**Dodge:** is a method of moving quickly by an attacker, from to one side to the other to avoid being tagged by a defender.



### Sport Specific Vocabulary

**Try:** A try is a method of scoring points in rugby. A try is scored when the attacking player holding the ball, places the ball over the oppositions try line using two hands.

**Tagging or Tag:** is the method applied by the defender teaming to stop the ball carrier running with the ball.

**Ball Carrier:** The ball carrier is defined as the attacker who is in possession of the ball.