

WOODLANDS PRIMARY SCHOOL



Year 3

Autumn 2 Curriculum

Ready · Respectful · Safe

English Writing Mastery Targets



My mastery targets for this term are:

- Use conjunctions and adverbs to express, time, place and cause
- Use a or an according to whether the next word begins with a vowel or consonant
- In narratives, create settings, characters and plot
- To begin inverted commas to punctuate direct speech

The text types I will explore are:

- A diary entry, in role as the main character Tom, written after a day playing out in the snow.
- A descriptive narrative of a spring scene, including dialogue to bring the setting and characters to life

Vocabulary I will use this term...

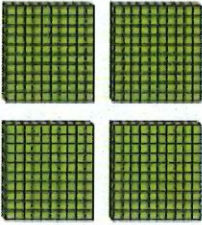
Year 3/4 Words:

answer
arrive
believe
build
continue
different
favourite
February
grammar

Key words I may use:

mutter
crisp
gaze
distant
pale
tinkle
criss-cross
tracks
fetch
thaw

MATHS: ADDITION & SUBTRACTION

Hundreds	Tens	Ones
		

	H	T	O
	3	4	5
+	4	3	2

What new knowledge will I learn?

- We will add and subtract numbers with up to 3-digits mentally
- We will add and subtract numbers with up to 3-digits, using formal written methods of columnar addition and subtraction.
- We will solve problems, including missing number problems.
- We will estimate the answer to a calculation and use inverse operations to check answers

What mathematical sentences will I use?

- I know that $___ + ___ =$ because $___$
- When I add/subtract $___$ and $___$ I get $___$
- $___$ is more/less than $___$
- "I know this because $___$."
- "I noticed that $___$."

What vocabulary will I use?

Add, total, plus, sum, more, altogether, difference, subtract, less, minus, take away, column addition, column subtraction, exchange, estimate, inverse operation, solve problems, number facts, place value

Skeletons

What should I already know?

I know that humans and many animals have bodies made of different parts that help them move and stay alive.

I know that humans need to eat well, exercise and rest to stay healthy.

I know that my body has parts inside (like a heart and lungs) that keep me alive and working.

I know that some animals have skeletons inside their bodies and some do not.

I know that animals, including humans, have different body parts that help them move, find food and stay safe.

What vocabulary will I use this term:

Skeleton

The framework of bones that supports and protects the body.

Vertebrate

An animal with a backbone.

Invertebrate

An animal without a backbone.

Joint

A place where two bones meet, allowing movement.

Muscle

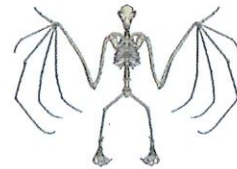
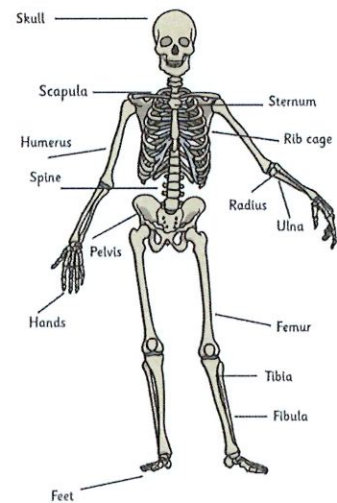
A body part that contracts and relaxes to help bones move.

What new knowledge will I learn?

- The human skeleton has many bones. I can name and find the skull, spine, ribcage, pelvis and femur.
- The skeleton holds up the body, protects important organs and helps us move.
- Animals have skeletons too, with bones like a skull, spine and ribs.
- Animals with backbones are called vertebrates and animals without backbones are called invertebrates.
- Skeletons can look different because they suit how each animal lives.
- Joints join bones together and help us move.
- Bones, joints and muscles work together to help us move. Muscles work in pairs by tightening and relaxing.

What skills will I use?

- I will gather, record and classify data about bones, skeleton types, and animals in a variety of ways.
- I will present my findings clearly, using scientific language, drawings, labelled diagrams, and tables.
- I will answer questions about how joints and muscles allow movement, using evidence from my observations and research to support my conclusions.
- I will present my findings about how the skeleton, muscles and joints work together clearly, using drawings, diagrams, and simple written explanations.



Comparing Peninsulas

What should I already know?

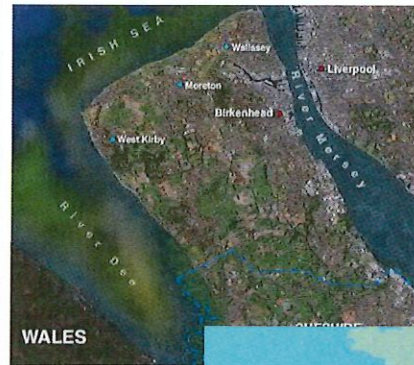
- I know the names of the four countries of the United Kingdom and their capital cities.
- I know the names of the seven continents and the five oceans on a world map.
- I know the difference between human features (like towns and bridges) and physical features (like rivers and hills).
- I know what the weather is like in each season in the UK.

What vocabulary will I use this term:

Peninsula	a piece of land almost surrounded by water on three sides
Climate	the usual weather of a place over a long time
Temperate	a climate that is not too hot and not too cold
Iberian Peninsula	the large peninsula in Europe that includes Spain and Portugal
Wirral Peninsula	a peninsula in the northwest of England near the River Mersey

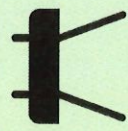
What new knowledge will I learn?

- I know the Wirral Peninsula is in the northwest of England, near the River Mersey.
- I know the Iberian Peninsula is in southern Europe and includes Spain and Portugal.
- I know a peninsula is land surrounded by water on three sides.
- I can compare the climate of the Wirral Peninsula (temperate) and the Iberian Peninsula (hot, dry summers; mild, wet winters).
- I can identify two physical features of each peninsula.
- I can name the Pyrenees mountains near the Iberian Peninsula.
- I can give a reason people might visit: beaches, nature, culture.



What skills will I use?

- I can use maps, atlases and digital mapping to locate and describe where the Wirral Peninsula and the Iberian Peninsula are in Europe.
- I can describe physical and human features of each peninsula by using photographs, satellite images and maps (e.g. beaches, mountains, towns).
- I can use compass directions and simple four-figure grid references to describe the location of features within each peninsula.
- I can compare and contrast climates using climate data to compare temperatures and rainfall.
- I can pose and answer questions about peninsulas, including their location, features, and why they are important.



Physical Education

Gymnastics Year 3

Unit Purpose

The unit of work will focus on exploring movements and balances in **symmetrical** and **asymmetrical** ways.

Pupils will create **sequences** starting with their symmetrical balance on apparatus, moving out of it and travelling to a new piece of apparatus and ending in their asymmetrical balances applying **flow**.

Inspire Me

Simone Biles is an American gymnast, five-time world champion and one of the most decorated gymnasts of all times. At the 2016 Olympic games Biles won 5 medals including four golds.



Key Success Criteria

- P** Pupils will execute 'excellent' balances and movements in both symmetrical and asymmetrical ways. Pupils will be able to link these movements and balances together.
- C** Pupils will develop life skills such as resourcefulness and evaluation as they create their sequences in pairs, making any adaptations when necessary.
- S** Pupils will collaborate showing cooperation skills with their partner as they work together to create their sequences and share apparatus space with others.
- W** Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard.

Transition to Year 4

Self Motivation

Develop sequence ideas with bridges

Application of bridges learning onto apparatus

Introduction to bridges

Evaluation

Introduction to Asymmetry

Cooperation

Sequence formation

Resilience

Sequence completion

Year 3 Learning Journey

Vocabulary for Learning

Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds.

Linking: This means successfully adding two movements together so that they flow one after the other.

Flow: This is when a gymnast moves from one action to another without stopping.

Interesting: This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements.

Extension: This is when pupils are pointing (extending) their fingers and toes when moving or holding a balance.

Symmetrical: Symmetry occurs when a balance or a movement is identical on either side.

Asymmetrical: Asymmetry means when a balance or a movement does not match on either side.



Physical Education

Hockey 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 and dribbling.

Pupils will learn how to keep **possession** and eventually score in order to win a modified game.

Inspire Me

Did you know... that only right-handed sticks are used in hockey, left-handed sticks are banned. In hockey players are only allowed to use one side of the stick, the flat side, when dribbling or hitting the ball.



Key Success Criteria

P Pupils will develop their passing and moving and dribbling skills to outwit their opponents and keep possession of the ball.

C Pupils will apply an understanding of where, when and why we pass, move and dribble in order to score points against another team.

S Pupils will develop life skills such as respect and communication as they collaborate with others including their opponents.

W Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and self motivation.

Resilience

Develop shooting

Refine passing: Long and short passes

Introduce dribbling keeping control

Refine dribbling

Combine dribbling and passing to create space

Self Motivation

Introduce passing and receiving

Respect

Develop passing, receiving and dribbling

Problem Solving

Introduce shooting

Transition to Year 4

Year 3 Learning Journey

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 aim of the game for the attackers is to score a goal.

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 goal

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.

Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into to enable them to create opportunities to shoot.



Sport Specific Vocabulary

Intercepting: is when a defender cuts off and prevents a pass from reaching the receiver.

Shooting: is when we hit the ball with our stick in an attempt to score a goal.

Barrier: When we receive a pass from a team member, we can lower our stick horizontal towards the ground making a barrier to control the ball.

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 - The Calendar and Celebrations

Knowledge organiser: The calendar and celebrations.

Primary
Languages
Network



Noun Bank

lundi - Monday
mardi - Tuesday
mercredi - Wednesday
jeudi - Thursday
vendredi - Friday
samedi - Saturday
dimanche - Sunday



Noun bank

janvier - January
février - February
mars - March
avril - April
mai - May
juin - June
juillet - July
août - August
septembre - September
octobre - October
novembre - November
décembre - December



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. Practice reading these phrases!

- Aujourd'hui, c'est lundi.. - Today is Monday.
- Aujourd'hui, c'est lundi? - Is it Monday today?



Question and Answer Bank

C'est quand ton anniversaire? - When is your birthday?
C'est quel jour aujourd'hui? - What is it today?



Phonics

"di" (lundi, mardi, dimanche)
"er" (janvier, février)
"et" (juillet)



Fact Bank

Some of the French days of the week are named after the planets
e.g. mardi → Mars

Fact Bank

Lots of the months in French look very similar to English spelling of the months.

Grammar

When words are the same in two languages we call them **cognates** and when they look very similar we call them **semi-cognates**.

Art

What new **knowledge** will I learn?

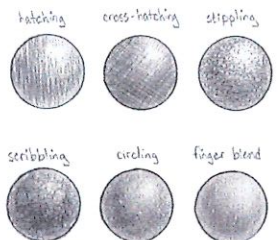
- I know how to use a range of pencils with different hardness to achieve varied lines, tones and textures.
- I know the amount of pressure and pencil grade will affect the depth and darkness of lines.
- I know how to use different shading techniques to show light, shadow and texture.
- I know how to use a rubber to lift pencil marks and create highlights.

What **skills** will I use?

- I can practise sketching lightly and confidently without relying on a rubber to erase mistakes.
- I can begin to develop control when shading to show light, shadow and texture.
- I can build confidence in layering marks to create depth and form.
- I can experiment with using a rubber creatively to add highlights and detail.

What **vocabulary** will I use?

line, tone, sketch, hardness, graphite, rubber, light, shadow, shading



Knowledge Organiser – Glockenspiel Stage 1 – Year 3, Unit 2

1 – Musical Activities using glocks

Learn to play and read the notes C, D, E + F.

Learn to play these tunes:

- Easy E
- Strictly D
- Play Your Music
- Drive
- Dee Cee's Blues
- What's Up
- D-E-F-initely
- Roundabout
- March of the Golden Guards
- Portsmouth

Improvise with Dee Cee's Blues using the notes C + D.

Compose using the notes C, D, E + F.

2 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music 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: Exploring and developing playing skills using the glockenspiel.

Vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, 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?*