

WOODLANDS PRIMARY SCHOOL

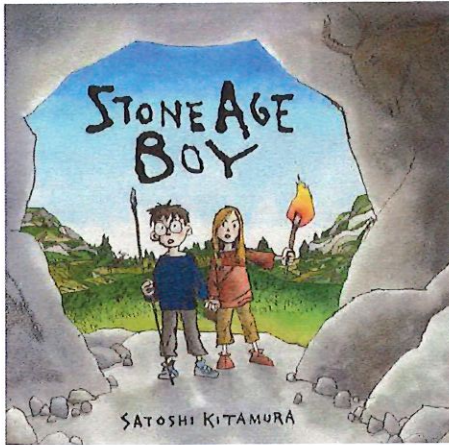


Year 3

Spring 1 Curriculum

Ready · Respectful · Safe

English Writing Mastery Targets



My mastery targets for this term are:

- To form nouns with a range of prefixes
- To use present and past tenses correctly including present perfect tense
- To use inverted commas to punctuate direct speech
- To group related ideas into paragraphs

The text types I will explore are:

- A dialogue between the boy and his new Stone Age friend, exploring their differences, thoughts and feelings
- A report for the community leader, detailing everything the boy has done as part of the Stone Age community
- A Stone Age adventure story, written from the boy's viewpoint

Vocabulary I will use this term..

Year 3/4 Words:

forward
history
interest
perhaps
women
describe
century
centre
calendar
actual

Key words I may use:

wander archaeologist
stumble leather
relief grindstone
strike
chip
trim
flicker
pierce
skinning
spearhead
ornament

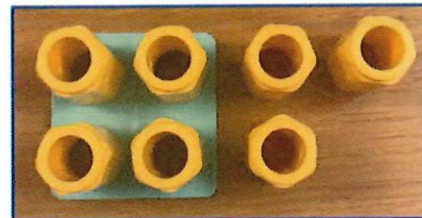
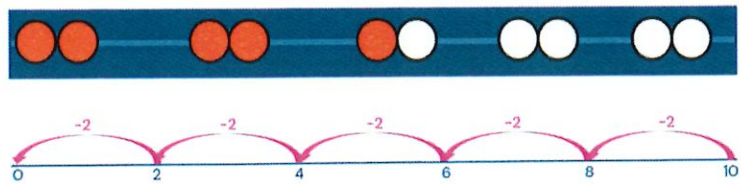
MATHS: MULTIPLICATION & DIVISION

• $14 \times 3 =$

H T O

	1	4	
x		3	
			(4 x 3)
			(10 x 3)

There are 10 sweets and each party bag needs to have 2 sweets. How many bags can we fill?



What new knowledge will I learn?

- We will explore inverse operations and fact families.
- We will scale known number facts to help solve new calculations.
- We will practise doubling and halving numbers.
- We will use formal written methods to multiply 2-digit numbers by 1-digit numbers.

What mathematical sentences will I use?

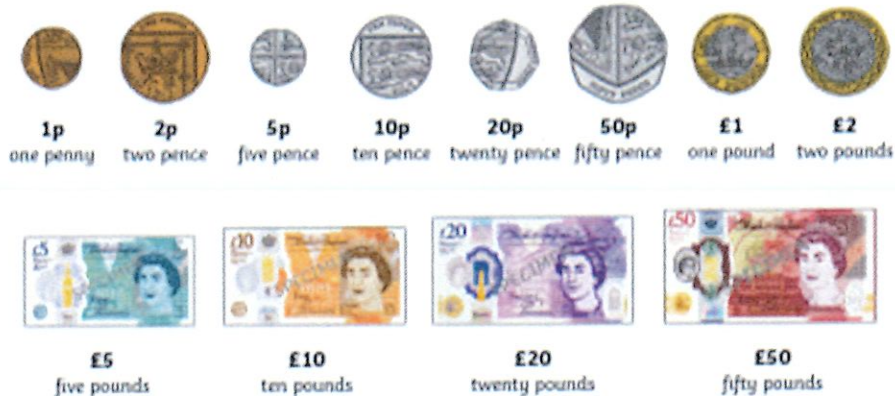
- I know that ___ $\times$ ___ = ___ because ___.
- I know that ___ + ___ + ___ = ___ which is the same as ___ $\times$ ___.
- There are ___ groups of ___, so ___ $\times$ ___ = ___
- I know my answer is correct because ___ $\times$ ___ = ___.
- I know this because ___.

What vocabulary will I use?

Multiple, times, product, factor, multiples, divide, division, remainders, equal groups, sharing, grouping, Fact families.

MATHS: MONEY

British Coins and Notes



What new knowledge will I learn?

- We will count money carefully using coins and notes.
- We will make amounts in different ways.
- We will work out totals and change.
- We will solve real-life problems involving money.
- We will explain our methods using correct money vocabulary.

What mathematical sentences will I use?

- I know this coin is worth ____ p because ____.
- I have made ____ p using ____ and ____.
- This amount is the same as ____ p because ____.
- I paid with ____ and the cost was ____, so the change is ____ because ____.
- I counted on from ____ to ____ to find the change of ____.
- I know my change is correct because ____ + ____ = ____.

What vocabulary will I use?

Total, money, coins, notes, altogether, total, cost, price, add, subtract, difference, equal, more than, same as.

Fossils

What should I already know?	What <u>vocabulary</u> will I use this term:	
I know that animals and plants are living things. I know that living things can die and that their bodies can change over time. I know that some objects and things in the past can give us clues about what happened before. I know that rocks and soil can cover things and sometimes preserve them.	Fossil	The remains or imprint of a plant or animal that lived a long time ago.
	Fossilisation	The process by which plants or animals become fossils over thousands of years.
	Bones	The hard parts of animals that can become fossils.
	Shells	The hard outer parts of animals like snails or clams that can become fossils.
	Sediment	Layers of mud, sand, or soil that cover dead plants or animals and help form fossils.
	Imprint	A mark or shape left behind when a plant or animal is pressed into soft material like mud, which then hardens.

What new knowledge will I learn?

- I know a fossil is what's left of a living thing from a long time ago. Plants and animals can become fossils.
- I know fossils are usually made from hard parts like bones or shells, and older fossils are deeper underground.
- I know fossils form when an animal dies, soft parts rot away, and hard parts get buried by layers of mud that turn into rock.
- I know fossilisation is rare, takes thousands of years, and usually happens in wet places under special conditions.



What skills will I use?

- I can ask questions about fossils and fossilisation and decide how to find answers.
- I can present findings about fossils clearly using drawings, diagrams, written explanations, or oral presentations.



Rocks

What should I already know?

I know that everyday objects are made from different materials, such as wood, plastic, metal, glass and rock.

I know that materials have different properties, like being hard, soft, shiny, dull, rough or smooth.

I know that some materials are natural and some are man-made.

I know that we can group materials by their properties to help us describe and compare them.

What vocabulary will I use this term:

Mineral

A natural substance found in rocks that has its own colour, shape, or sparkle.

Properties

The features of a material, such as how hard, soft, rough, or smooth it is.

Grains

Small pieces or specks you can see in some rocks.

Crystals

Shiny or sparkly mineral pieces that form inside some rocks.

Weathering

The process of rocks breaking down over time because of wind, rain, or temperature changes.

Erosion

The movement of rock pieces and soil from one place to another by wind, water, or ice.

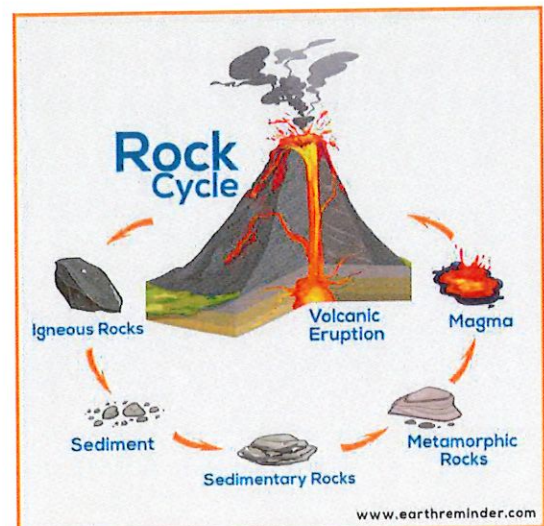
What new knowledge will I learn?

- Rocks are natural materials and we can identify them by how they look and feel.
- Rocks can be sorted by their properties, like hard or soft, with crystals, grains or layers.
- Some rocks are hard, some break easily, some float or sink, and some react with acid – and we can test this.
- Rocks are used for building and they change over time because of weathering.

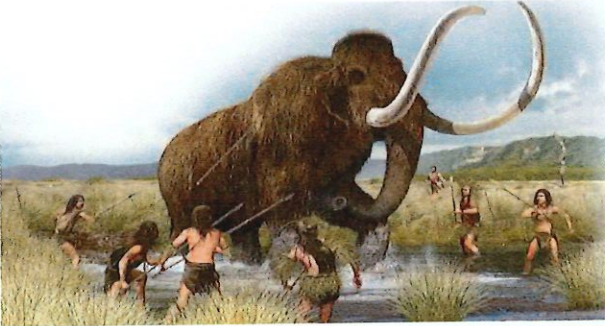
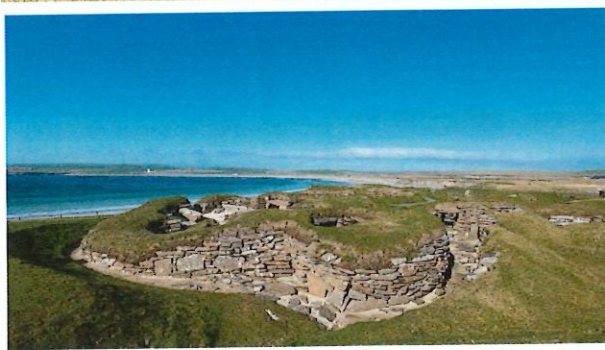


What skills will I use?

- I can ask questions about the properties and uses of rocks and decide how to find the answer.
- I can gather, record and classify data about rocks using tables, drawings, and diagrams.
- I can make careful observations, measure properties like hardness or reaction, and present findings clearly using scientific language.



What was the most important change between the Stone Age and the Iron Age?

What should I already know?	What <u>vocabulary</u> will I use this term	
I know that the past means things that have already happened, and historians find out about the past using clues and evidence. I know that people long ago lived differently from how we live today. I know that some objects used in the past were made from simple materials like wood, stone or metal. I know that people in the past had to grow, find or make their own food. I know that homes, clothes and tools have changed over time.	Prehistoric	A time before people wrote things down.
	Hunter-gatherer	A person who gets food by hunting animals and collecting plants.
	Settlement	A place where people live together, like a small village.
	Bronze	A metal made by mixing copper and tin. It was used to make tools and weapons.
	Tribe	A group of families who live together and follow the same leader.
What new <u>knowledge</u> will I learn? - The Stone Age, Bronze Age and Iron Age are all part of prehistoric Britain. - During the Stone Age, people used stone tools and were mainly hunter-gatherers. - Farming began in the Neolithic period (New Stone Age), and Skara Brae is a Neolithic settlement where people farmed and lived together. - Bronze Age people discovered how to extract metal from rocks, bronze replaced stone in tools and weapons. - Iron Age people became more skilled metalworkers. - Iron was stronger than Bronze and easier to find. - In the iron age, people grouped together in larger tribes and were ruled by a king supported by landowners and warriors. Ordinary people farmed and hunted for food.		 
What <u>skills</u> will I use? - I will place the Stone Age, Bronze Age, and Iron Age in chronological order on a timeline and use dates - Stone Age (around 800,000 BC - 2,500 BC), Bronze Age (around 2,500 BC - 800 BC), and Iron Age (around 800 BC - 43 AD). - I will ask and answer questions about how life changed and why the Stone Age was important. - I will use evidence from artefacts and archaeological sites to suggest what life might have been like. - I will describe and compare the tools people used in the Stone Age and Iron Age, and explain how they improved over time. - I will explain why certain changes (e.g. the use of iron tools) were important for people's lives. - I will use historical vocabulary such as weapons, metal-working, flint, bronze, iron, hunter-gatherer, farming, and settlement.		

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

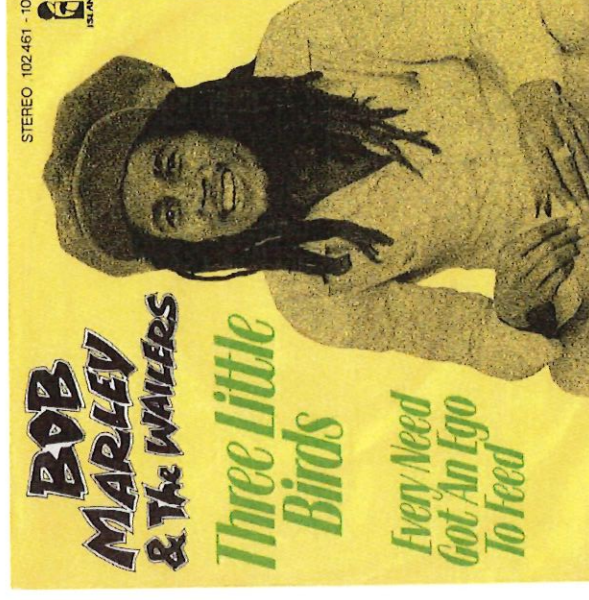
Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae

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?





Physical Education

Football 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 ... former professional footballer Gary Linker never received a yellow card in his career. He played over 460 club games and 80 times for England, meaning he was always on his best behaviour!



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 while 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. The aim of the game for the attackers is to score, keep possession and 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

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 score a goal.

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



Sport Specific Vocabulary

Free Kick: A free kick is a method of restarting the game following an offence committed by the opposing side outside of the penalty area.

Penalty: A penalty kick is a method of restarting the game following an offence committed by the opposing side inside the penalty area.

Transition
to Year 4

Communication

Refine dribbling
Introduce passing and receiving

Resilience

Combine dribbling and passing to create space

Respect

Develop dribbling keeping control

Year 3
Learning
Journey

Problem Solving

Develop passing, moving and shooting

Complete P.E.
Primary Learning Journeys



Physical Education

Dance: Wild Animals

Unit Purpose

The unit of work will challenge pupils to respond to different stimuli being able to **sustain characters** to add drama and **emotion** to the dance.

Pupils will bring together the **choreography** to create a final performance in groups.

Inspire Me

Did you know... Giraffes have black tongues. Why? It's so they don't get sunburnt while they eat. Their tongues on average are around 20 inches long.



Key Success Criteria

- P** Pupils will ensure that their movements are big and clear, they will perform with expression and emotion as they tell a story.
- C** Pupils will understand what makes an 'excellent dance'. Pupils will apply creativity as they try a range of movement options.
- S** Pupils can apply life skills such as cooperation and encouragement as they work successfully with their partner/group to execute their sequences.
- W** Pupils will strive to ensure their sequences are performed precisely and accurately showing self motivation to want to improve.

Vocabulary for Learning

Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Creativity: refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.



Sport Specific Vocabulary

Motif: is a series of movements that are repeated.

Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

Character: Character refers to the person, animal or fictional character that the pupil is portraying in their performance.

Transition
to Year 4

Communication

Developing sequences with a partner in character
Extending sequences with a partner in character
Cats: Responding to stimuli working together

Cooperation

Developing character dance into a motif

Self Motivation

Developing sequences with a partner in character that show relationships

Extending dance skills in choreography

Year 3
Learning
Journey

Knowledge organiser: Animals

Noun Bank

un chat - a cat
un chien - a dog
un poisson - a fish
un cheval - a horse
un lapin - a rabbit
un mouton - a sheep
un serpent - a snake
un oiseau - a bird
une vache - a cow
une souris - a mouse

Question and Answer Bank

J'ai .. - I have
Je vois... - I see
Mon animal préféré est - My favourite animal is....
Quel est ton animal préféré? - What is your favourite animal?

Phonics

"ch" (chat, chien, vache)
"oi" (poisson, oiseau)
"ou" (mouton, souris)
"on" (mouton, poisson)

Grammar

There are two words for "a"
in French.
These words are "un" and "une".

Grammar

In French we add an 's' at the end of the nouns
to form the plural: chats, chiens, poissons.
Watch out for the exceptions : oiseau**x**, cheval**aux**

Fact Bank

In different languages animals make different noises. In French, the noise a dog makes is "ouaf".

The rooster is the national symbol of France as a nation **(le coq gaullois)**



Christianity Year 3/4



HOW CAN THE BIBLE HELP A CHRISTIAN WITH THEIR WAY OF LIFE?

RE Skills to develop

I can make connections between different stories/sayings and what they teach followers of different religions/worldviews.

I can explore belief in action and make connections with my own life and communities.

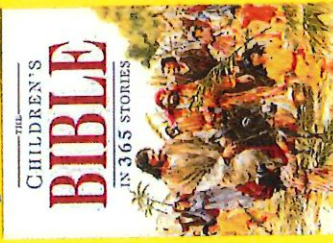
I understand the commitment and dedication needed for different faith followers.

I can reflect on my own values and explore what I can learn from the values of believers.

Our Enquiry Steps:

- What is a sacred text? Is the Bible a Best Seller?
- What is in the Bible and who wrote it?
- How do you find particular verses in the Bible?
- Why are there different kinds of Bibles?
- What does the Bible mean to a Christian?
- Why are the gospels important for Christians?

Key Artefacts and Symbols



Key Vocabulary	Definition
5 Fingers	Christianity, Christian, Bible, Hebrew, Aramaic, Greek, Church
Bible	The book of sacred writings accepted by Christians as coming from God.
Sacred	Something that is sacred is believed to be holy and to have a special connection with God.
Verses	One of the short parts of a chapter in the Bible.
Christian	Christians are people who believe that Jesus Christ is the Son of God, and follow his teachings and those of the Christian Churches.
Wisdom	Wisdom is the knowledge or learning gained over time.
Testaments	Either of two main divisions of the Bible. Old Testament: Before Jesus' birth. New Testament: After the birth of Jesus.
Parable	A Parable is a simple story with a moral or a story told to teach a lesson.

Our End Points:

Emerging: Can explain that the Bible is made up of many different books and is important to Christians.

Expected: Can give examples of stories which they have come across in the Bible and can demonstrate how to find a particular book. Can explain how Christians use the Bible for guidance and how it is in many different languages around the world.

Exceeding: Can explore their own views and values in relation to how a Christian gains wisdom from the Bible.

What story will I use?

This is our house by Michael Rosen

What key questions will I discuss?

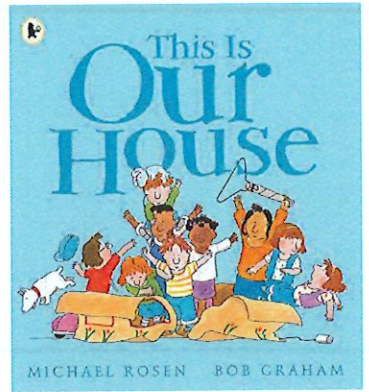
- What does discrimination mean?
- How can being different affect someone?
- How might being different make someone feel left out?

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, tolerance, belonging, identity



French - Animals

Knowledge organiser: Animals

Primary
Languages
Network
(1, 2)



Noun Bank

un chat - a cat
un chien - a dog
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Art

What new knowledge will I learn?

- I know that cave paintings were one of the earliest forms of storytelling through art.
- I know that Stone Age artists used natural pigments, simple brushes and tools to create images.
- I know that different drawing techniques (hatching, cross-hatching) can be used to add texture, shadows and tone.
- I know that watercolour washes can create backgrounds and textures similar to stone surfaces.
- I know how brush size and amount of water affect the coverage and texture of paint.
- I know how colours and marks can be layered to build up depth and effect, just as prehistoric artists did.

What skills will I use?

- I can use a range of pencil marks, including hatching and cross-hatching, to create shading, tone and texture in their drawings.
- I can experiment with hatching and cross-hatching to show shadows and depth.
- I can select appropriate brushes for watercolour washes and control water to achieve desired coverage.
- I can apply washes to create backgrounds that resemble cave walls.
- I can combine drawing and painting techniques in one piece of artwork.
- I can record their explorations in sketchbooks - trying out mark making, shading and wash effects before the final cave painting.
- I can evaluate their work and explain how their techniques replicate elements of Stone Age art.

What vocabulary will I use?

Cave painting, pigment, hatching, cross hatching, texture, tone, layering,