

WOODLANDS PRIMARY SCHOOL

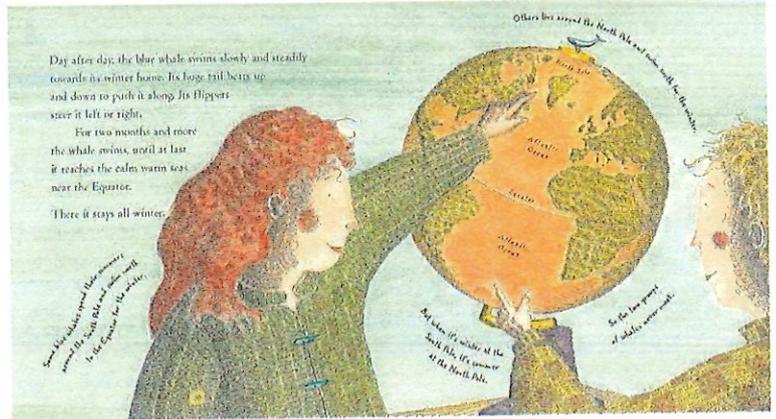
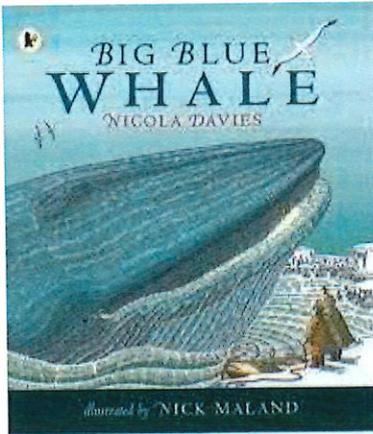


Year 3

Spring 2 Curriculum

Ready · Respectful · Safe

English Writing Mastery Targets



Day after day, the blue whale swims slowly and steadily towards its winter home. Its legs flail beta up and down to push it along. Its flippers steer it left or right.

For two months and more the whale swims, until at last it reaches the calm warm seas near the Equator.

There it stays all winter.

Some blue whales spend their summers around the North Pole and swim south to the Equator for the winter.

My mastery targets for this term are:

- Use adverbs to express time, place and cause
- Build an increasing range of sentence structures
- Use headings and subheadings to aid presentation
- Assess the effectiveness of own and others' writing

The text types I will explore are:

- A descriptive poem about a big blue whale
- A non-fiction information text about a whale feeding.

Vocabulary I will use this term...

Year 3/4 Words:

- | | |
|-----------|-----------|
| actually | knowledge |
| although | question |
| consider | sentence |
| earth | separate |
| enough | special |
| guide | therefore |
| heart | various |
| increase | weight |
| important | |

Key words I may use:

- | | |
|-----------|-------------|
| protected | mammal |
| creature | blowhole |
| surface | baleen |
| bristly | krill |
| gulp | shrimp |
| slithers | shoal |
| nudges | sieve |
| feast | blubber |
| shallows | Equator |
| stranded | dawn chorus |

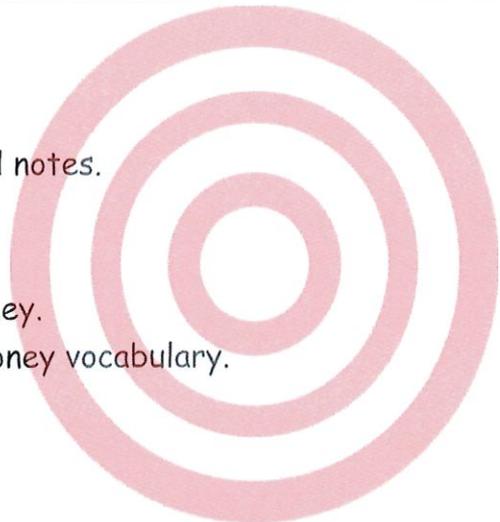
MATHS: MONEY

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.

Soils

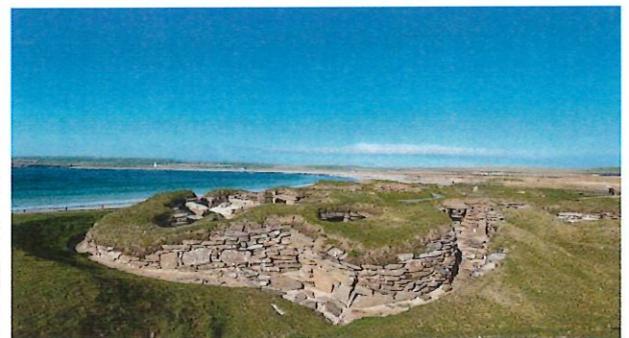
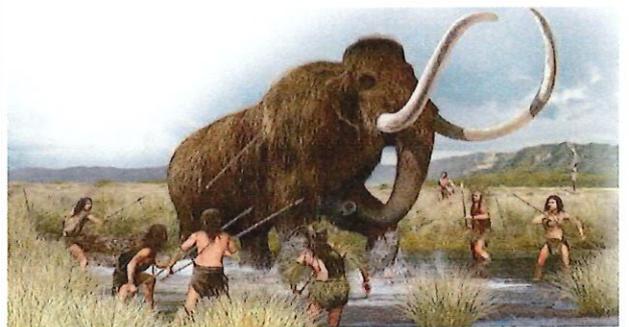
<p>What should I already know?</p> <p>I know that soil is found on the ground and plants grow in it.</p> <p>I know that soil can look and feel different (dry/wet, hard/soft, light/dark).</p> <p>I know that plants need soil, water and light to grow.</p> <p>I know that small animals live in soil, such as worms and insects.</p>	<p>What <u>vocabulary</u> will I use this term:</p>	
	Soil	The top layer of the Earth where plants grow. It is made of tiny pieces of rock, water and dead plants and animals.
	Nutrients	Substances in soil that plants need for healthy growth.
	Absorb	To soak up a liquid, like when soil soaks up water.
	Properties	The features or characteristics of something, such as how hard, wet or dry soil is.
	Organic matter	Dead plants and animals in the soil that help make it rich and good for growing plants.
<p>What new <u>knowledge</u> will I learn?</p> <ul style="list-style-type: none"> • Soil is made of tiny pieces of rock, water and dead plants and animals. • There are different types of soil including sandy, clay, peat and chalky, and they have different properties. • Soil gives plants food and water, is home to animals, and helps stop flooding by soaking up water. • Different soils soak up different amounts of water. Peat holds lots of water, but sand holds less. • Testing soils shows which ones hold more water and which are best for growing plants. 		<ul style="list-style-type: none"> • sandy soil - a soil made up of lots of sand and some clay  <ul style="list-style-type: none"> • clay soil - a soil containing lots of clay which becomes sticky when wet  <ul style="list-style-type: none"> • peat soil - a soil that contains lots of water and organic matter  <ul style="list-style-type: none"> • chalky soil - a soil that contains lots of chalk or limestone 
<p>What <u>skills</u> will I use?</p> <ul style="list-style-type: none"> • I can ask questions about soils and decide how to find the answers. • I can gather, record and classify data about how soils absorb water, using tables, drawings and diagrams. • I can present my findings clearly using scientific language, tables, charts and written explanations. 		

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

<p>What should I already know?</p> <p>I know that the past means things that have already happened, and historians find out about the past using clues and evidence.</p> <p>I know that people long ago lived differently from how we live today.</p> <p>I know that some objects used in the past were made from simple materials like wood, stone or metal.</p> <p>I know that people in the past had to grow, find or make their own food.</p> <p>I know that homes, clothes and tools have changed over time.</p>	<p>What <u>vocabulary</u> will I use this term:</p>	
	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 knowledge 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 skills 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 – The Dragon Song – Year 3, Unit 4

1 – Listen and Appraise: The Dragon Song

Themes: Kindness, respect, friendship, acceptance and happiness.

Instruments/voices you can hear. Keyboard, drums, bass, a female singer.

Do the words of the song tell a story? Does the music create a story in your imagination? What story?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – G + A.

Bronze: no notes | **Silver:** G, sometimes A |

Gold: G + A 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 – G, A + B. **Which part did you play?**

Improvise using up to 3 notes – G, A + B.

Bronze: G | **Silver:** G + A | **Gold:** G, A + B challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale)

3 – Perform & Share

Decide how you going to perform this song. It tells an important story. 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: Traditional Folk tunes from around the world, celebrating our differences and being kind to one another.

Facts/info: This song tells the story of Lesley the Dragon who flies around the world in search of friendship. Think about the issues of kindness, respect, friendship, acceptance and happiness. Use your imaginations to create your own performance of the song.

Listen to 5 folk melodies from around the world:

- Birdsong – Chinese Folk Music
- Vaishnava Java – A Hindu Song
- A Turkish Traditional Tune
- Aitutaki Drum Dance from Polynesia
- Zebaidir Song from Sudan

Vocabulary: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody

Reflection

This song will help you to think about many things, including the respect we must have for each other and the environment.

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?





Physical Education

Netball 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.

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

Inspire Me

Serena Monique Guthrie MBE is a netball player from Jersey who plays internationally for England. She plays in the Centre and Wing Defence positions. She is a dynamic player, known for her speed and athleticism.



Key Success Criteria

- P** Pupils will develop their passing and moving skills to outwit their opponents and keep possession of the ball.
- C** Pupils will apply an understanding of where, when and why we pass and move, 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 resilience and determination.



Transition to Year 4

Communication

Develop passing and receiving

Develop passing and moving

Resilience

Introduce passing and creating space

Respect

Introduce passing and receiving

Problem Solving

Introduce scoring and the concept of shooting

Develop shooting



Year 3 Learning Journey

Determination

Introduce defending and the concept of marking

Develop Footwork

Resilience

Introduce passing and creating space

Respect

Introduce passing and receiving

Problem Solving

Introduce scoring and the concept of shooting

Develop shooting

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession of the ball or in control of the ball. A player whose task is to attack the opposition in an attempt to score. Space for one more line!

Defender: We are considered a 'defender' when we are not in possession of the ball or when the ball is not in our control. A player whose task it is to prevent the opposition scoring and to regain possession.

Possession: Is when we have physical control of the ball or other implement of play. 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.



Sport Specific Vocabulary

Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should strive to throw the ball to the receiver's chest level.

Footwork: A player can receive the ball with both feet grounded or jump to catch the ball and land on two feet simultaneously. The landing foot cannot be moved, other than to pivot on the spot, whilst the other foot can be moved in any direction.



Complete P.E.



Physical Education

Dodgeball Year 3

Unit Purpose

The unit of work will explore how to apply the principles of **attack** vs **defence** in dodgeball.

Pupils will **develop** an understanding of when, where and why we need to dodge, throw, catch and change direction during a game.

Inspire Me

Dodgeball originated in Africa where players would throw rocks at each other with the intention of incapacitating their opponents. Thankfully dodgeball is now played with a softball that when it hits you doesn't hurt!



Key Success Criteria

- P** Pupils will develop their dodging, throwing and catching skills to outwit their opponents and win the game.
- C** Pupils will apply an understanding of where, when and why we dodge, throw and catch, in order to beat an opponent.
- S** Pupils will develop life skills such as respect and cooperation 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 take responsibility leading others.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we are in possession of the ball or when we throw the ball. The aim of the game for the attackers is to throw their ball hitting an opponent.

Defender: We are considered a 'defender' when we are not in possession of the ball or when the ball is not in our control. The aim of the defenders is to avoid being hit by the ball.

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 throw the ball towards the opposition.



Sport Specific Vocabulary

Dodge: is a method of moving quickly from one side to the other to avoid being hit by a ball.

Throwing: means using your arm/hand to propel a ball with force through the air towards a specific target.

Catching: means successfully holding a ball with our hands that has been thrown towards us.



What new knowledge will I learn?

- I know that printing is an artistic process used to create multiple copies of an image.
- I know that Hokusai used woodblock printing, layering colours to achieve depth and impact.
- I know the difference between **relief printing** (raised surface holds the ink) and **incised printing** (ink sits in carved lines).
- I know that patterns and textures in nature can inspire print designs (e.g. waves, scales, shells).
- I know layers of colour can be built up to create interest and detail in a print.
- I know repeating patterns can be used for decorative effect.

What skills will I use?

- I can make simple printing blocks using safe materials (e.g. coiled string, foam, card) to create relief or incised effects.
- I can replicate patterns observed in the natural environment (e.g. wave patterns, fish scales, shells).
- I can apply and layer two or more colours when printing.
- I can position blocks accurately to create precise repeating patterns.
- I can experiment with overlapping colours and shapes for effect.
- I can combine printed elements with digital media (e.g. scanning prints, adding digital colour, or arranging patterns online).

What vocabulary will I use?

printing block, relief painting, incised painting, repeating pattern, motif, repeat





What do I think about Jesus and how is he portrayed in art from around the world?

Why is the cross important for Christians?

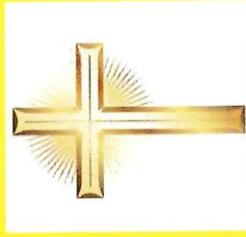
RE Skills to develop

- I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning.
- I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities.
- I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- I can give thoughtful responses using different forms of expression.

Our Enquiry Steps:

- How do pictures of Jesus from around the world show a personal relationship with Christians?
- What do the Gospels tell us about Jesus as a person?
- Can we find links to pieces of art based on text?
- Jesus described himself as “The bread of Life, The Light of the World and The Good Shepherd.” How has this inspired art?
- Why is the cross and important symbol for Christians?
- What can we recognise as a symbol on crosses from El Salvador?

Key Artefacts and Symbols



Key Vocabulary	Definition
Easter	A Christian festival that celebrates Jesus coming back to life.
Ressurrection	Coming back to life after dying.
Saviour	Someone who saves or helps others.
God	The creator of the world, who Christians believe loves and cares for everyone.
Symbols	Pictures or objects that represent something else.
Trinity	Christians believe God is three in one: the Father, the Son (Jesus), and the Holy Spirit.
Bible	The holy book of Christianity.
Messiah	A special person sent by God to help and save people.

Our End Points:

Emerging: I can say that the cross is important to Christians.

Expected: I can explain that the cross reminds Christians of Jesus’ sacrifice and the promise of salvation.