

WOODLANDS PRIMARY SCHOOL

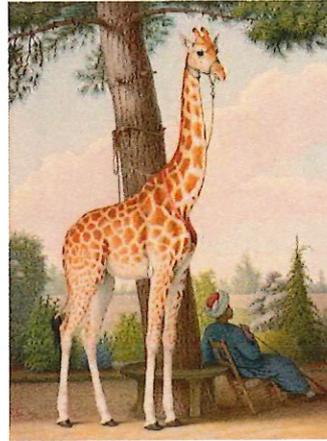
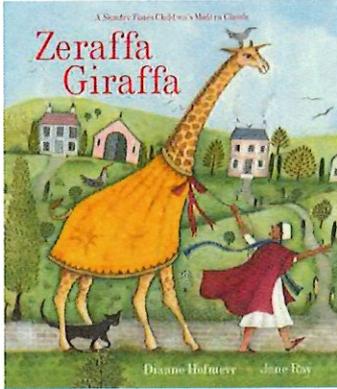


Year 3

Summer 1 Curriculum

Ready · Respectful · Safe

English Writing Mastery Targets



My mastery targets for this term are:

- Build an increasing range of sentence structures
- In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
- Use present and past tenses correctly and consistently including the progressive form and the present perfect form.

The text types I will explore are:

- Diary entry detailing Atir's journey down the river Nile.
- An eyewitness account written by a member of the crowd as Zeraffa passes by.
- A persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris.

Vocabulary I will use this term..

Year 3/4 Words:

address	opposite
business	medicine
complete	opposite
difficult	particular
exercise	popular
famous	possession
height	pressure
library	promise
material	purpose
occasion	reign
medicine	

Key words I may use:

astonishing	acacia
epic	Pasha
see-sawed	felucca
sip	pivot
cobblestones	awning
glimpse	amulet
salon	taffeta
soiree	vineyard
rustle	mistral
balmy	mosaic

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.

Forces and magnets

What should I already know?

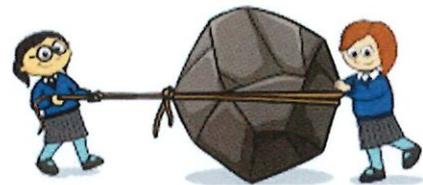
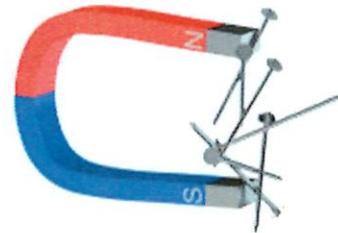
- I know that a force is a push or a pull.
- I know that pushes and pulls can make things start moving, stop moving, go faster, slow down or change direction.
- I know that different surfaces feel different, and some make objects move more easily than others.
- I know that magnets can pull some objects towards them.

What vocabulary will I use this term:

Force	a push or a pull that can make something move, stop, or change direction.
Friction	a force that slows things down when they rub against a surface.
Surface	the outside part of something (it can be smooth or rough).
Magnet	an object that can pull certain materials (like iron or steel) towards it.
Pole	the two ends of a magnet (north and south) where the force is strongest.

What new knowledge will I learn?

- A contact force happens when things touch each other.
- Friction is a contact force that slows things down when they move across a surface.
- Smooth surfaces have less friction than rough ones, so things move further on smooth surfaces.
- Rough surfaces have more friction, so things don't move as far.
- Magnets make a non-contact force and can pull things without touching them.
- Some materials like iron and steel are magnetic, but wood and plastic are not.
- Not all metals are magnetic. Iron and steel are, but aluminium isn't.
- Magnets have two poles - north and south. Opposite poles attract, the same poles push away (repel).



What skills will I use?

- I can make careful observations about how objects move on different surfaces and how magnets interact with materials.
- I can answer questions and make conclusions about how friction and magnetism affect movement, using evidence from my investigation.
- I can gather, record and classify data about forces, surfaces, and magnetic materials using tables, diagrams, and charts.
I can plan a fair test to investigate how surfaces or magnets affect movement, identifying what to change, measure, and keep the same.
- I can present my findings clearly using diagrams, tables, written explanations, and presentations.

attract - a magnetic force that pulls



repel - a magnetic force that pushes two magnets apart



Early Civilisations

Why did the world's first civilisations all begin near rivers?

What should I already know?

- I know that the past is what happened before now.
- I know that people lived differently in the past compared to today.
- I know that we can find out about the past from stories, pictures and objects.
- I know that homes, clothes and transport have changed over time.
- I know that people in the past needed food, water and shelter, just like we do today.

What vocabulary will I use this term:

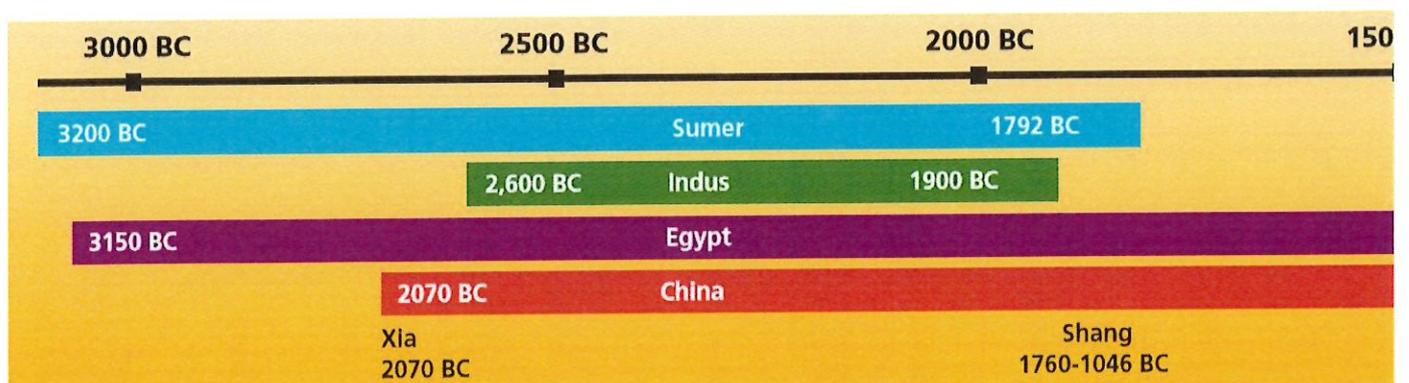
Civilisation	A group of people living together with their own cities, rules and way of life.
River Valley	The land around a river where people settle because the soil is good for farming.
Trade	The exchange of goods or services between people.
Irrigation	Using water from rivers to help grow crops.
Writing system	A way of recording information using symbols or letters.

What new knowledge will I learn?

- The first civilisations developed around 5,000 years ago.
- The earliest civilisations were Sumer, Indus Valley, Shang Dynasty and Egypt.
- All early civilisations grew near rivers (e.g. Nile, Tigris, Euphrates, Indus, Yellow River).
- Rivers were important for water, farming, transport and trade.
- Early civilisations developed writing systems to record information.
- Early cities needed rules, jobs, buildings and systems to work successfully.

What skills will I use?

- I will place early civilisations on a timeline and use terms such as *BC/BCE* and *AD/CE*.
- I will use maps to locate where early civilisations were in the world.
- I will explain cause and consequence, e.g. *why rivers led to settlements*.
- I will identify similarities and differences between early civilisations.
- I will use historical sources (artefacts, images, texts) to find out about the past.
- I will ask and answer historical questions about how we know about early civilisations.





Christianity Year 3/4

What is my point of view about God? Why do Christians have faith?



RE Skills to develop:

I can explore and make personal informed responses to ultimate questions..

I can explain the religions and worldviews which I encounter clearly, reasonably and coherently.

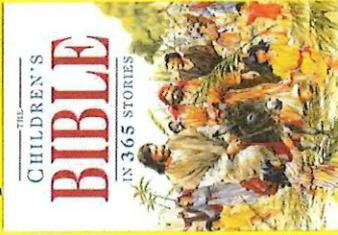
I can explore belief in action and make connections with my own life and communities.

I understand the commitment and dedication needed for those who follow a religion or non-religious worldview.

Our Enquiry Steps:

- What do I think about God?
- Who is God?
- How are symbols used to represent the trinity?
- What do philosophers say about God and how does this compare to your worldview?
- How does faith impact on decisions? What did Abraham's faith mean to him?
- What questions do I have to interview Christians about their belief in God?

Key Artefacts and Symbols



Key Vocabulary	Definition
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.
Holy Spirit	The third person of the Trinity.
Christian	Christians are people who believe that Jesus Christ is the Son of God, and follow his teachings and those of the Christian Churches.
Heaven	The dwelling-place of God and the angels.
Testaments	Either of two main divisions of the Bible. Old Testament: Before Jesus' birth. New Testament: After the birth of Jesus.
Faith	A deep trust, belief, and commitment to a deity or spiritual truth.

Our End Points:

Emerging: Can explain what the Christian symbols mean? (Including the Trinity).

Expected: Can recognise a Christian belief about God from these statements .



Physical Education Athletics Year 3

Unit Purpose

The unit of work will explore how we can use our bodies to run as fast as possible, exploring the correct technique individually and within teams.

Pupils will also begin to examine how to jump as far as possible and compare throwing accurately with throwing for distance.

Inspire Me

One of the greatest moments in sporting history happened on the 4 August 2012, when Team GB athletes **Jessica Ennis-Hill, Greg Rutherford** and **Mo Farah** all won gold medals at the London Olympics.

Key Success Criteria



- P** Pupils will develop their ability to run and jump as fast/far as possible with the correct techniques and throw for distance exploring the most effective technique.
- C** Pupils will apply an understanding of how to use the correct technique for running fast, jumping far and throwing for distance and why it is so important.
- S** Pupils will develop life skills such as cooperation and encouragement as they collaborate with others and support each other to develop their techniques.
- W** Pupils will apply their skills with developing confidence as they grow in their ability to show integrity and determination.

Vocabulary for Learning

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Speed: Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.

Acceleration: is how quickly an athlete can increase their speed over a distance. For example this might mean how quickly an athlete ran over 10m starting from a stationary position.

Distance: is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped.

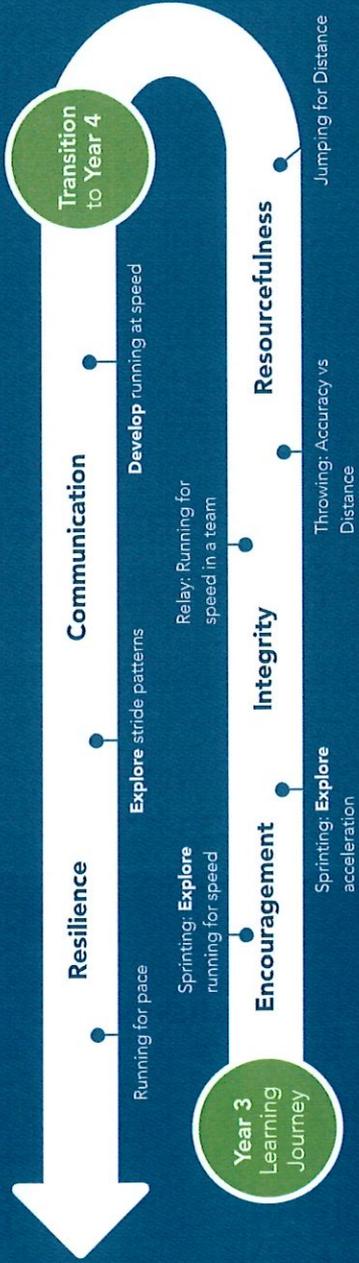
Accuracy: is the ability to control where we throw an object.



Sport Specific Vocabulary

Relay: A relay is a running race where members of a team take turns to complete parts of the race.

Change Over: A change over is where two athletes from the same team pass a baton between one another while running as fast as possible. Athletes cannot throw or drop the baton.





Physical Education

Tennis Year 3

Unit Purpose

The unit of work will explore how to apply the principles of **attack vs defence** in order to win a game of tennis.

Pupils will understand where and why we throw/hit the ball on the court and be introduced to basic shot techniques.

Inspire Me

Did you know... The **Grand Slam** tournaments, are the four major and most important annual tennis events. The Grand slam consist of the Australian Open, French Open Wimbledon and US Open.

Key Success Criteria



- P** Pupils will throw/hit the ball into space on their opponents side of the court. After playing a shot pupils will recover to a ready position, ready to return the ball.
- C** Pupils will develop their understanding of where, when and why we throw/hit the ball into spaces on their opponents side of the court.
- S** Pupils will develop life skills such as cooperation and encouragement as they play fairly against others, keeping the score.
- W** Pupils will apply their skills with developing confidence as they grow in their ability to show resilience and determination.

Vocabulary for Learning

Outwit: means using your intelligence to trick or out smart your opponent to win a point.

Space: is an open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court.

Return: means successfully hitting a ball back over the net, landing it in, on your opponents side of the court

Recover: means returning to a position on the court, usually in the middle of the court on the baseline, ready to receive a shot from your opponent.



Sport Specific Vocabulary

Baseline: The baseline runs parallel to the net and defines the back of the court on each side.

Forehand: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.

Rally: A rally is a series of returned hits of the ball that ends when either player fails to successfully return the ball.

Out: is the term used when the ball is returned over the net and does not bounce on the inside of the court.

Transition to Year 4

Self Motivation

Create space to win a point using a racket

Introduce the forehand technique

Problem Solving

Develop our decision making to outwit an opponent

Trust

Apply forehand and backhand

Create space to win a point

Resilience

Develop the forehand technique

Cooperation

Consolidate an understanding of how to win a game

Year 3 Learning Journey

Knowledge Organiser – Bringing Us Together – Year 3, Unit 5

1 – Listen and Appraise: Bringing Us Together (Disco)

Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.

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 – C + A.

Bronze: no notes | Silver: C + A | Gold: C + 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 – C, A + G. *Which part did you play?*

Improvise using up to 2 notes – C + A.

Bronze: C | Silver: C, and sometimes A | Gold: C + A challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (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

Theme: This is a Disco song about friendship, peace, hope and unity.

Facts/Info: Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Disco first appeared in the 1970s in New York.

Listen to 5 other disco songs

- Good Times by Nille Rodgers
- Ain't Nobody by Chaka Khan
- We Are Family by Sister Sledge
- Ain't No Stopping Us Now by McFadden and Whitehead
- Car Wash by Rose Royce

Vocabulary: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, 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 Disco music?
How do you know this is Disco music?

What new knowledge will I learn?

- I know how different textures can convey feelings, expression, or meaning in a product.
- I know that materials can be layered or combined to add decorative detail and interest.
- I know how Ancient Egyptian art and artefacts used surface texture and embellishments to tell stories and show importance.

What skills will I use?

- I can experiment with creating different textures using a range of tools and techniques (e.g. scoring, pressing, carving).
- I can use paper to plan and trial textures before applying to clay.
- I can add and combine materials (e.g. beads, string, natural objects) to enhance detail and visual interest.
- I can evaluate which textures and details are most effective for communicating ideas.

Outcomes

Children design and make an Ancient Egyptian-inspired amulet, experimenting with texture and detail to express ideas connected to *Zeraffa Giraffa* and the significance of animals in Ancient Egyptian culture.

Art Vocabulary

coils, arches, donuts, twists, braids, tearing, spirals, curls, chains, folding, rolling, collage, sculpture

