

WOODLANDS PRIMARY SCHOOL

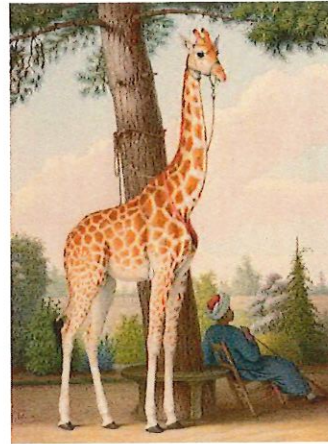
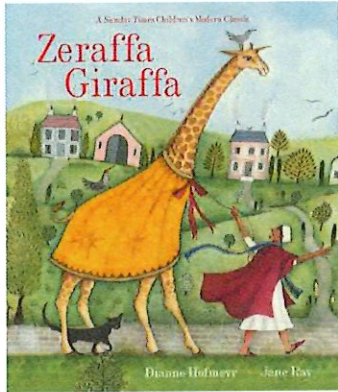


Year 3

Summer 2 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.

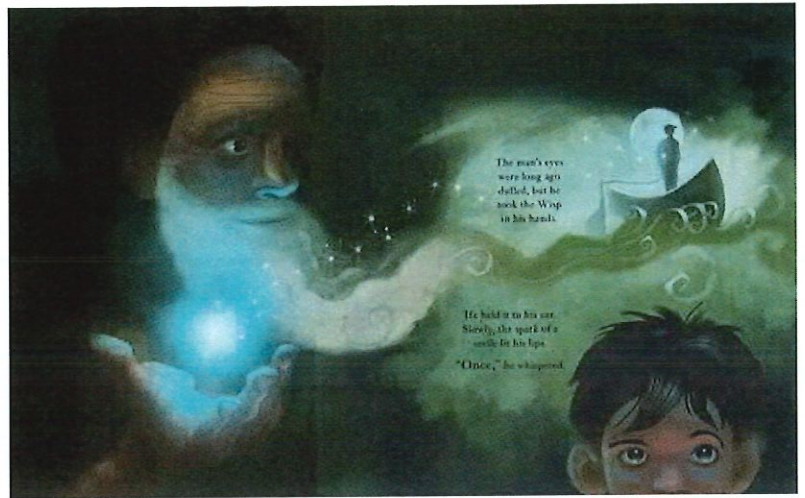
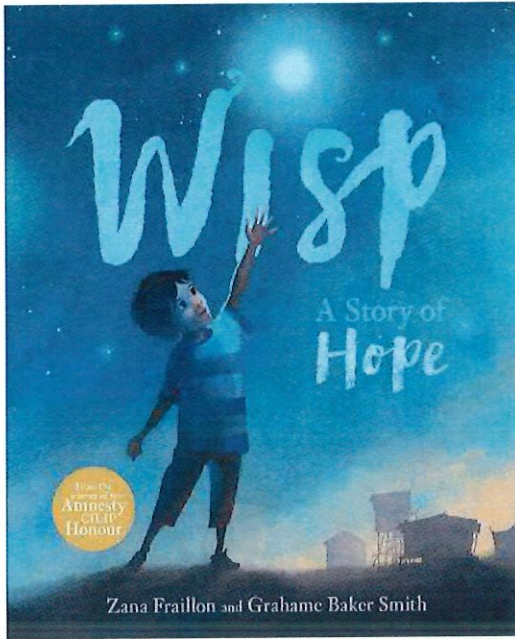
Vocabulary I will use this term..

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



My mastery targets for this term are:

- Build an increasing range of sentence structures
- Use adverbs to express time, place and cause
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use inverted commas to punctuate direct speech

The text type I will explore is:

- a narrative from the point of view of the Wisp.

Vocabulary I will use this term...

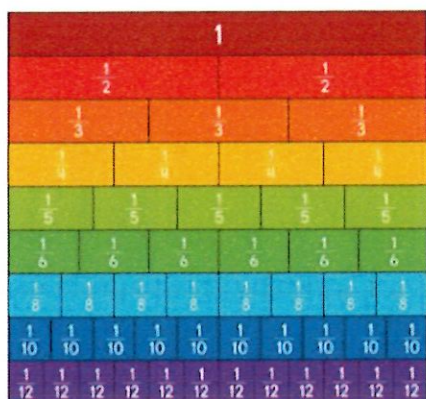
Year 3/4 words;

appear	heard
arrive	heart
believe	imagine
caught	peculiar
different	promise
disappear	remember
Earth	special
experience	strange


Key words I may use:


barren	murmur
barricade	pulsed
bleak	refugee
bustled	softlied
dulled	sprawling
etched	stilled
flitting	trampled
gentlied	volunteer
glare	


MATHS: FRACTIONS





 1 one whole


 $\frac{1}{2}$ one half


 $\frac{1}{3}$ one third


 $\frac{1}{4}$ one quarter


 $\frac{1}{5}$ one fifth

 $\frac{1}{6}$ one sixth

 $\frac{1}{7}$ one seventh

 $\frac{1}{8}$ one eighth

 $\frac{1}{9}$ one ninth

 $\frac{1}{10}$ one tenth

What new **knowledge** will I learn?

- We will learn what **unit fractions** are and how they show one equal part of a whole.
- We will learn about **non-unit fractions** and how they show more than one equal part.
- We will learn how to find and recognise **equivalent fractions** that are the same value.
- We will learn how to **compare and order fractions** to see which is bigger or smaller.
- We will learn how to find **fractions of a quantity** by sharing into equal groups.
- We will learn how to **add & subtract fractions** with the same denominator.

What **mathematical sentences** will I use?

- I know this is a unit fraction because the numerator is ___ and that means ___
- One whole split into ___ equal parts give ___, so one part is ___
- A unit fraction always has a numerator of ___ because ___.
- ___ parts are shaded out of ___, so the fraction is ___.
- I know ___ is equivalent to ___ because ___.
- ___ is greater than ___ because ___.
- The denominator stays the same because ___.
- I split ___ into ___ equal groups, so each group has ___.

What **vocabulary** will I use?

Fraction, whole, part, equal parts, numerator, denominator, unit fraction, non-unit fraction, half, third, quarter, equivalent, greater than, less than, compare, group, add, subtract

Plants

What should I already know?

I know that plants are living things and need water and light to stay healthy.

I know that seeds and bulbs grow into plants.

I know that different plants can look different.

I know the names of some basic parts of a plant, such as roots, stem, leaves and flowers..

What vocabulary will I use this term:

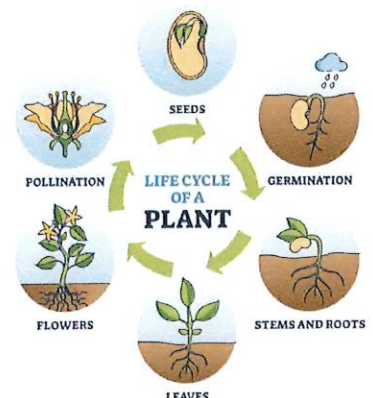
Stem	the part of the plant that carries water and supports the plant.
Seed dispersal	the way seeds spread away from the parent plant by wind, water, animals or explosions.
Pollination	when pollen moves from the stamen to the pistil so seeds can be made.
Pollen	a powder made by the stamen that is needed for plants to reproduce.
Germination	when a seed starts to grow into a new plant.

What new knowledge will I learn?

- Stems carry water and hold up the plant, and I know leaves make food using sunlight.
- All plants have roots, stems, leaves and flowers but they can look different.
- Plants need air, light, water, nutrients and space to grow well.
- Roots soak up water and stems carry it to the leaves and flowers through tiny tubes.
- The stamen makes pollen and the pistil receives pollen.
- Pollination happens when pollen goes from the stamen to the pistil by animals, wind or other ways.
- Seeds spread away from the parent plant by wind, water, animals or explosions to get space to grow.
- Plants have a life cycle: seed → germination → growth → pollination → seed making → seed spreading → then it starts again.

What skills will I use?

- I can ask relevant questions about how plants grow, reproduce and adapt, and decide how to investigate them.
- I can plan a fair test to investigate what affects plant growth, identifying what I will change, measure, and keep the same.
- I can make careful observations of plants and record what happens over time.
- I can gather, record and classify data about plants using tables, drawings, and charts.
- I can answer questions and draw simple conclusions from evidence, explaining what I observed and why it happened.
- I can present my findings clearly using labelled diagrams, charts, tables, and written explanations.



Ancient Egypt

How did the Ancient Egyptians build such an advanced civilisation in the desert?

What should I already know?

- I know that things happened a long time ago and that we can find out about the past in different ways.
- I understand the words past, present, old and new.
- I know we use artefacts, buildings or pictures to learn about the past.
- I understand that people's lives looked very different: clothes, homes, transport, food, and jobs were not the same.

What vocabulary will I use this term?

Mummification	Drying and wrapping a body to keep it safe for the afterlife
canopic jars	Decorative pots used to hold and protect the body's organs during mummification
Sarcophagus	A stone box that protects a mummy
Hieroglyphics	Picture writing used by the Ancient Egyptians to record stories or messages
Pyramids	Giant triangle-shaped tombs for Egyptian kings and queens

What new knowledge will I learn?

- I know Ancient Egypt is one of the first civilisations and lasted from about 3,100 BC to 30 BC
- I know the River Nile was important for the Ancient Egyptians for food, transport, and reeds.
- I know the Ancient Egyptians wrote using hieroglyphics, which helps historians understand their lives.
- I know artefacts like statues, jewellery, and everyday objects give clues about Egyptian society and beliefs.
- I know Ancient Egyptians believed in the afterlife they mummified bodies.



What skills will I use?

- I can place Ancient Egypt in the correct position on a timeline and include key dates, from approximately 3,100 BC to 30 BC.
- I can use a range of sources such as pictures, artefacts, and writing, to find out about Ancient Egypt.
- I can pose and answer historical questions about evidence, significance and daily life.
- I can describe the steps of mummification and act them out to show how Ancient Egyptians prepared bodies for the afterlife.
- I can begin to recognise that some historical accounts are interpreted differently by historians.
- I can use historical vocabulary such as mummification, canopic jars, Sarcophagus, hieroglyphics, and River Nile.

MUMMIFICATION



Design Technology

What new knowledge will I learn?

- I know that food ingredients can come from different places (local and global) - e.g. grains grown along the Nile.
- I know that Ancient Egyptians used grains like emmer wheat to make simple breads.
- I know that flatbreads are an example of a staple food still eaten today.
- I know that food must be prepared and cooked safely and hygienically.
- I know that different ingredients can be combined for taste and texture.
- I know that cooking changes the properties of ingredients (e.g. dough becomes bread when heated).

What skills will I use?

- I can follow a simple recipe to make a flatbread dough.
- I can measure and weigh ingredients accurately using standard units.
- I can use tools safely and hygienically (e.g. mixing bowls, measuring jugs, rolling pins).
- I can combine ingredients through mixing and kneading.
- I can shape and roll out dough to a consistent thickness.
- I can cook the flatbreads safely (e.g. on a griddle or in an oven) with adult supervision.
- I can taste and evaluate their finished product, suggesting how it could be improved.

Outcomes

To design and make a simple flatbread inspired by Ancient Egyptian food

Art Vocabulary

Weigh, measure, knead, combine, temperature, griddle, bake, flatten





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.

Transition to Year 4

Communication

Develop running at speed

Relay, Running for speed in a team

Encouragement

Resourcefulness

Sprinting: Explore running for speed

Explore stride patterns

Sprinting: Explore acceleration

Throwing: Accuracy vs Distance

Jumping for Distance

Year 3 Learning Journey



Physical Education

Rounders Year 3

Unit Purpose

The unit of work will explore the concept of **batting** and **fielding** (attack and defence). Pupils will develop an understanding of the purpose of each team. Pupils will learn how to apply a variety of fielding skills such as **throwing** and **stopping the ball** to keep the batter's score low.

Inspire Me

Did you know... the game of rounders has been played in England since Tudor times. The earliest reference being in 1744 in A Little Pretty Pocket-Book, where rounders is referred to as base-ball.



Key Success Criteria

- P** Pupils will develop their ability to keep the batter's score as low as possible by applying accurate throwing, catching and retrieving skills
- C** Pupils will apply an understanding of the concept of batting and fielding, utilising the correct fielding skills in order to stop the batters.
- S** Pupils will develop life skills such as respect and cooperation as they collaborate effectively with others including their opponents.
- W** Pupils will apply their skills with developing confidence as they grow in their ability to show self motivation and determination.

Vocabulary for Learning

Batting: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many rounders as possible.

Fielder: A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to prevent the batter from scoring a rounder.

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



Sport Specific Vocabulary

Base/Posts: There are four bases/posts that are used to mark out the pitch. These are positioned on the outside of the bowling square in a diamond shape.

Rounder: Is the method of scoring used in rounders. If the batter successfully runs around the outside of the bases and reaches the 4th base before the ball, the batting team scores one rounder.

The Long Barrier: is a fielding method used by a fielder to prevent the ball going past them. This involves the fielder stopping the ball with their hands, by positioning their body in line with the ball just in case they miss the ball with their hands.



Resilience

Apply overarm and underarm throwing
Develop fielding: Bowling and backstop

Trust

Develop batting
Introduce batting
Introduction to Rounders

Self Motivation

Introduce overarm throwing

Reflection

Introduce stopping the ball
Apply stopping the ball in a game



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 Nile 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?





Islam Year 3/4



What do Muslims believe happened on 'The Night of Power' and how do they worship?

RE Skills to develop:

Questioning – asking thoughtful questions about Muslim beliefs and worship

Investigating – exploring religious stories, symbols and artefacts

Comparing – recognising similarities and differences between faiths

Reflecting – considering how beliefs influence people's actions and choices

Our Enquiry Steps:

- Explore who Prophet Muhammad is and why he is important to Muslims
- Find out what Muslims believe happened on the Night of Power
- Investigate how Muslims worship at home and in the mosque
- Learn about the importance of the Qur'an and how it is treated with respect
- Reflect on how Muslim beliefs are shown through prayer, worship and daily life

Key Artefacts and Symbols



Key Vocabulary	Définition
Angels	Special beings created by Allah who carry out important jobs, like giving messages and protecting people.
Mosque	A special place where Muslims go to pray and worship Allah.
Iman	Belief and trust in Allah and the teachings of Islam.
Minaret	A tall tower on a mosque, often used to call Muslims to prayer.
Jesus	A very important prophet in Islam and Christianity. Muslims believe he was sent by Allah to teach people.
Muhammad (pbuh)	The final prophet of Islam, who Muslims believe was chosen by Allah to share His message. (pbuh means "peace be upon him" and is said as a sign of respect.)
Qur'an	The holy book of Islam, which Muslims believe contains Allah's words.
Allah	The Arabic word for God, worshipped by Muslims.
Mecca	The holiest city in Islam, where Muslims face when they pray and where many go on pilgrimage called Hajj.

Our End Points:

Emerging: Can explain key Muslim beliefs about the Night of Power and describe how Muslims worship using some religious vocabulary.

Expected: Can recall simple facts about Islam and identify some ways Muslims worship wi