

WOODLANDS PRIMARY SCHOOL

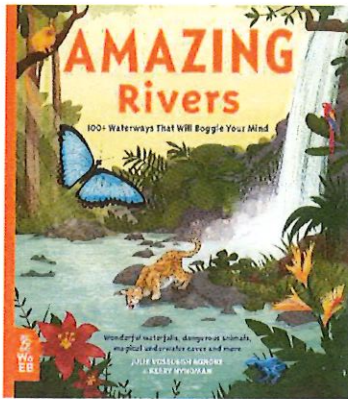


Year 3

Autumn 1 Curriculum

Ready · Respectful · Safe

English Writing Mastery Targets



My mastery targets for this term are:

- Build a varied and rich vocabulary
- to expand noun phrases by adding in a modifying adjective, noun or prepositional phrase
- to begin to use fronted adverbials followed by a comma
- to organise paragraphs around a theme

The text types I will explore are:

- A setting description of a river
- A fact file about kingfishers
- River Dee information leaflet

Vocabulary I will use this term...

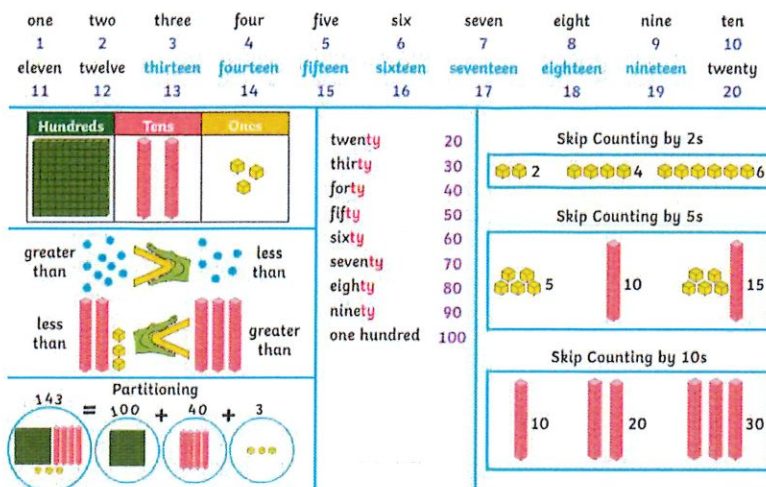
My words:

complete
continue
earth
enough
favourite
important
knowledge
natural
occasionally
particular
perhaps
position
purpose
regular
straight
therefore

Key words I may use:

tributary
meander
erosion
precipitation
run-off
sediment
habitat
pollution
contamination
sewage

MATHS: PLACE VALUE



What new **knowledge** will I learn?

We will revisit numbers represented to 100 and move on to numbers beyond 100.

We will understand the size of numbers and confidently identify the tens and one.

We will partition numbers and learn how to plot them on number lines.

What **mathematical sentences** will I use?

- "This number has ____ tens and ____ ones."
- "____ can be partitioned into ____ tens and ____ ones."
- "____ is greater/less than ____ because it has more/less tens."
- "I know this because ____."
- "I noticed that ____."

What **vocabulary** will I use?

place value, digit, thousands, hundreds, tens, ones, zero, ordering, comparing, rounding, equal to, less than, greater than, least, fewest, smallest, estimate, represent, negative number, partition

Group and classify living things

What should I already know?

- I know that living things include animals and plants.
- I know that animals and plants can be grouped by their features.
- I know that living things live in habitats that provide what they need to survive.
- I know that we can observe, compare and sort living things.

What vocabulary will I use this term:

Vertebrate

An animal with a spine.

Invertebrate

An animal without a spine.

Flowering plant

A plant that can produce flowers and fruit.

Non-flowering plant

A plant that does not produce flowers and fruit

Deciduous

A tree that loses all of its leaves.

What new knowledge will I learn?

- I know animals with a spine are called vertebrates. These are mammals, birds, fish, reptiles and amphibians.
- I know animals without a spine are called invertebrates. These include insects, spiders, worms and slugs.
- I know classification keys are yes/no questions that help us sort and name animals and plants.
- I know flowering plants grow flowers and fruit. Non-flowering plants, like mosses and ferns, do not.
- I know we can use classification keys to group plants by how they look.
- I know living things around us can be grouped as vertebrates, invertebrates, flowering or non-flowering plants.
- I know deciduous trees lose their leaves in autumn. Evergreen trees keep their leaves all year.
- I know some animals get ready for winter in autumn by storing food or building up fat.

What skills will I use?

- I can ask relevant questions about how to group and classify living things and how their numbers or behaviour change through the year.
- I can gather, record and classify data about animals and plants in our local area using tables, tallies, and classification keys.
- I can present my findings clearly using bar charts, pictograms, tables, diagrams and written explanations, and use these to spot patterns and trends.
- I can answer questions and make conclusions by using data to describe, compare and predict what might happen at different times of the year.
- I can evaluate my data by identifying patterns, explaining what it shows, and suggesting ways to improve how I collect or present information.

=



Rivers

What should I already know?

- I know that water can be found in different places, such as rivers, seas, lakes and ponds.
- I know that weather changes and rain helps fill rivers, lakes and puddles.
- I know that a map can show us where places are and can help us find rivers and seas.
- I know that land and water are different physical features of the Earth.
- I know that some places are near water and people use water for drinking, washing and travelling.

What vocabulary will I use this term:

Source	Where a river begins, usually high up in the hills or mountains.
Mouth	Where a river ends and flows into the sea, a lake or another river.
Tributary	A smaller stream or river that joins a bigger river.
Erosion	When water wears away the land and rocks over time.
Deposition	when a river drops and leaves behind sand, mud or stones it has carried.

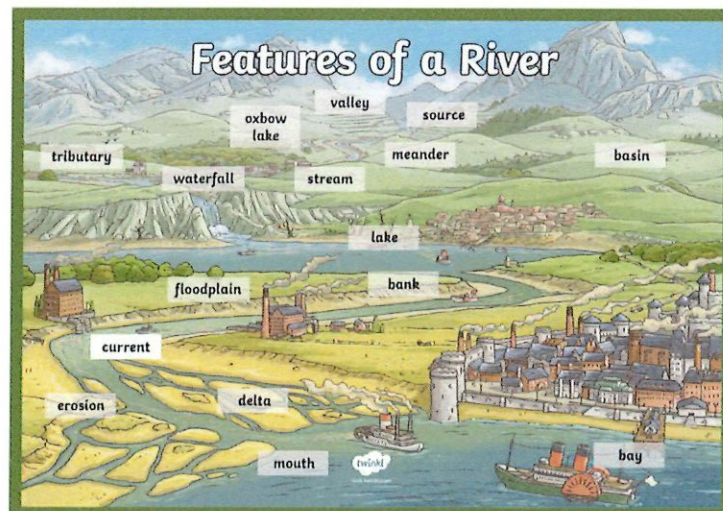
What new knowledge will I learn?

- I know there are more than 4 points on a compass (NE, SE, NW, SW)
- I know a river starts at its source (in hills or mountains) and ends at its mouth (sea, lake or estuary).
- I know rivers flow downhill and join other streams called tributaries.
- I know the mouth of the river is where the river joins the sea.
- I know rivers shape the land by erosion and deposition.
- I know some rivers in the UK like the River Mersey, River Dee and the Thames.
- I know the water cycle explains where the water in rivers comes from.



What skills will I use?

- I can use maps and globes to find and locate rivers in the UK.
- I can use the 8 compass points to describe the location of rivers on maps.
- I can use map keys and symbols to identify rivers and related features on maps.
- I can draw and label simple diagrams to show the parts of a river (source, mouth, tributaries).
- I can describe how rivers shape the land through processes like erosion and deposition.
- I can explain the water cycle and describe how it contributes to rivers and rainfall.



Knowledge Organiser – Mamma Mia – Year 4, Unit 1

1 – Listen & Appraise: Mamma Mia (Pop)

Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.

Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

Find the pulse as you are listening

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – G + A.

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

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

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

Bronze: G | Silver: G, sometimes 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 G, A, B, D + E (the pentatonic scale)

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? 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

© Copyright 2020 Charanga Ltd

About this Unit

Theme: ABBA's music.

Facts/info: ABBA was a Swedish pop group formed in 1972.

Listen to 4 other ABBA songs/pieces:

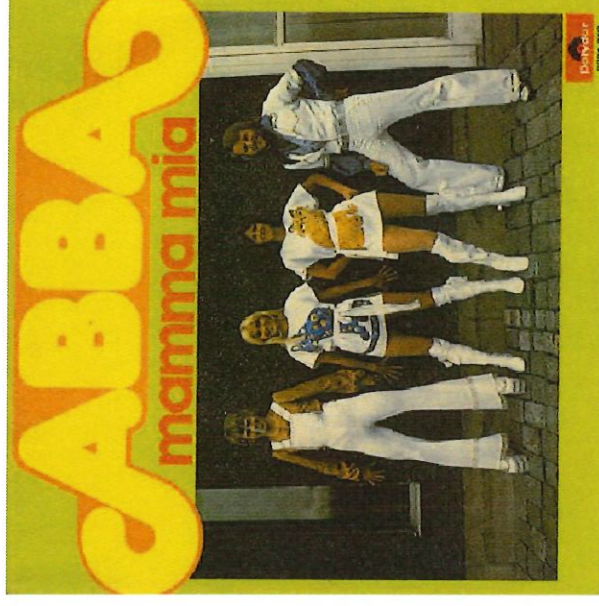
- Mamma Mia
- Dancing Queen
- The Winner Takes It All
- Waterloo
- Super Trouper
- Thank You For The Music

Vocabulary Keyboard, electric guitar, bass, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison

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?





How do Jewish people demonstrate their faith through their communities?

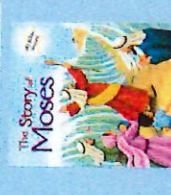
RE Skills to develop

I can explore belief in action and make connections with my own life and communities.
I can give thoughtful responses using different forms of expression.
I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.

Our Enquiry Steps:

What happens at a Synagogue?
What happens at Pesach?
What is Sukkot?
How do Jews remember the giving of the Torah? Shavuot
What rules for Jews are there to follow in the Torah?
What happens during the life journey of a Jew?

Key Stories



Key Artefacts and Symbols



Our End Points:

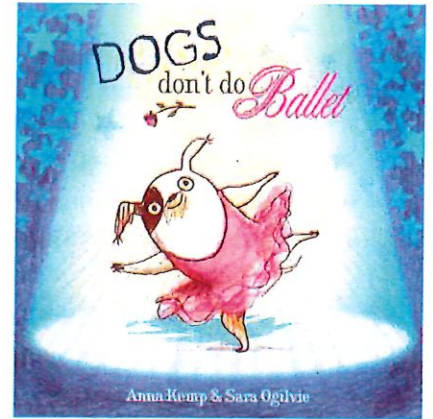
Emerging: Can tell you what happens at the Seder Meal and knows how the Torah Scrolls are kept at the Synagogue.
Expected: I can talk about how Jews worship at home and in the Synagogue and different events and festivals which are celebrated
Exceeding: Understands the importance of worship and the remembrance of festivals to an individual, the family and the community.

Key Vocabulary	Definition
5 Fingers	Judaism, Jews, Torah, Hebrew, Synagogue.
Synagogue	The place where Jews meet to worship God (church for Christians). It means 'meeting place' in Greek.
The Torah	that Jews believe that the Torah is God's way of communicating with them. It is his most precious gift to them. (The first 5 books of the Christian Bible)
The Ark	The most important thing inside a synagogue is the ark , or cabinet, that holds the Torah scrolls.
Bimah	A raised platform in a synagogue from which the Torah is read.
Shavuot	Commemorates the revelation of the Torah on Mt. Sinai given to Moses and the Jewish people. (The Ten Commandments—Christianity)
Ner tamid, "Eternal Light"	Burning before the ark. (In Christian churches the sanctuary lamp , also called a chancel lamp , is placed before the tabernacle to signify the presence of the Lord/Blessed Sacrament.
Pesach/Passover	Celebrates the freedom of the Jews from slavery in ancient Egypt. Moses (the most important prophet in Judaism but also an important prophet in Christianity, Islam and the Bahá'í Faith.
Sedar	This is the sedar plate, and each food is symbolic for an aspect of Passover : A roasted shank bone represents the Pesach sacrifice, an egg represents spring and the circle of life, bitter herbs represent the bitterness of slavery, haroset (an applesauce-like mixture with wine, nuts, apples, etc.)
Sukkot	Commemorates the years that the Jews spent in the desert on their way to the Promised Land, and celebrates the way in which God protected them under difficult desert conditions. Sukkot is also known as the Feast of Tabernacles

Y3 No Outsiders

What story will I use?

Dogs don't do ballet by Anna Kemp



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 - A New Start

French Y3 Stage 1 Autumn1: Greetings, Feelings, Names.



Language Detectives' Memory Bank: Greetings, Feelings and Names.

Greetings Bank

Salut - Hi
 Bonjour – good morning/hello
 Bonne après-midi – good afternoon
 À bientôt – see you soon
 Au revoir- good bye

Sound spelling

"ou"
 "oi"
 "ça"

Question and Answer Bank

Ça comment ça va? - how are you?
 Ça va bien – I am feeling good
 Ça va très bien – I am feeling really good
 Ça va comme ci, comme ça- I am feeling okay
 Ça va mal- I am not feeling good
 Ça va très mal- I am feeling really bad

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.

e.g.

Ça va?
 Ça va.

Question and Answer Bank

Comment t'appelles-tu? - What are you called?
 Je m'appelle.... I am called.....

Art

What new knowledge will I learn?

- I know that artists can use line, shape and colour to show feelings and personality.
- I know that Pablo Picasso created portraits using unusual shapes, bold colours and different viewpoints.
- I know that portraits can be realistic or abstract and still show important features.
- I know that shading can make drawings look more three-dimensional.
- I know that colours can create mood and emphasis in artwork.
- I know that sketchbooks are used by artists to practise and develop ideas.



What skills will I use?

- I can use sketchbooks to record observations and experiment with portrait ideas.
- I can draw facial features using line, shape and proportion.
- I can use shading to create tone and form in my drawings.
- I can mix and apply paint to create bold colours and contrast.
- I can create an abstract self-portrait inspired by Pablo Picasso using shape and colour.
- I can evaluate my artwork and explain the choices I made.

What vocabulary will I use?

Portrait, abstract, line, shape, proportion, tone, shading, expression, colour, contrast, sketchbook, composition

Final Outcome:

A painted abstract self-portrait inspired by Picasso, showing expression through colour, shape and line.

Computing

What new knowledge will I learn?

- I will know what an identity is.
- I will know what makes up an identity.
- I will know that identities can be similar or different.
- I will know that people may show their identity online.



What skills will I use?

- I can decide what information is safe or not safe to share online.
- I can explain how and why someone might change their identity on different platforms.

What vocabulary will I use?

connection, digital, digital device, input, network, network cables, network sockets, network switch, non-digital, output, process, program, server, wireless access point