



# Year 3 Curriculum HT1

**PSHE**  
Being me in my world

**E-safety**  
Managing Online Information

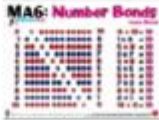
**Commando Joe**  
Mission focus:  
Cooperation, creativity and self confidence

**Personal Development**  
**Wider Curriculum Clubs Available**  
Yoga, choir, art, football, netball, drama, cooking, French, sewing, archery, chess, clay creators, computing, dodgeball

**Trips and Visits**  
Visit to Tatton Park - 29.9.23

**No Outsiders**  
Beegu  
To be welcoming 

**English**  
**Inspirational Text**  
  
**Class Story**  
  
Genres for writing:  
Narrative  
Advert: Posters and tickets  
Instructions  
Recount (news report)  
Non-chronological reports  
Within writing, Year 3 will be focusing on:  
- Ensuring narrative has a clear structure by introducing paragraphs around a theme  
- Using effective word choices and their suitability to the genre  
- Understanding the purpose of non-chronological reports  
- Writing consistently in the past tense  
- Correctly using all taught punctuation across genres  
- Using conjunctions, adverbs and prepositions to express time and cause  
- Proof reading and self editing  
**Poetry**  
The poem Year 3 are studying and learning to recite this half term is 'Three Limericks' by Michael Rosen

**Maths**  
**Week 1 - 3**  
To know and use number (Place Value):  
- Recognising the place value of each digit in a three-digit number  
- Estimating numbers  
- Comparing and ordering numbers up to 1000  
- Counting in multiples of 4, 8, 50, 100  
- 100 more or less than any given number  
- Reading and writing numbers up to 1000 in words and digits  
**Week 4-7**  
To add, subtract:  
- Add and subtract, 3-digit numbers and hundreds  
- Add and subtract, 3-digit numbers and tens  
- Add and subtract, 3-digit numbers and ones  
- Add and subtract 3-digit numbers using formal written methods  
- Solve problems, including missing numbers and using number facts  
- Estimating the answers and using the inverse method to check answers  
**Mental Maths**  
**Times tables**  
x2, x5, x10, x4  



**Science**  
The Year 3 science topic this half term is Animals including humans. Children will learn about the nutrients the body needs to survive, the skeleton along with the joints and muscles.

**History**  
Year 3 will be looking at the changes in Britain from the Stone Age to the Iron Age. The children will learn about the significance of each time period; the Stone Age, the Bronze Age and the Iron Age.  



**Computing**  
Year 3 will be learning about computer systems and networks in their computing lessons. Children will be using the laptops to develop their knowledge of the relationship between inputs, processes, and outputs.

**Spellings**  
A new list will be handed out on a Monday. Spellings will be tested every fortnight. We will expect the children to learn the spelling pattern and apply this in their writing. Focus on common Exception words from Year 2, ai, ay, ee

**Music**  
Miss Marsden will be teaching music to Y3 this half term. They will be learning to play the Dood.  
  


**PE**  
Mrs Prior will be teaching the children Invasion games, including dodgeball. A swimming instructor will be teaching the Y3 children to swim.  


**D&T**  
Year 3 will be completing a textile project on Stone Age. This will link to our history topic.

**French**  
Mrs Sunley will be teaching the Year 3 French lessons this half term. They will be learning greetings, numbers and colours.  


**RE**  
How important is it for Jewish people to do what God asks them to do?



# Knowledge Jigsaw

## Year 3 Computing HT1



### What we already know

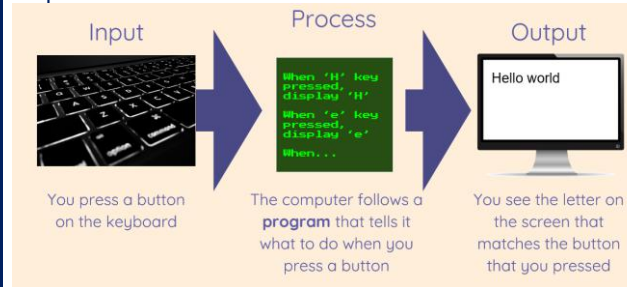
Information technology is a computer or something that works with a computer.  
 E.g. Games console, printer, Alexa device, digital camera.

IT is part of daily life and can be found all around us e.g. shops, cafes, offices, traffic lights.  
 IT is used in most places of work e.g. phones, payment devices, printers.

#### Rules for using IT safely

- Keep passwords safe
- Photos
  - o Ask for permission before taking a photo of someone else.
  - o Think – would the person be happy with the picture you have taken?
  - o Check if there is anyone else in the background of the picture.
- Keep personal information private.
- Stop using IT when you should be listening.
- Be kind to others when using IT.

Digital devices must have an input, a process, and an output.



Examples of input and output digital devices:

Input device	Digital device	Output device
Keyboard	Laptop	Printer
Touchscreen	Games console	Screen
Games controller	Tablet	Speaker
Button	Pedestrian crossing button	Pedestrian crossing lights

Digital devices help us to complete certain tasks.

Digital devices can have more than one purpose. E.g. smart phone – take pictures, play games, send messages, make calls, do research.

Sometimes using a digital device is best when completing a task as it can save time, make editing easier, be easier to reproduce.

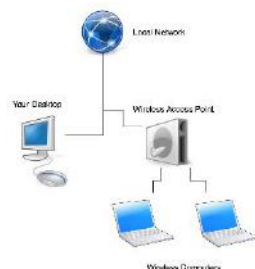
Sometimes it is best not to use a digital device.



A **connection** is a link between two or more people or things.

A **network** is a group of many people or things connected together.

A **network switch** manages the way in which data moves around a network. It allows multiple devices on a network to be connected together.



A **server** is a computer that can store things on a network. The server in this network will be used to store files. These files can include documents, sound files, video files, or many other types of file.

A **wireless access point** is a device connected to a wired network, which sends and receives wireless signals for devices with Wi-Fi connectivity.

Devices with Wi-Fi connectivity are usually devices that can be moved around, such as laptop computers, tablet computers, or smartphones.



**Network cables**- are wires used to connect wired devices to the network.

**Network sockets** – allow network cables to be connected to the network.

- The school computer network let's children and staff:
- Store files that can be accessed and shared e.g. registers.
  - Messages can be easily sent between people.

**Internet** – connecting networks together makes the internet.







**What we already know**

- Animals, including humans, have offspring that turn into adults.
- Understand the basic needs of animals, including humans, for survival (water, food and air).
- Understand that babies change to toddlers, to teenagers, adults, then elderly.
- Know that we need to eat the right amount of different types of food.
- Understand the importance of good hygiene to keep the body healthy.



**Nutrition**

Animals (including humans) can't make their own food, they get food by growing, hunting or gathering it.

**Nutrition** means getting the food needed to grow and be healthy.



**Balanced Diet**

The human body needs a **balanced diet** to work properly. You need the right amount of food from the different food groups.

**Fruit and vegetables** - Contain fibre which helps us to digest food

**Carbohydrates** – give us energy e.g. bread, potatoes, pasta

**Proteins** – help our bodies to repair e.g. fish, meat, nuts, seeds, eggs and cheese

**Fats** – help store energy for our bodies e.g. butter, cheese, fried foods

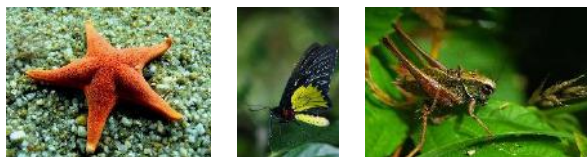


**Vertebrate and Invertebrates**

Mammals, birds, fish, reptiles, amphibians are **vertebrates** this means they have a skeleton inside their body.



**Invertebrates** means they don't have a skeleton inside their bodies. Some examples of these are spiders, snails, jellyfish, crabs, worms.



**The Skeleton**

The skeleton is made of bones. This protects and supports the body.

**Skull** – protects the brain

**Rib cage** – protects major organs

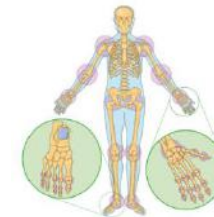
**Humerus, radius, ulna** – bones in your arms

**Femur, tibia, fibula** – bones in your legs

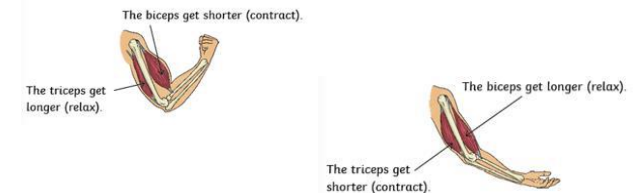


**Muscles and Joints**

Joints are where two or more bones join together. The skeleton can bend at these joints e.g. **knees, elbows**.



**Muscles** are attached to the skeleton to help us **move**. They **contract** and **relax** as they move with the bones.



# Knowledge Jigsaw

## Year 3 History HT1



### What we already know

- Events have happened in the past – these are known as history.
- Artefacts- the remains from a period of time.
- Archaeology- finding remains from a period of time.
- Evidence- the available body of facts.
- Primary source-an original historic object from a time period.
- Chronology- putting objects/events in the order they happened.

### History

Archaeology – finding remains from a period of time

Artefacts – the remains from a period of time

Settlements – places where people live



### Stone Age

Palaeolithic era- a period in prehistory distinguished by the original development of stone tools.

Stone age- a prehistoric period when weapons and tools were made of stone or of organic materials such as bone, wood, or horn.

This era was 2.6 million years ago - 3300BC.

### Bronze Age

A prehistoric period that followed the Stone Age when weapons and tools were made of bronze rather than stone



### Iron Age

A prehistoric period that followed the Bronze Age, when weapons and tools came to be made of iron.

Children can explain that- Early Stone Age people hunted with sharpened sticks. Later, they used bows and arrows and spears tipped with flint or bone.

Civilization- describes a complex way of life that came about as people began to develop networks of urban settlements.



### Skara Brae is in Scotland.

It was built between 3000BCE and 2500BCE.

They are prehistoric circular houses.

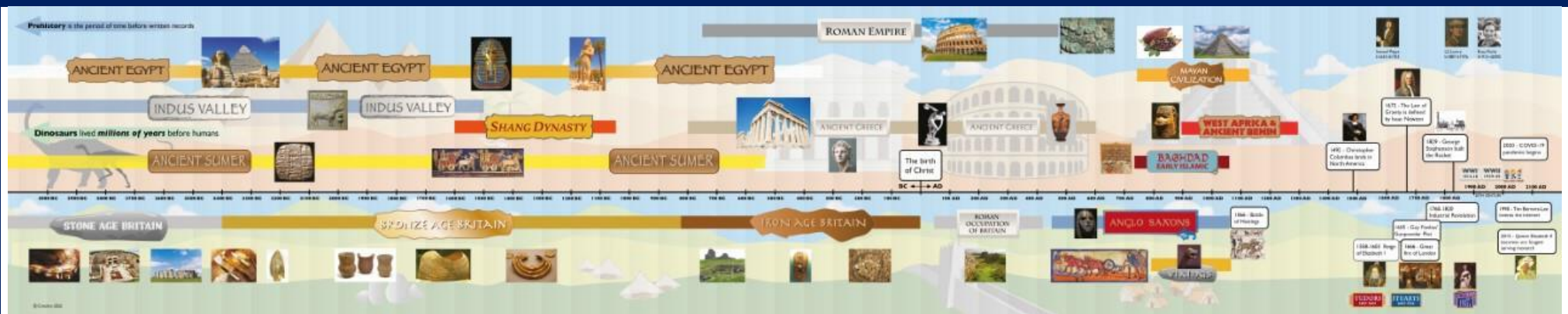


Built from slabs of stone.

Had one main, single room.

They were Britain's first ever farmers- planting, growing and farming wheat and barley.

Skara Brae was found In 1850 after a storm blew away the earth on top of it.







What we already know

- We all have the right to be included and feel valued in this school.
- We listen to what each other has to say.
- Effective teamwork means you should: listen, communicate, help, and be respectful.
- All members of the school community work together as a team to help children to learn.
- The school charter is in place so that all children can access their right to an education and to feel safe.
- We are aware of our own thoughts and feelings.

Recognising myself

Recognise my worth and identify positive things about myself and my achievements.

Set personal goals - A goal is something you want to happen.

Value myself and know how to make someone else feel welcome and valued.

Proud means pleasure or satisfaction as a result of your own/others achievements, qualities or possessions.



New Challenges

Face new challenges positively, make responsible choices and ask for help.

Recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions.

A nightmare is a bad dream that can cause fear.

The school charter is in place so that all children can access their right to an education and to feel safe.



Rules and Responsibilities

Know why rules are needed and how they relate to rights and responsibilities.

Know a right is **an entitlement to have or do something**.

Responsibility is **something that you're expected to do; it's your job**.

When you don't meet your responsibilities, there are consequences, or things will happen as a result of not doing your job. It's okay to make mistakes, as long as you admit them and try to make things right.



My actions

My actions affect myself and others.

Understand that my behaviour brings rewards and consequences.

A consequence is **a result of something that has happened earlier**.

A responsible choice is being dependable, keeping promises and honouring commitments. It is also accepting the consequences for that we say and do.

Rewards are earned for making responsible choices  
Consequences are given for making irresponsible choices.



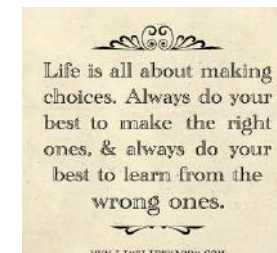
Making choices

A choice is **choosing between two or more possibilities**.

Understand my actions affect others and try to see things from their points of view.

Make responsible choices and take action.

Work cooperatively in a group.





Our Discovery Question:

**How important is it for Jewish people to do what God asks them to do?**

Knowledge



Passover is a Jewish celebration to remember the story of Exodus. Jews remember how their ancestors (the Israelites) left slavery and were led out of Egypt by Moses. Jews believe that God allowed this freedom and He asked them to remember the night the Israelites escaped.



The Passover festival commemorates this escape. A Seder ritual is held on the first two evenings of Pesach. The family sits around the table.

In the middle is the Seder plate which has sections each holding different food that represents part of the Exodus story.



These foods include: a roasted lamb bone with most of the meat removed; a hard-boiled egg; grated horseradish; "charoset" - a paste made of apples, pears, nuts and wine; a vegetable, such as an onion or potato and bitter herbs. Matzah (unleavened bread), wine and saltwater also play a part.

Personal Reflection

I can discuss what it means to respect someone and be respected.

I can reflect on how it would feel for me to give up something for someone special.

I can express my views on the importance of remembering historical events and relate this to Passover for Jews.





**Design brief**

To design, make and evaluate cross-stitched bookmark for a year 3 child to use daily, when reading.

**What I already know**

- Different materials (fabrics) have different properties.
- Designing is when you write down, draw and talk about your ideas
- The 'Design Brief' is what you are going to make, who it is for and what its purpose is.

**Design**

Products are made for a specific purpose. When designing, always consider whether the materials you have will be fit for purpose: aida, wood,

**Make**

It is useful to use basic stitching because these skills are useful. You may use stitching to sew a hole in a piece of material, attach a button or to stitch a badge on to a jumper (Rainbows/Beavers/Cubs).

**Evaluate**

A successful evaluation always refers back to the design brief.

Identifying strengths and development points of your own product and that of a peer are indicative of a successful evaluation.

A successful evaluation questions:

- How well was the product designed?
- What is the quality of its make?
- Does it fulfil its purpose?

A successful product fits the design brief and is of use to its prospective user.



**Key vocabulary, tools and equipment**

cross-stitch (noun)	A stitch made by two stitches crossing each other
embroidery thread (noun)	A tool used to help when inserting thread through the eye (hole) of a needle.
needle threader (noun)	A tool used when sewing to make needle threading easier.
Aida (noun)	A material typically used when cross-stitching, which has holes to thread through.



## What we already know

This is the first time that we have been taught French.  
Some of us know words and phrases from our holidays and clubs that we have attended in the past.

## Where is France?



Recognising things that are French or in French—  
Eiffel Tower, Disney, baguettes, skiing in the Alpes/  
Pyrenees

Recognising that it is not just France where French is spoken.



To know that the French flag is called the Tricolore



## Greetings:

Know a range of greetings for different occasions.

Bonjour, Bon après-midi, Au revoir, A bientôt

Comment ça va?, ça va bien, ça va très bien

comme si comme ça, ça va mal, ça va très mal

To understand that the French often greet people by kissing on the cheek. The number of times varies depending on the region of France.

To know that the French raise the pitch of their voice when asking a question.

## Introducing Yourself:

Know how to ask and respond to questions about your name.

Comment t'appelles-tu?

Je m'appelle...

To have a conversation with a friend and ask how they are and their name. To be able to respond.



Understand that some French names are similar to English and others are completely different.

Olivier— Oliver  
Francois—Francis  
Mathieu—Matthew  
Lucie—Lucy

## Numbers Up to 10

Know the numbers up to 10. To be able to recognise them in games. To be able to understand the written version of numbers and identify them in sentences.

un	1
deux	2
trois	3
quatre	4
cinq	5
six	6
sept	7
huit	8
neuf	9
dix	10

To understand the sound spelling of ix, eu, oi,  
To understand the silent letters: h

## Colours

Recognise colours and use the language of colours to create songs. To identify cognates.



C'est quelle couleur? C'est ...



# Knowledge Jigsaw

## Year 3 Music HT1



### What we already know

The tempo of a piece of music is how fast or slow it is performed. In listening extracts we can identify some instruments of the orchestra and which family they belong to.

We can read and understand quaver and crotchet rhythms including crotchet rests.

Symbols can be used in a graphic score to represent different sounds.

We can copy melodic and rhythmic phrases using body percussion and our voices.

We can perform in time to a beat exploring the timbre of different percussion instruments to suit the style/mood.

### Performing

Assemble and hold a Dood. Practise blowing B controlling the air flow and learning the correct embouchure.



Learn and perform B Tune, Bluesy B and B Blues. Learn how to check and change reeds.

Perform 'A Tune' understanding when to rest and play.



### Performing

Learn G and perform G Tune and Button to piano and backing track accompaniment.

Sing then perform Au Clair De La Lune on instruments moving accurately between B, A and G.

Echo simple phrases played by teacher and perform Suo Gan and Upside Down.



### Composing

Compose a simple melody on A and B using crotchets.

Compose rhythm patterns using crotchets, quavers and rests.



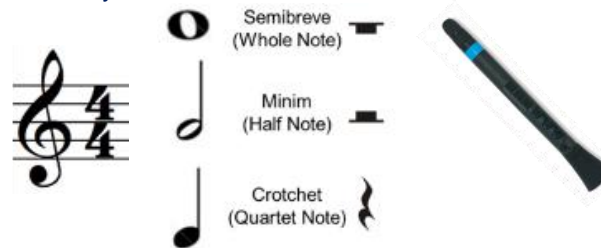
Compose a melody in 4/4 time on B, A and G using crotchets and quavers and drawing the notes on the staff.

### Theory of Music

Compile a list of top tips for playing the Dood taking into consideration posture, reed care and how to achieve the correct embouchure.

Know the names of the different parts of the Dood and how the finger holes determine high/low pitched notes.

Know the names and values of notes and rests and that the time signature of a piece of music indicates how many beats are in each bar.



### Listening and Appraisal

Review performances identifying successes and next steps.

Explore the instruments of the orchestra in greater depth.

Listen and appraise Rhapsody in Blue comparing the timbre of the clarinet to the Dood and the style, mood, structure, tempo and instrumentation of the piece.

Explore in greater depth the elements of music when listening and appraising musical extracts from different genres.

