



Year 3 Curriculum HT2

PSHE
Celebrating Differences


E-safety
Communicating with others and playing games safely with others

Commando Joe
Mission focus: Ed Stafford
Cooperation, creativity and self confidence



Personal Development
Wider Curriculum Clubs Available
Archery, yoga, choir, football, art, drama, cookery, sewing, computing, clay creators, dodgeball, chess, French,

Trips and Visits
Panto at Stockport Plaza

No Outsiders
The Hueys in The New Jumper
To help someone who feels different



English
Inspirational Text
Class Story




Genres for writing:
Narrative
Letter
Non-Chronological Reports
Leaflet
Explanations

Within writing, Year 3 will be focusing on:

- Multi-paragraph stories with a paragraph for beginning, middle and end
- Purposeful similes to help the audience understand the setting and/or characters
- Rhetorical questions for persuasion
- Correct structure to a letter with sentences in an appropriate order
- Understand the purpose of explanations and structure correctly
- Write consistently in an appropriate tense for given genre
- Using the progressive form within narrative to express action
- Imperative verbs within explanations
- Proof reading and self editing

Poetry
The poem Year 3 are continue to study and learn to recite is 'Three Limericks' by Michael Rosen

Maths



Week 1 - Addition and Subtraction
- Solve problems, including missing number and using number facts
- Estimating the answers and using the inverse to check

Week 2 - 4 - Multiply and Divide
- To recognise when groups are equal and when they are not
- To learn the 3, 4, and 8 times tables
- To find simple remainders when a number is divided
- to use a bar model to solve multiplication and division problems

Week 5 - Money
- To record money in £ and p
- To learn how to convert money
- To add and subtract amounts of money
- To solve problems including ones that involve finding change

Week 6 - Statistics
- To solve one and two step questions using information presented in bar charts, pictograms and tables

Week 7 - Retrieval
We will be retrieving and applying information and knowledge from Half Term 1 and Half Term 2

Mental Maths
Number Bonds
Counting on for Addition
Counting on for Subtraction
x2, x4, x5, x10

Science
The Year 3 science topic this half term is Rocks and Soil.
Children will learn the difference between different types of rocks, know how to identify and classify rocks and understand how fossils are made

Geography
Year 3 will be looking at settlements this half term. The children will learn about different settlements and their functions, urban and rural areas and push and pull factors from these different areas.


Computing
Year 3 will be learning about computer animation in their computing sessions. The children will use a range of techniques to create a stop-frame animation based on a story. They will also learn how to add music

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 ea, igh, y

Art
Year 3 will be completing art project linked to their geography work on settlements.



PE
The children will be taught Football skills and Dance based around machines.



Handwriting
This half term we will be focusing on joining common suffixes - ed, ing, er, est and continuing to join from the vowels

French
Mrs Sunley will be teaching the Year 3 French lessons this half term. They will be learning days of the week, months of the Year and colours.



RE
Has Christmas lost its true meaning?



Knowledge Jigsaw

Year 3 Computing HT2



What we already know

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

Digital devices help us to complete certain tasks and this can save humans time and/or make a job easier.

Consent must be given before taking a picture or video of someone.

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.

Animation

An animation is where a number of pictures are drawn or taken of an object or picture, and the pictures are shown quickly, which makes it look like the object or picture is moving.

Flip book animation

- You can make a flip book animation using sticky notes.
- Draw the object closest to the open edge of the sticky notes, so that it can be seen easily when you flip through book.
- Start on the bottom sheet of the sticky notes so that when you turn over the next page, you can see where the previous stick person was drawn. (This is called 'onion skinning' when using computer software).

E safety

Online bullying is when someone uses the internet to target and deliberately upset someone. Always talk to a trusted adult.

iMotion

Setting up the iMotion app:

1. Tap 'new movie'
2. Tap the hand to choose 'manual'
3. Tap 'movie title' then type in the title of your animation
4. Tap the keyboard to go back to the main page
5. Tap 'start'
6. Turn on onion skinning
7. Stand your whiteboard and iPad up
8. Draw your image and then tap 'capture'
9. Rub out the part of your image you want to change
10. You should still be able to see the part you have rubbed out so you know where to draw your change – this is called '**onion skinning**'.
11. Repeat the process lots of times
12. Press stop when you have captured all the images you want
13. Select the speed you want the images to play using the slider - forward for faster, backwards for slower
14. Tap 'export' to save
15. Tap 'photo library'

E safety

Spending too much time on technology can have negative impacts on both mental and physical wellbeing.

Stop Frame Animation

When making a stop-frame animation you need to:

Be consistent

- Use the same characters
- Use the same background
- Keep your iPad in the same place
- Keep your background in the same place

Be careful

- Use onion skinning
- Move your characters a small amount each time
- Check the picture on the screen before you take your photo
- Take care not to move anyone's iPad
- Take care not to move anyone's background

When making your stop-frame animation, you will want to watch it to see what it looks like so far.

To do this:

- Tap stop two times
- Watch your animation
- Use the appropriate arrows to get to the right place
- Tap the camera image to take more photos
- Tap resume to continue your animation

E safety

Age restrictions on games, videos and apps are there to protect children

Adding other media to the iMotion

You can add other media (e.g. music and text) to a stop-frame motion video.

iMovie is an app that allows you to add text and music to animations.

To move your stop-frame animation to iMovie you need to:

1. Open the iMovie app
2. Tap + to create your movie
3. Tap movie
4. Find your video in your video library then tap the video
5. Tap 'create movie'
6. Tap 'play to watch your animation'

A **transition** is the way that a film moves from one picture to the next.



What we already know

How to identify and name a variety of different materials, including wood, plastic, metal and rock.

How to distinguish between an object and the material that it is made from.

How to identify and compare the suitability of everyday materials.

That rock cannot change shape – it will sink!

Rocks are opaque.

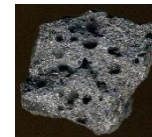
Opaque means that you are not able to see through it.

Identifying there are 3 types of rock

There are 3 different types of rock that are each formed in a different way.



Sedimentary: rock made from layers of sediment that have squashed together from pressure.



Igneous: formed when molten lava cools and solidifies.



Metamorphic: When sedimentary and igneous rocks are changed due to heat and pressure.

Identifying the rocks

The three types of rock can be identified from their appearance.

Sedimentary – small grains, layers, soft

Igneous – shiny, crystals, air bubbles

Metamorphic – layers, crystals, hard

Children can identify the following rocks and classify them into either sedimentary, igneous or metamorphic:



Sedimentary: sandstone, chalk, limestone

Igneous: granite, basalt

Metamorphic: slate, marble.

Permeable and impermeable

Permeable is when a material absorbs liquid.



Impermeable is when a material does not absorb a liquid.



Fossils

Understand how **fossils** are formed over millions of years:



1. An animal dies and the soft parts of the body rot away.
2. The remains get buried under layers of sediment.
3. The sediment around the bones are pressurised into sedimentary rock.

4. The bones start to be dissolved by water (as sedimentary rock is permeable)

5. Materials in the water replace the bones, making a rock replica of the bones.



Soil

Soil makes up the top layer of the Earth's crust and is made from rocks and organic matter.



Knowledge Jigsaw

Year 3 Geography HT2



What we already know

- Counties which make up the UK
- Capital cities of each of the four counties in the UK
- The world's seven continents
- The world's five oceans and the surrounding seas of UK
- The four main compass directions
- The difference between humans and physical features
- Northern and Southern Hemispheres
- To use an atlas, map and / or globes
- London is the Capital of England
- Cardiff is the capital of Wales and is west of London.
- Belfast is the Capital of Northern Ireland and is northwest of London.
- Edinburgh is the Capital of Scotland and is northwest of London

Environmental knowledge

Settlements are places where people live and sometimes work.

Settlements can be small or large depending on how many people live there.

There are different types of settlements:

Hamlet – a very small settlement with just a group of houses.

Village – has houses, a primary school, a few shops, a Post Office and a village hall.

Town – is larger than a village, with lots of houses, primary and secondary schools and sometimes railway stations and shopping centres.

City – is the largest type of settlement with lots of buildings and people, hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.

Human and Physical Geography

Settlements have different functions:

Ports – for transporting goods
e.g. Liverpool



Market towns – when local farmers sell goods
e.g. Macclesfield

Resorts – for people to go on holiday e.g. Llandudno

Industrial towns / cities– where materials are made into goods e.g. Manchester

Residential town– a place where people will live but will travel to work somewhere else



Wilmslow is a residential town

Locational knowledge

The UK is an island and space is limited.

Urban areas – space is used for towns and cities.

Rural areas – space is mostly countryside and farmland.

The UK is mostly rural.

In the UK, Land is used for: housing, farming, recreation, healthcare, factories, education, transport, leisure, retail and business.



Urban areas use land for: Housing, healthcare, factories, education, transport, recreation, leisure, retail and business.

Rural areas use land for: Farming, housing, recreation, leisure

Human and Physical Geography

There are essential and desirable features of a settlement.



Essential – shelter, water supply, food supply

Desirable – healthcare, education, electricity, fuel supply, entertainment, green spaces, transport, factories, shops

Unwanted – prone to flooding, exposed to weather

A population map shows you how many people live in a specific area.



Environmental Knowledge

People move to a city from the countryside for jobs, facilities, and greater opportunities. These are called **pull factors**.

Factors that drive people out of the countryside are natural disasters and lack of opportunity. These are called **push factors**.





What we already know

- Identify the similarities and differences between boys and girls in their behaviour and feelings.
- Bullying is sometimes about differences. Sometimes people get bullied because they are different to the bully.
- Understand how to stand up for myself and others.
- Recognise what is right and wrong and know how to look after myself.
- Recognise it is OK to be different from other people and to be friends with them.
- Differences make us special and unique and these bring different qualities to friendships.

Families

Everybody's family is different and important to them. Differences are something that should be celebrated.

A family is people who love and care for one another.

I can explain what my family means to me.



Family conflict

Conflict means to have a serious disagreement or argument.

Differences and conflicts sometimes happen among family members.

It is normal for there to be conflict in families and that there are ways to solve it.

All children have the right to feel safe in their families.



Witness and feelings

A witness is a person who observes an event or incident happen.

Bullying means:

- It doesn't just happen once, it goes on over time and happens again and again.
- It is deliberate: hurting someone on purpose, not accidentally.
- It is unfair: the person doing the bullying has more 'power' than the person being bullied.

Words can be used in hurtful ways.

Recognise ways of helping someone feel better who has been bullied.

Witness and solutions

Witnesses can make the situation better or worse by what they do.

Witnesses to bullying are often referred to as bystanders. Bystanders could:

- Help the person being bullied in some way
- Do nothing and ignore that it's happening
- Join in with the bullying

Identify how to problem-solve a bullying situation with others.

Celebrating difference

A compliment is to make a polite comment of praise or admiration towards someone.

Compliments can uplift someone making them feel happy but they can also make someone feel embarrassed. It is important to remember compliments are kind thoughts.





Our Discovery Question:

Has Christmas lost its true meaning?

Knowledge

To Christians, Christmas is very important because they are celebrating God's son, Jesus, coming to earth to help people.

The bible tells Christians about the Christmas story.

God chose a Jewish young woman called Mary, who was engaged to Joseph the carpenter, to be the mother of his earthly son. He sent his angel, Gabriel, to ask this of her. Mary agreed to allow this to happen and Jesus was born in Bethlehem. This is the Christian concept of "incarnation": God becoming man.

Jesus was born in a stable and was visited by a variety of people from very different social classes. There is a significance to the people and places which appear in the Christmas story.

Personal Reflection

I can reflect on what Christmas means to me and how I celebrate it.

I can discuss the differences between what Christmas might mean to a Christian and what the more commercial messages are.

I can express my views on what is important at this time of year.

Knowledge Jigsaw

Year 3 French HT2



What we already know

We know where France is and that other countries around the world also speak French.

We know certain greetings: bonjour, salut, au revoir, à bientôt.

We can ask how we are and respond.

We can introduce ourselves and ask the question.

We know numbers up to 10.

We know some colours.

Revision of colours and using them in written work



Know that the ou sound pronounced oo
 Know that the oi sound is pronounced wa
 Know that eu is pronounced eurgh

Classroom Commands

écoutez	Listen
regardez	Look
répétez	Repeat
levez-vous	Stand up
asseyez-vous	Sit down
montrez-moi	Show me
silence	Silence

Understand the use of the singular version of you (tu) and the plural/ formal version (vous).

Days of the Week

lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday

Know that the sound spelling of en is on
 Know that the sound spelling of un is an
 Know that the sound spelling of anche is onsh
 Know That the sound spelling of di is dee

Know that the French do not use capitals for all proper nouns.

Months of the Year

janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

Know that the sound spelling of é is ay
 Know That the sound spelling of em is on
 Know that the sound spelling of ai is ay

Christmas in France

Know that Christmas in France is celebrated in different ways. Some families celebrate on Christmas Eve and others on Christmas Day.





What is drawing?

Drawing is making marks on any surface anywhere.

Drawing can have many purposes:

- To record what you see
- To express emotions or ideas
- To communicate.

Cave Art

The earliest drawings date back to cave art. Dots and hand stencils on cave walls are the world's oldest known cave art.



Cave artists may have added to their drawings over time. Cave art also features animals, humans, weapons and symbols. Cave art is important to historians for learning about life in the time they were made.

Cave Hand Art



Cave artists may have created their hand art to: decorate their cave, to communicate a message, to keep a record of an important event, etc.

Cave artists created their hand art using natural materials such as rock, wood and bone.

Cave art was brown, orange, white and black as these are the colours of the natural materials used to create it.

Mark-Making

Our hands and stencils can be used to mark make in the style of cave hand art.



Charcoal and chalk pastels can be used in different ways.

They can be used to draw in line.

Line can be bold or feint.

Charcoal and chalk pastels can also be smudged, blended and stippled to create tone.

Animals

Deer, horses and bulls were animals shown in cave art.

Cave artists experimented with scale and overlapping when drawing these animals.

Cave artists drew animals in the foreground and the background of their pictures.

Cave artists drew animals in line.

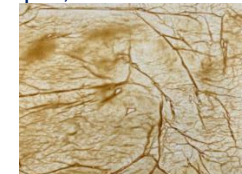


Cave artists sometimes added tone and colour. Know how to draw animals using charcoal and chalk pastels.

Mixed-Media

Mixed-media is when more than one type of art material is used to create a piece of artwork.

To prepare a background for cave art drawings, you can use tissue-paper, diluted PVA and diluted coffee.



Backgrounds can look aged and textured by experimenting with these materials.

Texture is the way something feels to the touch, or looks to the eye.

Knowledge Jigsaw

Year 3 PE HT2 (Dance)



What we already know

That you can count to the beat of 8 to help move to the music.

Counts: A performer uses counts to stay in time with the music and / or other performers.

A repeat action is a movement done more than once.

Direction: Movements within a dance routine can be high to low, side to side, jumps and turns.

Level: High, medium and low

A dance can change in speed, direction and level.

It is important to use counts of 8 to help you to stay in time with each other and the music.

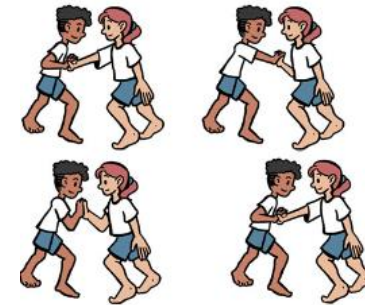
Counts: A performer uses counts to stay in time with the music and / or other performers.

The dynamics of the movement are how the actions are performed e.g. jerky, sharp, forceful and strong.

Listening to the music is important to help you to stay with the beat.

Opposites can be expressed as forwards and backwards, and up and down.

You can use opposite movements expressively when creating a machine dance with a partner.



Use counts to stay in time with your group

Formation: where dancers are in relation to each other.

Action: The movement a dancer does e.g. travel, jump and kick.

It is important to remember to count to the music when developing a dance routine.

Stretching is important before and after physical activity.

Pathways are used to move around an area.

Unison in dance is when two or more dancers perform exactly the same movements at exactly the same time.



Canon is a dance technique that requires dancers to take it in turns to perform a movement. This movement is then identically copied and performed by others.



Pathway: Designs traced in space (on the floor or in the air)

It is important to use a strong, clear pose to present an idea

It is important to use the count of 8 to stay in time with each other and the music

Dynamics: How a movement is performed e.g. robotically, softly.

Tense muscles and stretch arms and legs when creating a pose

Knowledge Jigsaw

Year 3 PE HT2 (Football)



What we already know

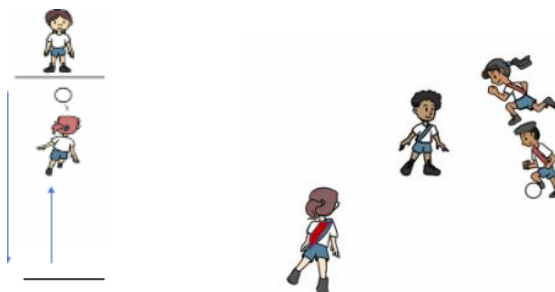
To keep the ball under control you need to keep the ball close to your feet with soft touches and push the ball slightly ahead of you when dribbling at speed. To stop the ball you place one foot on top of the ball.

For a successful pass when passing the ball you need to look where your team mate is before sending the ball, you need to pass away from the defender so they cannot gain possession and you need to use the inside of your foot.

To dribble affectively you need to send the ball ahead of you whilst dribbling so you can run with it.

Use all parts of your foot to control the ball.

When running towards a defender, keep looking ahead and keep the ball close.



When controlling the ball with the foot, a player can use the different parts – inside, outside, underneath and laces.

Knees bent, soft touches and keep the ball close to your feet if a defender is near to you. Send the ball ahead if you have space from a defender. Dribble with all parts of the foot.

Keep your head up so you know where the defenders are. Think about changing direction or speed with the ball to move away from a defender.

When kicking the ball, you need to finish with your non-kicking foot pointing towards the target.

The ball should start slightly in front of you and use your arms to balance when kicking the ball.

Remember the 4 'S' to help take your time passing

STOP – Stop the ball by placing your foot on top.

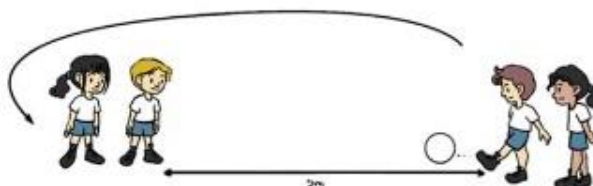
STEP - Step next to the ball with your non-kicking foot.

SEE – Look up to see where you are going to pass.

SEND – Send (pass) to your target using the inside of your foot.

It is important to keep the ball close when defenders are near.

Distance can be increased and decreased and players can move around an area to avoid defenders or move closer to a team mate.



To stop the ball you need to cushion the impact.

When you first touch the ball when receiving it, use your foot to cushion it to take the power out of it.

Different ways of stopping and cushioning the ball will help better control the ball.

You can control the ball with your chest, then your thigh and finally your foot.



Knowledge Jigsaw

Year 3 Music HT2

What we already know

Tempo is the speed of music. In listening extracts we can identify instruments of the orchestra and which family they belong to.

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

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

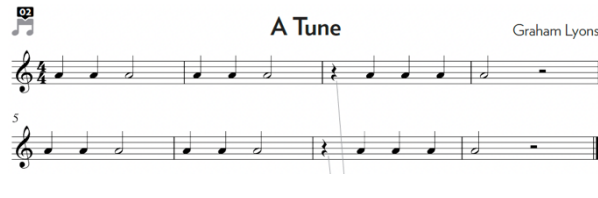
We can perform in time to a beat exploring the timbre of different percussion instruments to suit the style/mood.

We can follow notation and perform pieces on the dood on the notes B, A and G.

We can hold our dood correctly, clean it and change the reed.

Performing and Composing

Re-cap notes B, A and G on the staff. Perform pieces clapping the rhythms, singing the melody then performing in time to a backing counting time and stopping on rests.


A Tune Graham Lyons


G Tune Graham Lyons

Listening and Appraising and Musical History

Learn that a 4-beat note is called a semibreve. Perform pieces containing notes of different values.

Listen and appraise class and small group performances identifying successes and suggesting improvements e.g. gentle blowing, tonguing all notes, stopping accurately on rests.

Thinking 5

Thoughtfully



Performing and Composing

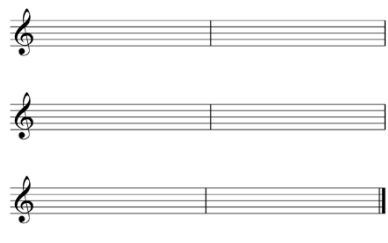
Apply dynamics to playing the dood understanding that dynamics add character and emotion to a piece of music.





Add dynamics to a piece of music and then perform it accurately.


Au Clair de la Lune Trad.

Composing and Performing

Compose a piece of music using B, A and G and crotchets, quavers and minims. Add dynamics and a title.



-  Semibreve (4 beats)
-  Minim (2 beats)
-  Crotchet (1 beat)
-  Quavers (1 beat)

Performing, Listening and Appraising

Perform compositions in groups and evaluate commenting on playing in time, accuracy of notes, dynamics, posture and articulation.

Listen and appraise Carol written for the clarinet by the 20th century British composer Finzi. Answer questions and discuss the instrumentation, mood, tempo, dynamics and articulation.

