Year 3 Curriculum HT4

PSHE
Healthy Me

E-safety
Online Relationships and how behaviour can effect those relationships

Commando Joe
Mission focus: Sir Ernest Shackleton
Teamwork, Resilience, Self-Awareness, Positivity

Personal Development
Wider Curriculum Clubs Available
Yoga, Art, Archery, Choir, Football, Cookery, Drama, French, Computing, Chess, Music, Sewing, Dodgeball, French

Trips and Visits
Music Performance
Tuesday 26th March
3D - 9am
3EG - 3pm

No Outsiders
Two monsters
To find a solution to a problem

English

Inspirational Text

Class Story

Genres for writing:
Narrative with Dialogue
Diary, Letters and Explanations

Within writing, Year 3 will be focusing
- Multi-paragraph stories with a paragraph for beginning, middle and end
- Purposeful dialogue between 2 characters which is correctly punctuated
- Write consistently in an appropriate tense for given genre
- Using present perfect verb form within diaries and letters -
Using the progressive form within narrative to express action
- Use although, despite, even though and whether purposefully and effectively to extend sentences
- Use time adverbs to order events - Use of adverbials to introduce paragraphs
- Using effective word choices and their suitability to the genre, to include similes and rhetorical questions
- 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 continuing to study and learn to recite 'Lines Written by A Bear With Very Little Brain' - A.A.Milne

Maths

Week 1 - Statistics

- Present information in different ways
- Use pictograms, bar charts and tables -
Answer questions based on information presented in different ways
- To solve one and two step questions using information presented in bar charts, pictograms and tables

Week 2 - 5 - Fractions

- Count up and down in tenths
- Recognise that tenths arise from dividing an object, number or quantities into 10 equal parts
- Recognise, find and write fractions
- Recognise unit and non-unit fractions
- Compare and order unit fractions
- Recognise and show equivalent fractions
- Compare and order fractions with the same denominator
- Solve problems using all of the skills above

Mental Maths
2x, 3x, 4x, 5x, 8x, 10x tables

MM4: Partitioning
$15 \times 5 = 75$
$50 + 25 = 75$

Science

The Year 3 STEM topic is trains
Children will use what they learnt in Half Term 3 about forces and magnets to support their STEM project of building a train.

Design Technology

Year 3 will be designing, making and evaluating a toy train for a 4 year old child to play with. It will have carriages that are magnetically joined and it will travel using a push or pull force.

Computing

Year 3 will be continuing to learn about programming in their computing lessons. Children will be using the laptops to develop their knowledge of Scratch and how to programme using blocks of code.

RRSA articles: 16, 36,

Spellings

We will expect the children to learn the spelling pattern and apply this in their writing.
Focus on split digraph e, doubling consonants when adding a suffix and double endings such as ck, ss, ff, ll

Music

Miss Marsden will continue to teach the children how to play the ukulele. The childrne will then perform in a musci concert

Jigsaw

Year 3 will be focusing on how to stay healthy. Focus on being fit, staying safe and drug safety.

RRSA articles: 5, 6 & 19

PE

Specialist Teacher

The children will be developing their skills on hitting and striking. They will play tennis and rounders

French

Specialist Teacher

This half term our French learning will be based on learning how to ask questions, numbers beyond 10 and festivals in France.

RE

What is good about Good Friday?

Ashdene

Knowledge Jigsaw

Year 3 Computing HT4

What we already know

Scratch is a software used for block coding.

Background can be edited on Scratch.

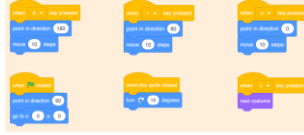A sprite is the image that is coded on Scratch.

To add sounds to a stage, select sounds.

A sequence is a pattern where one thing follows another.

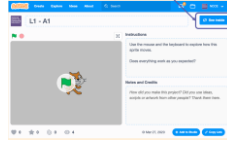An **algorithm** is a precise set of ordered instructions.

When you have written an algorithm it is important to test it and **debug** it if doesn't work how you want it to.

In scratch, you can use a key board or a mouse to move a sprite.

e.g.

To edit an existing project, find where the project is saved and then click on 'see inside'.

Online Safety – Online relationships
There are places online that are for sharing interests such as gaming groups.

You need to make your Sprite the correct size to fit the project. You can resize your sprite by changing the number in the size box.

To duplicate your code in Scratch:
Right-click or press **Ctrl + click** to duplicate code, then modify it for each direction.
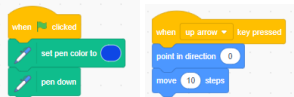

Online Safety – Online relationships
To 'know someone' online and is different from knowing someone offline.

In Scratch you can use a pencil sprite to draw lines. You can control this using the pen blocks.
To add the pen blocks to your Scratch screen, click on the extension button and then select 'pen'.

The pen down block makes the pencil sprite draw lines.

To start your pencil sprite drawing you could use the following code:

You can change the way a line is drawn using the different pen blocks.
The pen up block stops the pencil sprite from drawing lines.
The erase all block deletes all the lines that have been drawn.

Online Safety – Online relationships
Trusting someone online is different to liking someone online. You can like someone but not trust them. It is important to be careful with who you trust online.

When you have written a program, it is important to test it to see if it works. If it does not work the way you want it to, you need to correct it. This is called **debugging.**

Steps for effective debugging:
1. Review the task — what should the project do?
2. Test the project
3. Identify the bug
4. Fix the bug

Test the bug fix — does the code now do what it should?

Online Safety – Online relationships
Someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.

Before writing a program in Scratch, you should first design what you want it to be.

When designing a maze project, it is important to consider:
1. The Sprite – type, size and start position.
2. The event blocks – how will each action be started?
3. The motion blocks – how will you sprite move?

The pen blocks – which features do you want?

Online Safety – Online relationships
Someone's feelings can be hurt by what is said or written online.

Design brief

To design, make and evaluate a train, with carriages that are magnetically joined, for a 4 year old child to play with.

What I already know

Different materials have different properties

Designing is when you write, draw and talk about your ideas.

The design brief is what you are going to do and who it is for.

The evaluation process allows you to make changes to improve the product you have made.

Key vocabulary, tools and equipment

Finishing techniques	These jobs including sanding, painting and waxing. They make sure a product looks its best.
Strength (evaluation)	Consider what was good about a product. Think how it met the brief and was successful.
Development point	How something can be made better.

Design

Products are designed for different purposes and to be used in different environments including: indoor and outdoor.

Designs sketches include details about how each part of their product could work.

Designers ask the intended users of their products for extra information (preferred colours, sizes and materials) so that their designs are as successful as possible.
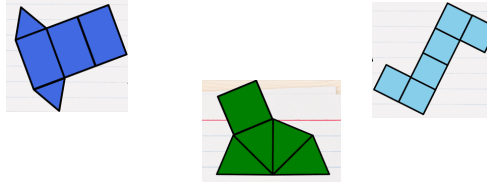

Annotated, two-dimensional sketches allow designs to be shared with others, discussed and developed.

Make

Designers plan out what they will do first, second and so on in their make process.

Joining components (parts) should be done with a material that is of appropriate strength. When making these decisions the brief should be referred to.

Finishing techniques allow a product the look its best and are generally completed at the end of the make process.

Evaluate

A successful evaluation always refers back to the design brief.

Talking about the strengths and development points of a product is how we evaluate.

When evaluating the designer/engineer must always refer back to the brief and ask themselves 'Is my product successful?'

Our Discovery Question:

What is 'good' about Good Friday?

Knowledge

In Holy Week, the day before Good Friday is called "Maundy Thursday" where Jesus shared a "Last Supper" with his friends. He shared a cup of wine to symbolise his blood and bread to symbolise his body. This shows that Jesus knew he was going to die soon.

Christian communion commemorates the Last Supper and Jesus' death and resurrection. Blessed bread and wine represent to Christians the body and blood of Jesus.

Good Friday is the day when Christians commemorate the death of Jesus on the cross. Christians believe his death on Good Friday was necessary to bring forth the resurrection on Easter Sunday.

Christians believe God made a beautiful world. When people started forgetting how to be good to each other and how to look after the planet, He sent Jesus to make things better. This meant forgiving people for what they had done wrong.

Salvation is the Christian belief that Jesus' death and resurrection saved humans and opened the way back to God for eternity.

Personal Reflection

I can reflect on how I show love and gratitude to people.

I can discuss how I feel about a belief where somebody comes back to life from the dead and which therefore makes their death a "good" thing.

What we already know

- I know what I need to keep my body healthy.
- Relaxed means free from tension or anxiety.
- Stressed means a feeling of mental or physical emotion that is caused by something external.
- I understand how medicines work in my body and how to use them safely.
- I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.
- I can decide which food is best to fuel my body.

Being Fit and Healthy

- Bodies need energy to work, grow and exercise; and that energy comes from food and drink.
- Our bodies also need to exercise to stay healthy.
- Lungs are organs within the rib cage.
- Energy is the strength required for sustained physical activity.
- The heart is an organ that pumps blood around the body.
- Fitness is the condition of being physically fit and healthy.
- Calories are the amount of energy released when the body breaks down food.

What Do I Know About Drugs?

- Drugs are chemicals or substances that change the way bodies work.
- Medicines are also a type of drug and these can help our bodies if they are taken correctly.
- A person taking medicines require them to be healthy or get better. They are prescribed or given by a trusted adult and there are written instructions to follow that give dosage and other important information

Being Safe

- Feeling unsafe can cause you to feel scared or anxious.
- Feeling safe means feeling secure and having no doubts.
- Speak to a trusted person for help and support if I ever feel unsafe.
- Strategies to feel safe can be used in many different scenarios
- I can name different strategies in order to feel safe

FEELING SAFE

Safe or unsafe

- Know when something is unsafe or safe
- It is my responsibility to keep myself and others safe
- Sometimes we can experience situations that feel OK to start off with but then they can begin to feel unsafe
- We need to stop and think before we take a risk that could hurt us.

My Amazing Body

- Healthy means keeping the body physically fit, eating a balanced diet and drinking enough water.
- Complex means consisting of many different parts.
- The human body is complex and it is important to take care of it, respect it and appreciate what it does.

Rights of a child

6 LIFE, SURVIVAL AND DEVELOPMENT

19 PROTECTION FROM VIOLENCE

5 FAMILY GUIDANCE AS CHILDREN DEVELOP

Article 6   Article 19   Article 5

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

We know some animals

We are able to express likes/ dislikes and preferences

We can distinguish between plural and singular nouns

Le Carnaval

We know that the French celebrate Shrove Tuesday and that it is called Le Carnaval. They dress up, sing, dance and have a party. The most famous carnival is in Nice.

Numbers to 15

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

11 – onze
12 – douze
13 – treize
14 – quatorze
15 – quinze

Recognise the similarities between 1-5 and 11-15.

Know that the sound spelling of qu is k.

Ask and answer questions about me

Quel âge as-tu?

J'ai dix ans.

In English we say how old are you whereas in French we say what age have you?

Je m'appelle

Mon animal préférée est

Mon couleur préférée est

Writing the date and significance of days of the week

The names of the days of the week link to the planets and God.

Lundi	La lune	
Mardi	Mars	
Mercredi	Mercure	
Jeudi	Jupiter	
Vendredi	Vénus	
Samedi	Saturne	
Dimanche	Dieu	

The date is written in the same order as English.

Easter in France

Allons chercher les oeufs de Pâques!
Prends un panier.
Cherche les fleurs!
Cherche les lapins!
Cherche les oeufs!

Les oeufs	
Le panier	
Les lapins	
Les fleurs	

Ashdene

What we already know

We can read and understand quaver, crotchet and minims including rests.

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

We can perform in time to a beat following notation.

We can perform pieces on the ukulele using chords C, A minor, F, D and D minor using downwards and upwards strumming patterns.

We are able to listen to music commenting on the dynamics, tempo, pitch, mood, instrumentation, structure and melody.

We can listen to class performances identifying successes and suggesting areas for improvement e.g. playing in time to the beat, stopping on rests and controlling the dynamic of our voice/instrument.

Performing, Listening and Appraising

Learn the Cuban Latin-American style song *Latin Dance*, using chords A minor and F.

Sing the syncopated rhythms understanding that the notes fall in between strong beats.

Listen and appraise *Quimbara* tapping out the clave rhythm, identifying repeated rhythm patterns and instruments.
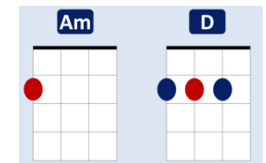

F Major   A Minor
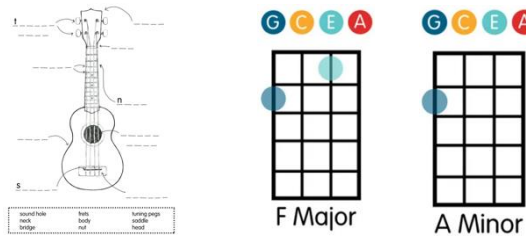
Performing and Composing

Learn chord D and perform *Le Freak* by CHIC following the song structure and strumming chords Am and D.

Copy and compose rhythms and strumming patterns following a steady beat.

Rehearse and perform as a whole class ensemble.

Am   D

Performing

Learn a commonly used syncopated strumming pattern 'calypso strum', understanding that it's a pattern that repeats every 4 beats using both down and up strokes.

Learn and perform *Stand By Me* recognising a verse-chorus structure, major and minor chords, semibreves, minims, repetition and rests.
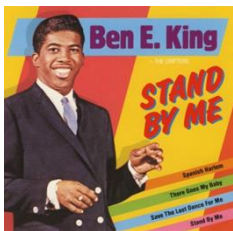
Performing, Composing, Listening and Appraising

Improvise percussive drum patterns to play on the ukulele investigating low and high-pitched sounds.

Listen and appraise James Hill playing the ukulele focusing on the ways he creates sounds, the different musical parts and comparing his instrument to school ukuleles.

Compose a short piece for the ukulele with a beginning, middle and end demonstrating skills and techniques learnt.
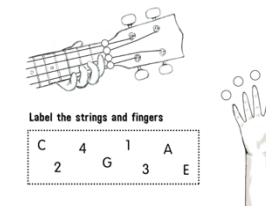

Performing, Listening and Appraising

Sing and perform pieces learnt this term as part of a whole class performance.

Listen and appraise a class performance discussing chord changes, strumming techniques, quality of singing, dynamics and expression.

Identify the names of the ukulele strings and finger numbers.

Label the strings and fingers

| C | 4 | 1 | A |
| G | 2 | 3 | E |

What we already know

In games you can choose on how you will send a ball. Think about speed, weight and power. Always ensure the receiver is ready.
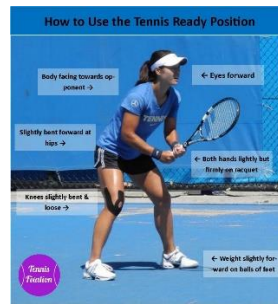
The ready position allows a player to be ready to move towards an object or another player.

It is important to grip the racket securely when wanting to strike a ball.
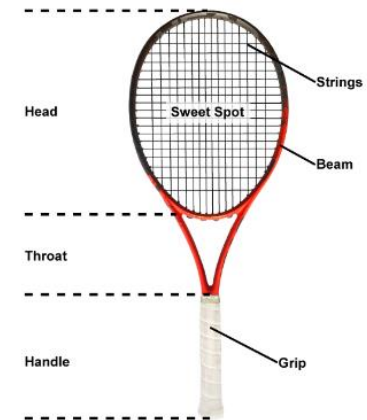
When wanting to hit a ball with a racket, have both hands on the grip, hold the grip firmly and keep your eye on the ball.

Sending a ball using a racket is important when passing it to a partner, opponent or aiming for a target.

The ready position is when your feet are spaced beneath the shoulders and the toes are forward, an ankle and knee bend set your weight forward on your feet for quick response. It needs to be an automatic re-set position after you have hit a ball.

How to Use the Tennis Ready Position

Body facing towards opponent →
← Eyes forward
Slightly bent forward at hips →
← Both hands lightly but firmly on racquet
Knees slightly bent & loose →
← Weight slightly forward on balls of feet
Tennis Fixation

There are different parts to a tennis racket.

Head — Strings — Sweet Spot — Beam — Throat — Handle — Grip

How to strike the ball using a forehand shot

- Body side on
- Weight shifts forwards slightly, sometimes before point of contact
- Force of the hit comes from a combined extension of flexed joints, and some combined
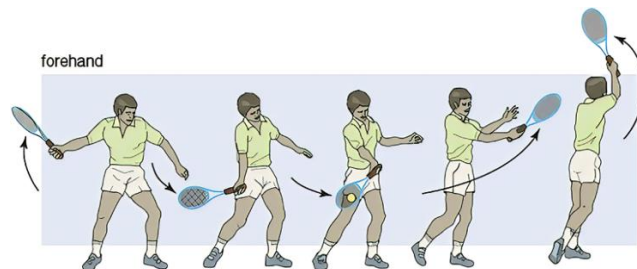
forehand

Forehand return

A return shot is when you strike the ball back to an opponent.

Ready • Shoes wider than shoulders • Weight forward in an athletic ready position • Hands and racket central • Eyes focused

Read • Track the incoming ball • There are 5 ball characteristics to consider: height, depth, direction, speed and spin

React • Adapt to the incoming ball with the body and racket in preparation to hit

Set up • On time (before the incoming ball bounces) and on balance, behind the ball • Stop before hitting (where possible) • Shoes wider than shoulders

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Rallying:
Hit towards your partner to help them to return the ball easier and keep the rally going

•When having a forehand rally, hit the ball near to your partner so that they can return it.
•Make contact with the ball when the racket face is facing your partner.
•Move your feet to the ball and then return to the ready position.
•Watch the ball as it is coming to you.
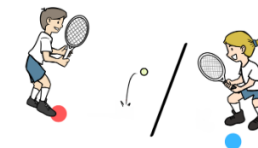
What we already know

Underarm throw is used for shorter distances.

Overarm Throw is used for longer distances.

Track: To track is when a player moves their body to get in line with a ball that is coming towards them.

When catching, you need to be ready and expect the ball. When throwing, you need to make sure your partner is ready.

Fielders: return the ball from the field to the bowler or to a post.

Bowler: bowls the ball to the batter.

Batters: hit the ball and attempts to score points called rounders.

Backstop: stands behind the batter and retrieves the ball if it is missed.

For a team to do well the players on the same team need to use good communication.

Fielders need to throw the ball between them to get it back to the bowler. When they do this, it is important to call your team mates name so they know to expect the ball.

When bowling, point your hand at your target after you have thrown the ball.

• Step forward with the opposite foot to throwing arm.

When bowling in rounders:
-It must be an underarm action.
-The ball must be below the head and above the knee of the batter. If it is higher or lower than this, it is called 'NO BALL HIGH' or 'NO BALL LOW'.
-The ball cannot bounce before reaching the batter.
-The ball must be bowled within the batting square and not straight at the body of the batter. If it is outside the batting square or at the batter, it is called 'NO BALL WIDE' or 'NO BALL BODY.'

When running around, keep the bases on your left hand side.

Watch where the ball is to help you to decide when to stop running.

Stumping out:

In this game, the bowler begins with the ball in the middle of the cones and underarm bowls it to the batter who catches the ball and throws it out into the field of play.

The batter scores one rounder for running around all four cones without stopping.

They score ½ a rounder for running to cone number two without stopping.
The batter can get a maximum of one rounder per turn.

Tell the pupils that fielders can 'stump' batters out by touching the ball on the base (cone) that the batter is running towards. If stumped out, the batter does not score any rounders for that turn.