



Year 3 Curriculum HT5

PSHE
Relationships


Online Safety
Copyright and ownership

Commando Joe
Mission focus: Nellie Bly
Communication, Resilience,
Self-Awareness, Empathy

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


Trips and Visits
Currently trying to book an
Egyptian exhibition at
Manchester Museum

No Outsiders
This is our house
To understand what
discrimination
means



English

Inspirational Text



Genres for writing:
Narrative
Diary
Letters
Instructions
Biography
Non-Chronological Report

Within writing, Year 3 will be focusing on:
- Clear structure in all writing with themed paragraphs
- purposeful dialogue between 2 characters which is correctly punctuated
- Write effectively for fiction and non-fiction always making reference to the audience and the purpose
- Identify features of formal and informal writing
- Using present perfect verb form in contrast to the past tense
- Write consistently in the tense requires for the GAP
- Change the verb form within one piece of writing as necessary
- Use although, despite, even though and whether purposefully and effectively to extend sentences
- 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 studying and learning to recite is Sound Collector by Robert McGough

Maths

Week 1- Fractions

To understand and use fractions :

- Recognise and show equivalent fractions
- Compare and order fractions with the same denominator
- Solve problems using all of the skills above

Week 2 & 3 - Time

To recognise and tell the time

- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Estimate and read time with increasing accuracy to the nearest minute
- Record and compare time in term of seconds, minutes and hours
- Use vocabulary use as o'clock, am/pm, morning, afternoon, noon and midnight
- Tell and write the time from an analogue clock, including Roman numerals from I to XII, and 12 hour and 24 hour clocks
- Compare durations of events

Week 4 & 5 - Shape

To understand angles and properties of shape :

- Measure, compare, add and subtract lengths (m/cm/mm), mass (kg, g) volume/capacity (l/ml)
- Identify right angles, recognise that 2 right angles make a half turn, three right angles make 3 quarters of a turn, identify whether angles are greater than or less than a right angle
- Draw 2D and make 3D shapes
- Recognise 3D shapes in different orientations and describe them
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines

Week 6 - Responding to need

This week will enable us to respond to need and spend more time teaching concepts which the children may find tricky

Mental Maths

MD: Halving

half of 20 is equivalent to 10-10



20 ÷ 2 = 10-10

MM: Doubling

Double 17 = 34



20 + 14 = 34

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

Science


The Year 3 will be learning about light and dark. They will learn that dark is the absence of light, how UV rays affect different surfaces and how light travels

History

Year 3 will be completing a study on the Egyptian Era. they will find out about Pharaohs, discover why the pyramids were built, investigate why Howard Carter's discovery was so important and explore the meanings of the symbols used throughout the Egyptian Era

Computing

Year 3 will be learning about online publishing. We will be learning to work with templates, add and edit text, search and include pictures and publish our work to gain feedback from our peers



RRSA articles: 8, 13, 17

Spellings

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

Design Technology


Year 3 will be completing a Design Technology project on bread. We will be looking at Egyptian bread and using our history knowledge of the Egyptian Era to design, make and evaluate a loaf of Egyptian bread, for a family to eat at dinner time

Jigsaw

Year 3 will be focusing on learning about relationships with a focus on keeping safe and being happy



RRSA articles: 17, 24, 28

PE

The children will continue to develop their skills on hitting and striking. They will play tennis and rounders

French

This half term our French learning will be based fruits and vegetables. We will be looking at plurals, asking questions and writing sentences too.



RE

What is the best way for a Jew to show commitment to God



Knowledge Jigsaw

Year 3 History HT5



What we already know

Iron Age - 1200BC-600BC
Stone Age - This era was 2.6 million years ago. Ended in 3300BC.
Bronze Age - 3300BC-1200BC

Events go in chronological order, from oldest time to most recent.

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

Egyptian Era

The Egyptian era spanned from 3100BC to 30BC.

Egypt is on the continent of Africa.

Egyptians lived in the desert where they would hunt for food and herd animals.

They eventually moved closer to the Nile because it was easier to grow food.

People who study the Ancient Egyptians are called Egyptologists.

Egyptology- the study of Ancient Egypt.

Archaeology- finding remains from a period of time.

Artefacts- the remains from a period of time.

People moved because of the water, the crops so they could grow paper, transport, trading.



Egyptians and their Gods

Egyptians worshipped in temples which were seen as the 'houses for the gods.'

People would pray here and make offerings to their Gods.

Most temples had a special offering ritual every day to keep the gods happy.

Sacred means holy and something with a special connection with god.

Ancient civilizations worshipped Gods and made offerings to keep them happy.



Cleopatra and Other Pharaohs

Ancient Egyptians were ruled by Pharaohs.

Egyptians believed Pharaohs were the living descendent of Ra, the sun god.

Egyptians believed the Pharaohs were gods.

Pharaohs built monuments to impress people and scare their enemies.

Pharaohs wore a ceremonial beard as a symbol of their royal power.

Pharaohs ruled the land, made laws and were in charge of the army.

The last Pharaoh was Cleopatra.

Egypt became part of the Roman Empire in 30BC.

Royals and leaders were seen as a god.



Pyramids and Tombs

The ancient Egyptians buried their Pharaohs in tombs. They were filled with weapons, clothes and jewellery ready for the afterlife.

The Valley of the Kings is where pharaoh tombs are.

The most famous pyramids were built at Giza.

The Great Pyramid is the tallest and most impressive.

The Great Pyramid took about 20 years to build.

The Great Sphinx is also located in Giza.

The purpose of the Sphinx is unknown but people believe it was built to protect the pharaohs in their tombs.

Important items were given to people who had died to have in the afterlife.



Tutankhamun

In November 1922, Howard Carter discovered the tomb of the Pharaoh Tutankhamun.

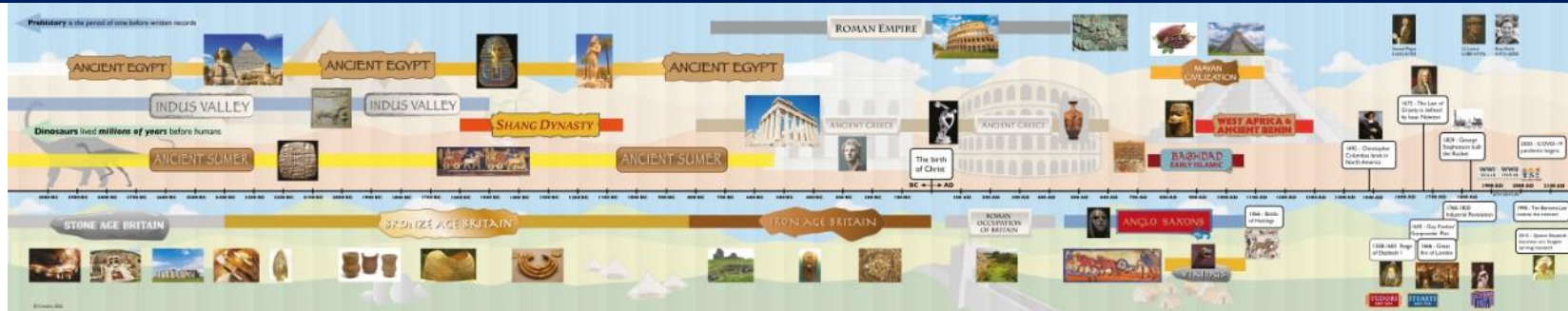
Tutankhamun died in 1324 BCE.

The tomb had 5,000 artefacts- furniture, chariots, clothes and weapons.

It was the last tomb ever found.

It was the most preserved tomb which told Egyptologists about Egyptian civilization.

Tutankhamun's tomb was the most intact tomb ever found.



Knowledge Jigsaw

Year 3 Computing HT5



What we already know

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.

We communicate using text and images.

The shift key is used to access different symbols on a keyboard.

Microsoft Publisher is a Desktop Publishing Program.

Online Safety – Copyright and ownership

Online safety protects people from online harms when using devices and networks.

Everyone who creates something automatically has an automatic right to protect it. The © symbol shows that the work is protected. It is illegal to use work without the owner's permission.

A template is a document that has already been laid out in a certain way. It might have columns for text, or spaces for pictures or text.

Templates can be helpful because they give you different page layouts to choose from. They either come with software, or you can make your own.

When you create a piece of work, you can sometimes choose which way round you would like the page to be read. We call this the page **orientation**.

Placeholders are the boxes that hold the place of the text or images that you are going to add to your document.

Placeholders are helpful because you can design your page layout before having to think about the content you are going to add.

To open Adobe Creative Cloud:

Open internet explorer.

Type Adobe Creative Cloud into the search bar.

- Click on the Search result.
- Click + to start a new project.
- Select the template you want.



To open a project in Adobe, open Adobe, sign in, then select 'projects' from the left hand side. Click on the project you want to open.

Magazines and newspapers:

A reporter will write an article.

A photographer will take photographs.

An editor will add the text and images into their template to create the finished magazine or newspaper.

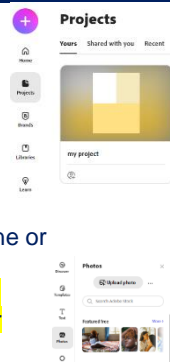
To add images to an Adobe project, click on photos on the left hand side, then search for the image.

To add text, click on text on the left hand side then click '+ Add your text'.

Online Safety – Online reputations

Online safety protects people from online harms when using devices and networks.

A search engine is used to find out information on the internet. Using " " can narrow down your search results.



The way the text is arranged or laid out on the page is very important. Text is arranged in different ways depending on the purpose of the document.

The way you lay out the information will depend on the message you want to communicate.

Posters

Posters allow you to give a message quickly to those who read it.

The message is brief.

There is not much writing to read.

Posters are eye-catching, to encourage people to read them.

They are quick to make.

Newspapers

Newspapers allow you to give multiple messages to those who read them.

Even long messages can be communicated. There is lots of writing to read, with some images.

It takes a long time to gather the information and check that it is correct.

Postcards

Postcards give short messages. There is little writing to read, with an image on the other side.

Postcards are meant to be quick and easy to read and write.

You wouldn't want to spend your holiday writing really long messages to your family members!

Many people use desktop publishing to help them to do their jobs. E.g. birthday cards, catalogues, adverts.

Benefits of desktop publishing – saving time, reduced costs, sharing of jobs (reporter, photographer, editor), appearance, easy to edit, easy to replicate/produce multiple copies.

Online Safety – Online reputations

Online safety protects people from online harms when using devices and networks.

There may be times when you need to share your personal information online e.g. buying an app but is important to be careful before sharing anything personal online.



What we already know

It is light during the day and dark at night.

We have more light in the spring and summer months.

Opaque– light does not pass through

Transparent– light passes through

Solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Year 2– Materials)

Dark is the absence of light

Dark is when there is an **absence of light** (no light).



You need to use a **light source** to see objects. These include **the sun, a torch and a light bulb**. When there is **no light** we cannot see things.



Classifying is when you sort items into groups based on similarities and differences.

Danger from the sun

Light from the sun can be **dangerous** and that there are ways to protect your eyes.

• Using sunglasses



• Putting on a cap



• Staying in the shade

• Don't look directly at the sun



Observing over time is when you watch or measure something over a period of time to see how it changes.

Opaque, Transparent, Translucent

Opaque is when you cannot see through something

Transparent is when you can see through something.

Translucent is only when the light can be seen through something.



A fair test is when one variable is changed and the others remain constant.

A variable is a factor that can change.

When carrying out a fair test it is important that you have a scientific question

Shadows

Shadows are formed when light is blocked by an **opaque object**.



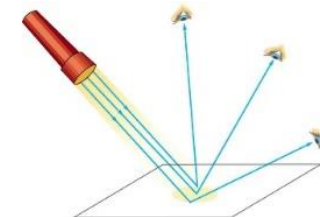
The size of a shadow changes as the distance between the light source and the opaque object increases/decreases.

An object **closer** to the light source produces a longer shadow.

An object **further away** from the light source produces a longer shadow.

Reflecting

When **light from an object** is **reflected** by a surface, it **changes direction**. It bounces off the surface at the same angle as it hits it.



Pattern seeking is when you observe variables that cannot be controlled to notice patterns.



Our Discovery Question:

What is the best way for a Jew to show commitment to God?

Knowledge

There are many ways for a Jew to show commitment to God. The beliefs behind these practices are in the Jewish Scriptures - Tenakh. The Tenakh is made up of the Torah (Law), Nevi'im (Prophets) and Ketuvim (Writings). It is written in Hebrew.

The teachings of the Torah influence all Jewish life as Jews are required to follow the 613 mitzvot (commandments or laws) which were expanded from the original 10 Commandments given to Moses.

Mitzvoth is the belief in doing good deeds and helping others.

Mitzvah day (which is in November) is a day for Jews to join together to do good deeds for others.

Bar Mitzvah is a coming of age ceremony for Jewish boys when they reach the age of 13. This ceremony marks the time when a boy becomes a Jewish adult. Bat Mitzvah is the name of the ceremony for Jewish girls.

Lessons are taken to learn sections of the Torah to read at the ceremony. A party is held to celebrate.

Personal Reflection

I can discuss how I show commitment to people and things that are important to me.

I can discuss the challenges with showing commitment.

I can reflect on what I do to help others and / or the environment.



What we already know

- I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate
- I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not
- I can identify some of the things that cause conflict with my friends
- I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret

I recognise and appreciate people who can help me in my family, my school and my community

Family Roles and Responsibilities

- A responsibility is a thing which one is required to do as part of a job.
- Stereotypes are generalised beliefs about a particular person or thing.
- Stereotypical families may have expectations on roles and responsibilities, but this has changed over time.

I have roles within my own family home.

Friendship

- Negotiating problems with others helps solve conflict so everyone is happy.
- Solve conflict together:
 - Step 1: Hearing both sides of the problem
 - Step 2: Sharing feelings
 - Step 3: Finding Solutions
 - Step 4: The agreement

To maintain positive relationships we must be kind. We must not overpower friends or decisions in a group. We must communicate, listen and work together.

Keeping Myself Safe Online

- Social Media is **websites and applications that let users create and share content or to participate in social networking.**
- Internet is **a computer network providing a variety of information and communication facilities.**
- Private messaging is **a private communication between users.**
- Gaming is **the action or practice of playing video games.**



Being a Global Citizen part 1

- Global communications means **the development and sharing of information.**
- Food Journeys means **all food makes a journey from where it was grown or produced to your plate.**
- Climate means **the weather conditions prevailing in an area in general or over a long period.**
- Trade means **the action of buying and selling goods and services.**

Inequality means **difference in circumstances.**

Being a Global Citizen part 2

- Equality means **the state of being equal, especially in status, rights, or opportunities.**
- Deprivation means **the damaging lack of material benefits considered to be basic necessities in a society.**
- United Nations means **an organization of countries to promote peace and security.**
- Justice means **the quality of being fair and reasonable.**
- Know about your rights as a child and how their lives are different to others around the world.

Rights of a child





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 15 and talk about age
 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
 We know the days of the week
 We know how the French celebrate Easter


Fruit and Vegetables

Une pomme	Apple
Une banane	Banana
Une pêche	Peach
Une grappe de raisin	Bunch of grapes
Une tomate	Tomato
Une carotte	Carrot
Une orange	Orange
Une poire	Pear
Un melon	Melon
Un concombre	Cucumber
Une tranche de pastèque	Watermelon

Know that the sound spelling of omme in om.
 Know that the sound spelling of oi is wa

Plurals

In French for regular nouns we add an s to make it plural.

Une pomme 

Deux pommes 

Asking Politely



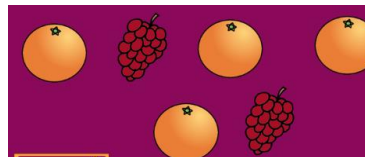
Know that the sound spelling of aît is ay
 Know that the sound spelling of ais is ay

In France, there is a polite manner of speaking and a more informal.

Writing sentences using and

et means and

Je voudrais quatre oranges et deux grappes de raisin s'il vous plaît.



French Vines

The French roads are lined with vines of grapes. The French grow lots of grape vines for wine.





Design brief

To design, make and evaluate traditional Egyptian bread for a family to enjoy as an accompaniment to a meal.

What I already know

You must always use the Eat Well Plate when designing.
 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.

Design

Bread is a staple food in many cultures and is eaten at different times of the day.
 Bread can be presented differently: loaf, bun, bagel, stick.
 Food products can be fresh or precooked.

Bread can have preservatives added to it to increase its 'use-by' date.

Make

Yeast or baking powder will react and help the dough to rise.

Kneading the dough will make sure that the ingredients are well mixed. It ensured that the rising agent (yeast) spread throughout the mixture, making sure the whole thing rises evenly.

Ovens should only be used with the assistance of an adult.






Evaluate

Different countries and cultures eat/have different types of bread for different occasions.

Warm water reacts with baking powder to make dough rise.

Recipes are adapted and changed to alter the appearance of the product, the taste, texture and/or aroma. A chef needs to know its customer well to create the best product that he/she/it will enjoy.

Key vocabulary, equipment & ingredients

oven (noun)	A heat source used in cooking.
wheat (noun) 	Wheat is a popular grass (cereal crop) grown mainly for its seed. It is used to make cereal and bread.
whole wheat flour (noun) 	Whole wheat flour is made by grinding or bashing wheat. As a flour it can be used as an ingredient to make other food products.
knead (verb) 	To knead means to work into a dough using the hands.
yeast (noun) 	Yeast is a very useful ingredient in cooking. It is used to make baked goods rise.
baking powder 	Helps to make baked goods light and airy. It can be used when making cakes and breads.



What we already know

A portrait is a representation of a person.
We know how to use facial proportions when drawing a head.

Primary colours cannot be made and they are mixed to create Secondary colours.
Yellow, orange and red are hot colours and blue, green and purple are cold colours.
Complementary colours sit opposite each other on the colour wheel; red and green, yellow and purple, orange and blue.

We can use line to create one-off prints.
When we make 'mono-prints', we create an impression of a drawing.
We know how to create mono-prints using graphite.

Figures in Ancient Egyptian Art

Know that the art of ancient Egypt ranges from 3,000 B.C. to 500 A.D.

To look at how the artists of ancient Egypt drew and painted the human figure.

To understand how they followed a very strict set of rules in their art.

Know that one of these rules was to show the human body from the most familiar or visible angle.

Know that the figures look rigid and stylized.



Crowns and Headdresses

Know that crowns and headdresses were used to show that someone was powerful, to make pictures of gods and rulers recognizable and were worn for religious ceremonies.

Know that crowns and headdresses varied in shape and design and were decorated with pattern and colour.

Know that sometimes ornaments and symbols were added to crowns and headdresses.

Know that headdresses and crowns were often worn with magnificent necklaces.



Hieroglyphics

Know that ancient Egyptians invented one of the earliest known writing systems, around 3,000 B.C.
Know that the symbols they used were called 'hieroglyphs' – a Greek word which means 'sacred carving'.

Know that hieroglyphs could be written vertically or horizontally.



Pattern and Wax- Resist

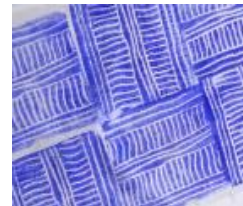
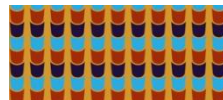
To learn that the ancient Egyptian artists used line, shape and colour to create patterns.

Know that a 'pattern' is when selected shapes are repeated.

To learn that 'wax-resist' is an art technique.

To know that the technique is based on the fact that wax repels water.

To know how to use the wax-resist technique, working with oil pastels and washes of ink and watercolour, to create patterns.



Mixed-Media

To know that mixed-media is when more than one type of art material or technique is used to create a piece of artwork e.g. oil pastel, ink wash, watercolour, fine-liner pen, metallic pen and collage.

To know how to combine line, shape and colour to create a self-portrait inspired by the art of ancient Egypt.



Knowledge Jigsaw

Year 3 Tennis HT5



What we already know

There are different parts to a tennis racket.

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

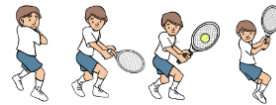
React • Adapt to the incoming ball with the body and racket in preparation to hit

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

Backhand strike

Played on the non-dominant side of the body

From the ready position, move the racket backwards and turn sideways to the ball. The racket is swung with two hands from low to high. Hit the ball with the racket face facing where you want the ball to go. Place your strongest hand at the bottom of the racket and the other hand above.



Backhand rally

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

Forehand and backhand strikes can be used when having a rally. If you cannot strike it on the forehand, you need to use their backhand.

Return to the ready position each time so that you are able to move quickly to the ball if it comes either side of you

An underarm serve requires both accuracy and pace when striking the ball.

Start balanced and sideways behind the line.

Hold the ball out and near the racket face.

Put the ball gently in the air a little higher than the hand and racket and tap the ball gently at first.



In tennis scoring is important during games and matches.

Say and agree on the score after each point.

Show honesty and fair play.

Think of where you could hit the ball to make it hard for your opponent to return.

Scoring in Primary School Tennis: Every time a player wins a point they receive 1 point. The server changes every 2 points. The first to 10 points. A tie break is played if not 2 points clear e.g. 9-9. Or a timed tennis match (ie.10 minute match).

In tennis, you can have mini-matches so that everyone plays one another.

Players must serve underarm by dropping the ball on the floor, allowing it to bounce once before hitting it over the net.

After two points the other team then serve.

After each game, discuss with your partner anything that went well and anything they do better.



What we already know

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.

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

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

Two handed pickup

When fielding, move your feet to stay in line with the ball as it comes towards you.

When the ball is coming towards you, get your feet behind the ball. Cup hands with little fingers together.



A short barrier can be used alongside a two handed pick up to stop the ball.

Use two hands to pick up the ball. Place your foot behind your hands so that if the ball is missed, it hits the inside of your foot.

It is important to have control of the bat when striking the ball.

Stand sideways on to the bowler/

•Watch the ball as it comes towards you.

In rounders, a small bat is used. A tennis racket can be used to practice the striking technique.

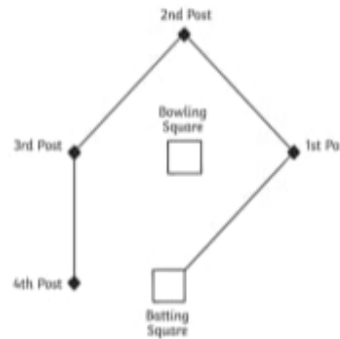


When playing in a game of rounders, you need to:

•Play honestly and fairly.

•Show respect towards others.

•Use the rules to help to manage your game.



There are many rules in rounders

Remember to run even if you do not hit the ball unless it is a 'no ball.'

The batter must stop running at the next base they come to when the bowler has the ball in the bowling square.

Outs:

Caught out.

Stumped out.

Overtaking someone.

Running inside the bases.

Scoring:

One rounder for:

Hitting the ball and running to base four without stopping.

Half a rounder for:

Hitting the ball and running to base number two without stopping.

Not hitting the ball and running to base four without stopping.

Two consecutive 'no balls' from the bowler.