Year 3 Curriculum HT6

PSHE
Changing Me

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
Parent lunch - 13.6.24
Road Safety wporkshop - 27.6.24

Online Safety
Self image and identity

English
Inspirational Text

Genres for writing:
Narrative
Leaflet
Diary
Explanation
Instructions

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 there 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
Year 3 are continuing to work with and learn the Sound Collector by Robert McGough

Maths
Week 1 & 2 - Lines and shapes
To understand angles and properties of shape :
- Identify right angles and recognise that 2 right angles make a half turn.
- Understand three right angles make 3 quarters of a turn
- -Identify whether angles are greater than or less than a right angle, acute or obtuse
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- Draw 2D and make 3D shapes
- Recognise 3D shapes in different orientations and describe them

Week 3 & 4 - Mass
To understand measures
- To measure, compare, add, subtract lengths (m/cm/mm), mass (kg/g) and volume (l/ml)

Week 5 & 6 - Capacity
To understand measures
- to measure, compare, add, subtract lengths (m/cm/mm), mass (kg/g) and volume (l/ml)

Week 7 - Responding to need
This week will enable us to respond to need and spend more time teaching concepts which the children may find more tricky

Mental Maths


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

Science
The Year 3 will be learning about plants. They will learn to identify and name parts of plants and flowers. They will understand the life cycle of a flowering plant and how seed dispersal and water transport works

Spellings
We will expect the children to learn the spelling pattern and apply this in their writing.
Focus on
ar, wa, war, wor, le, er and or

PE
The children will develop their athletic skills and abilities in field and track events in both P.E session during Half Term

French
This half Term our French learning will be based around food and locations. We will be learning how to add colours to our nouns and asking questions about where we live.

Geography
Year 3 will learn about the different climate zones across the world. The children will be able to identify and name the lines around the world. They will be able to talk about climate change and the impact humans have on it.

Computing
Year 3 will be learning about branching databases. They will learn the importance of closed questions and how to sort into similarly sized groups. They will learn the difference between branching databases and pictograms.

R.E
What is the best way for a Sikh to show commitment to God.

RRSA articles: 14, 15, 30

Ashdene

Knowledge Jigsaw

Year 3 Computing HT6

What we already know

Computers make it easy for us to enter data.

An attribute is a way to describe objects e.g. colour.
We can group objects by different attributes.
You can compare objects that are grouped by different attributes by using the language more than/ less than/ most/ least.

You can collect data to answer a question.

It is not always ok to share data.

- It isn't ok to share data about someone without their permission.
- Some data might be personal and you may not want this shared with others.

You should not give your data to anyone who asks.

- It isn't ok to share personal data with strangers.

It is always ok to say no.

Closed questions give yes or no answers.

Open-ended questions give answers with more detail.

Online Safety - Self-image and identity

Online safety protects people from online harms when using devices and networks.
Identity is who a person is, or the qualities of a person or group that make them different from [or similar to] others.
Identities can be made up of many different parts, some of which are our physical features, facts about ourselves, our experiences and our feelings.

You can split objects into two groups by asking a closed (yes or no) question.

A branching data base is a way of classifying a group of objects using yes/no questions. It is set out in a tree like structure.

You can create a branching database on J2data.

1. Open the 'Branch' tool.
2. Select the category of pictures from the library set e.g. animals.
3. Click the pictures that you want. This adds them to the main box.
4. Begin organising your database by writing questions with a yes or no answer.

Press the play button to test the branching database.

A branching database need:

- Objects to be separated into similar sized groups
- Carefully ordered questions
- Clear yes or no questions

Pictograms and branching databases are used to present different information for different reasons.

- Pictograms are used to display information.
- Branching databases are used to identify objects.

Scratch uses the structure of a branching database to know what actions the Sprites need to take.

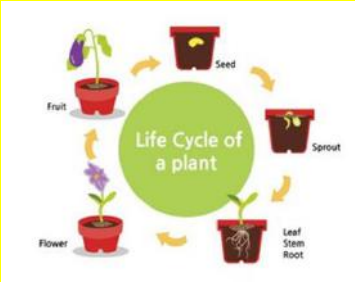
Companies use branching databases for their customer services to give answers to customers' questions.

Knowledge Jigsaw

Year 3 Science HT6

What we already know

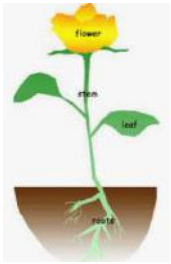
- The main parts of a plant are: petals, stem, leaves and roots
- Every seed has the beginnings of a new plant inside it, along with a store of food to help it grow.
- Like all living things, plants have a life cycle. They live, reproduce and then die.
- Plants need water, sunlight, warmth and space to grow



Parts of a plant and their purpose

The main parts of a plant are: flowers, leaves, stem and roots.

Flowers – have colour and smell to attract insects
Leaves – change carbon dioxide and water into food for the plant and oxygen.
Stem – this holds the plant up and carries water to the rest of the plant.
Roots – hold the plant in the ground and soak up water and minerals from the soil.



Identifying means that you find out what something is.

Research is an investigation or study to find out facts in order to reach a conclusion.

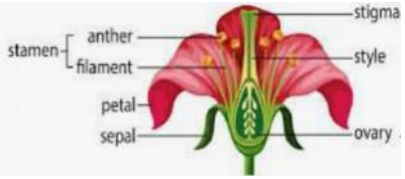
Secondary sources are works such as textbooks, encyclopedia and scientific books.

Parts of the flower

A flower's job is to create seeds so that new plants can be grown.

Anther –part that makes pollen.
Filament –holds up the anther.
Ovule – a small egg
Stigma – takes in the pollen
Style –Pollen travels down the style to the ovary.
Ovary – contains the eggs
Petal – brightly coloured and sweetly scented to attract insects.

A scientific diagram is a picture that is usually labelled.



Life Cycle of a flowering plant

Germination – the seed starts to grow.
Growing – the plant grows bigger and forms a flower.
Pollination – pollen from the anther lands on the stigma and travels down the style.
Fertilisation – the pollen joins with an ovule and a seeds starts to form.
Seed dispersal – the fully formed seeds are moved away from the parent plant.

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

Water transportations and seed dispersal

Water transportation

Roots absorb water from the soil.
The stem transports water to the leaves.

Seed dispersal

Seeds can be dispersed by:

- **Wind** – seeds are blown by the wind.
- **Animals** – seeds are eaten by animals and then excreted. Seeds also hook onto an animal's fur and are then transported.
- **Explosion** – dry seed pods split open and shoot out the seeds.
- **Water** – seeds fall into the water and move with the current.

Know that a scientific write up can include: a question, prediction, method, results and conclusion.

What plants need to grow

Plants need air, light, water, nutrients from the soil and space in order to grow and be healthy.

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

A variable is a factor that can change.

✓ ✓ ✓

Knowledge Jigsaw

Year 3 Geography HT6

What we already know

- **Counties which make up the UK**
- **Capital cities of each of the four counties in the UK**
- **The surrounding seas of UK**
- **I know that I live in Wilmslow, which is in Cheshire**
- **The world's seven continents**
- **The world's five oceans**
- **The four main compass directions**
- **The difference between humans and physical features**

Locational knowledge

We use imaginary lines to help locate where a pl the world. These lines are:

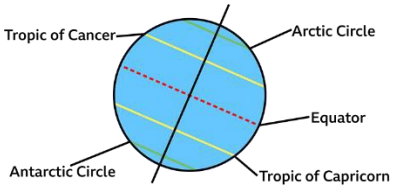
Equator

Tropic of Cancer

Tropic of Capricorn

Arctic Circle

Antarctic Circle



Northern Hemisphere – the half of Earth which is north of the Equator.

Southern Hemisphere – the half of Earth which is south of the Equator.

Locational and Place Knowledge

A map can help us find countries and cities.

We use keys to find human and physical features.

We know that maps show us differences in physical geography

A map shows us mountains, seas and oceans

A world map can show us the different climate zones.

Google Earth can be used to search for locations using the search tab.

Locational and Place Knowledge

Spain is in Europe. It has a Mediterranean climate.

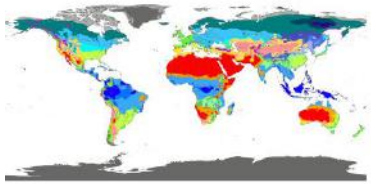
Antarctica is in the arctic circle. It has a Polar climate.

Spain is hotter than Antarctica.
Antarctica has long, cold winters and Spain has long, hot, dry summers.

Spain has more plants because of their climate. Fruit, vegetables and plants grow because of their climate.

Polar climates are colder, but wildlife has adapted to live in these climates.

Humans are more than likely to visit and live in Mediterranean climates than Polar.



Different areas of the world have different climates. We call these climate zones

Tropical climate– high temperature rainfall and humidity all year, some areas may have a wet and dry season.

Temperate climate– vary greatly at different times of the year, with four distinct seasons.

Polar climate – temperatures below freezing and can reach -60°c in winter. .

Arid climate– lack natural water sources, with little rainfall, very dry and hot.

Mediterranean climate– long, warm, dry summers and wet winters.

Mountainous climate– different climate to their surrounding areas, temperature om mountains become colder the higher the altitude gets, can have much wetter climates than the surrounding land

Climate Change

Climate change describes a change in weather for a region over a long period of time.

Human activity such as burning of fossil fuels, farming and deforestation cause greenhouse gases in the Earth's atmosphere trap the Sun's heat, making the Earth warmer.

The ice is melting because of the heat, making sea levels rise.

The change in climate will affect the survival of animals and growing of crops.

We can use, observe and record the impact of human and physical geography over time.

Knowledge Jigsaw

Year 3 PSHE HT6

What we already know

- A life cycle means growing from birth to adulthood and every living thing has a life cycle.
- Change is a natural process as we get older.
- Growing up isn't just getting bigger but also learning and being able to do more.
- Boys have a penis and testicles and girls have a vulva (outside parts of a female's privates) and a vagina (one of the inside private parts).
- It is OK to be different from others as we are all unique.

How babies grow

- There are lots of changes that happen in humans and animals between conception and growing up.
- **Conception:** the fertilisation of an egg. The start of pregnancy.
- It is usually the female who has the baby.

Babies

- Babies grow and develop in the mother's uterus and get all the nutrients they need from the mother.
- Babies need love and affection as well as physical needs such as milk, nappies, clothes etc.

Outside body changes

- **Puberty:** the changes that gradually change a child's body into an adult's body. It is a natural part of growing up for everyone.
- Changes happen to our bodies at a different time and pace because our bodies are all unique.
- There are changes we can control and changes we can't.
- Changes will happen to both boys and girls such as growing taller and hair growing under arms.
- Changes in girls: breasts will grow, hips will widen.
- Changes in boys: penis and testicles grow larger, voice gets deeper.

Inside body changes

- Puberty gets boys' and girls' bodies ready for making and having babies when grown up.
- Once testicles are fully grown they produce sperm which is released through the penis.
- Eggs are stored in the ovaries and during puberty they begin to be released- once a month.
- When the egg and sperm join together, it will start to grow a baby.
- The uterus grows and gets ready to make a safe space for the baby to grow until it is ready to be born.
- If an egg isn't fertilised, it passes out of the body as a period.

Family stereotypes

- **Stereotype:** an assumption about someone based on certain things such as gender or race.
- Some roles in the household are stereotypical for females and some are stereotypical for males.
- It is OK for males and females to take on any of the roles in the household.

Rights of a child

Knowledge Jigsaw

Year 3 RE HT6

Our Discovery Question:

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

Knowledge

Commitment is being dedicated to something that is important to you.
Sikhs are proud to show commitment to their faith and this can be done in many ways.
- Joining the Khalsa through the Amrit Ceremony.
- Wearing the 5 K's at all times.
- Worshipping in the Gurdwara. The Gurdwara is the Sikh place of worship. Gurdwara means 'home of the Guru', or the 'door to the Guru'.
- Reading and respecting the Guru Granth Sahib. The Guru Granth Sahib is full of wisdom and teachings for Sikhs. Respect is shown by bowing the head, covering the head, removing shoes, sprinkling water ahead of the Guru Granth Sahib and providing a room and bed for rest.
- Taking part in Langar. Langar is the community kitchen of a Gurdwara. It is run by volunteers and serves meals to anyone, free of charge. People sit on the floor and eat together.
- Completing Sewa. Sewa means 'selfless service'. It involves helping others in a variety of ways, without any reward or personal gain.

Personal Reflection

I can reflect on the things that I was committed to that I am not anymore and what I may want to commit to in the future.

I can reflect in the similarities and differences between how different religions show commitment and how it makes me feel.

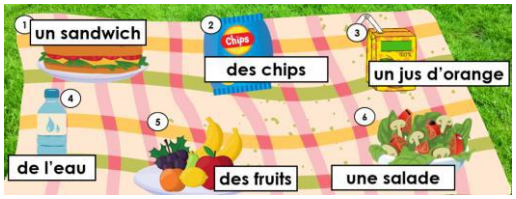
Knowledge Jigsaw

Year 3 French HT6

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
We know Fruits and vegetables
We can ask politely

Picnic Food



Qu'est ce qu'il y a dans le panier?

To say there is/ there are in French you say il y a

Know that the sound spelling of que is k
Know that the sound spelling of eau is oh
Know that the sound spelling of chips is ships

Locations


La colline marron


la rivière bleue


Le pré vert


le sable jaune


La plage multicolore

Le pré – field
La rivière – river
La colline – hill
La plage - beach
Know that the sound spelling of age is aj

Adding Colours to Nouns

Know that the colour adjective goes after the noun.

La colline verte
Le pré vert

Locations in France

Looking at a French map and linking locations.

Le volcan	
La montagne	
La forêt	

Saying where you live/ asking the question

Où habites-tu?
J'habite à

J'habite près de la montagne.

J'habite près de la page.

Knowledge Jigsaw

Year 3 PE HT6 Athletics

What we already know

Bigger strides. Elbows are bent and arms move from pocket to mouth. High knee lift. Body upright. Run on the balls of your feet.

When jumping, bend your knees to help push off.

When jumping for height, it important to bend your knees, spring up and to drive your arms upwards.

A push throw

Using the correct throwing position, allows a competitor to throw an object further.

A successful sprint race requires the participant to use a controlled running technique where they utalise their different body parts to increase speed.

It is important to keep looking ahead while running, your arm swings opposite to your leg and you shouldn't stop running until you are past the finish line.

A participant can run faster over a short distance by using their arms and their legs to build speed and power.

A different running speed is used for longer distances. It requires a controlled running technique where they utalise their different body parts to increase speed.

A longer run should be continuous

In athletics athletes compete in hurdle races.

Lead leg action – drive lead knee up, push heal out across barrier, snap foot down. At this stage children may lose momentum and the technique isn't secure

Trail leg action – pull the knee through around the side, turn the trail foot out sideways, high trail knee brought through in front to the middle running line. – Not necessarily secure.

How to successfully sprint a hurdle race –
- Look forward
- The jump is more a leap.
- Leg swing is limited
- A bit of obvious flight

Arms stiff and swing slightly away from the body
- Legs and feet swing slightly out from the side

When running a relay race with a baton, it is important to maintain speed during the baton handover during a relay. It is important not to stand still during the handover and to get a first grip of the baton.

Team positioning is important as it will enable greater speed and a more successful handover of the baton.

Jumping for distance

- Arm action initiates the jump
- Leg flexion in crouch position
- Arms move to the side during flight to maintain balance

Extension of legs and feet at take-off is more consistent

A range of techniques can be used to throw a call, javelin, shot put and discus. Understand the need to step forward as you throw to create power. The need to transfer weight from the back to front leg.

Depending on the object my grip and body position may change.
- Body faces target
- Sometimes swings back with arm and the weight transfer can sometimes be limited
- Body rotates a little
- Limited transfer of weight
- Follow-through is forwards and downwards