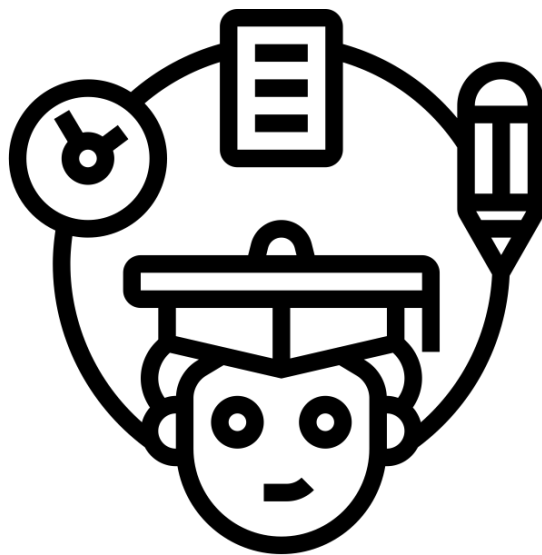


# Year 3 Curriculum at William Davis



An information booklet for  
parents and carers



Spring Term

# How our curriculum is designed.

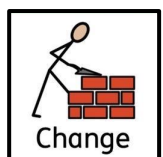
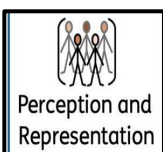
## Our Curriculum Drivers

<p>Communication</p> 	<p>Being an effective communicator is a vital skill for a successful life.</p> <p>We plan for opportunities to develop children's communication skills through drama, performance, debate, presentation and discussion. We expect children to use excellent communication skills across the school day.</p>
<p>Experiences</p> 	<p>Our children learn best when knowledge is supported by practical experiences. We aim to broaden curriculum content out into much more than a series of well-remembered facts. This might be through visits, workshops, doing and making, investigating and exploring.</p>

## Big Ideas

We have decided on key concepts in all subject areas, which we call our 'Big Ideas'.

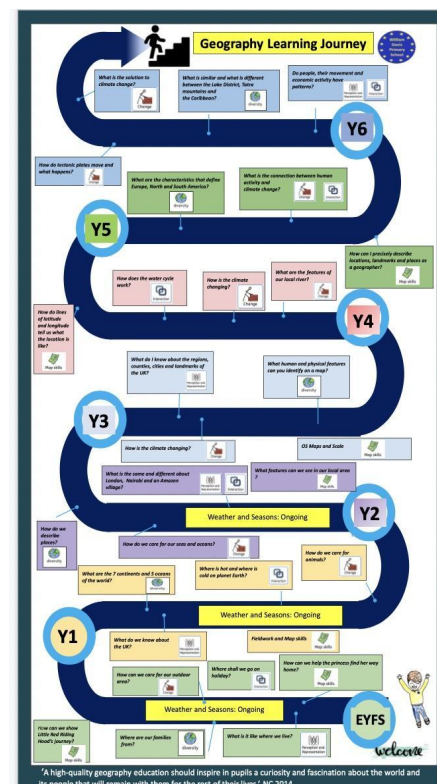
Our curriculum is carefully built around these 'Big Ideas', so that children revisit them over time, meaning they make connections and deepen their understanding..



The Curriculum for each subject is mapped out in a 'Learning Journey'. This shows the curriculum journey from Reception to Year 6. It shows how the 'Big Ideas' for each subject are revisited and built upon.

It helps teachers to know what has already been learned and what children will learn next. They can see clearly where their current subject study fits in to the bigger picture.

## Learning Journeys



\*A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives'. NC 2014

# The Year 3 Curriculum

## Year 3 2023 – 2024 Curriculum sequence on a page

Autumn 2023	Spring 2024	Summer 2024
<b>Events:</b> Festival of triangles/ Maths Week (Dec/Xmas fair) National Poetry Day 5th October Maths on Toast parent workshop	<b>Events:</b> 5 Feb CUSP Food Festival (TBC) Safer Internet Day 6 Feb World Book Day 7 March British science week 8-17 March Maths on Toast parent workshop	<b>Events:</b> CUSP art festival (24 June) Maths on Toast parent workshop
<b>EXPERIENCES:</b>	12/3 Epping Forest: Geography fieldwork/Eco art	London's Roman amphitheatre or British Museum Epping Forest: Iron age survival 30/4
<b>CUSP Reading</b> <ul style="list-style-type: none"> <li>Greta and the Giants Block 1</li> <li>Pebble in my Pocket Blocks 2,3</li> <li>Leon and the Place Between Blocks 4,5</li> <li>'Twas the Night before Christmas Anon</li> </ul>	<ul style="list-style-type: none"> <li>Sam Wu is Not Afraid of the Dark Blocks 7, 8, 9</li> <li>Operation Gadgetman (includes My Shadow Robert Louis Stephenson) Blocks 10, 11, 12</li> </ul>	<ul style="list-style-type: none"> <li>Dancing Bear Blocks 13, 14, 15</li> <li>The Magician's Nephew Blocks 16, 17, 18</li> </ul>
<b>CUSP Writing</b> Introduce = green (Block A) Revisit = orange (Block B) Strong Start Sentence Composition (optional) <ul style="list-style-type: none"> <li>Poetry on a theme (emotions) A</li> <li>First person narrative descriptions A</li> <li>Non-chronological reports A</li> <li>Formal letters to complain A</li> <li>Dialogue through narrative (historical stories) A</li> <li>Performance poetry (including poetry from other cultures A)</li> </ul>	<ul style="list-style-type: none"> <li>Third person narrative (animal stories) A</li> <li>Non-chronological reports B</li> <li>Advanced instructional writing A</li> <li>First person narrative descriptions B</li> </ul>	<ul style="list-style-type: none"> <li>Third person narrative (animal stories) B</li> <li>Formal letters to complain B</li> <li>Dialogue through narrative (historical) B</li> <li>Advanced instructional writing B</li> </ul>
<b>Maths</b> <ul style="list-style-type: none"> <li>Number: Place value</li> <li>Number: Addition and subtraction</li> <li>Number: Multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>Number: Multiplication and division</li> <li>Measurement: Length and perimeter</li> <li>Number: Fractions</li> <li>Measurement: Mass and capacity</li> </ul>	<ul style="list-style-type: none"> <li>Number: Fractions</li> <li>Measurement: Money</li> <li>Measurement: Time</li> <li>Geometry: Shape</li> <li>Statistics</li> </ul>
<b>CUSP Science</b> <ul style="list-style-type: none"> <li>Rocks</li> <li>Animals, including humans</li> <li>Revisit Rocks</li> </ul>	<ul style="list-style-type: none"> <li>Forces and magnets</li> <li>Plants</li> </ul>	<ul style="list-style-type: none"> <li>Plants continued...</li> <li>Light</li> </ul>
<b>CUSP Art and Design</b> <ul style="list-style-type: none"> <li>Drawing and painting Block A</li> <li>Printmaking Block B</li> </ul>	Textiles and collage Block C 3D Block D	Painting Block E Creative Response Block F
<b>TEACH Computing</b> Connecting computers Stop Frame animation	Sequencing sounds Branching databases	Desktop publishing Events and actions in programmes
<b>CUSP Design and Technology</b> Textiles Block A Food and Nutrition Block B	Mechanisms Block C Food and Nutrition: Food Festival	Systems Block E Structures Block F
<b>CUSP Geography</b> Fieldwork – human and physical features	UK Study	Revisit human and physical features OS maps and scale
<b>CUSP History</b> Stone Age – Iron Age	Stone Age – Iron Age Rome and the impact on Britain	Rome and the impact on Britain
<b>CUSP French</b> Greetings and the classroom Colours, emotions and numbers (0-10)	Introductions and questions Working together (Following instructions)	Playing together (Asking to play) Eating together
<b>Music (Sing Up)</b> Play percussion: Time	Play percussion: Mangrove Twilight	Play percussion: Ripples
<b>PE: (PE Planning)</b> Football + hockey Gymnastics + dodgeball	Dance + fitness Badminton + gymnastics	Orienteering + basketball Athletics + cricket
<b>PSHE : One Decision</b> What is Climate Change? (Thought box) Staying safe/ Leaning out of windows. Hazard Watch: Is it safe to play with? Grief Stealing	Making friends online Medicine	Touch Looking after our world (Link to writing – letter of complaint 15/4 +22/4)
<b>RE</b> How do festivals and family life show what matters to Jewish people? Why do people pray?	What does it mean to be a Hindu in Britain today? (Part 1 Qu 1+2) Why do some people think life is a journey?	What do different people believe about God? Spirited Away arts

# Spring Term Learning

On the next few pages you will find KNOWLEDGE ORGANISERS for the spring term learning for your child.

## What is a 'Knowledge Organiser'?

A Knowledge Organiser is a go-to document that identifies the key information that children need to refer to in lessons for a particular subject, and it also acts as a tool to support children in retaining and retrieving knowledge for life-long learning.

## How do they help children?

They provide the essential knowledge that children need to be taught.

Knowledge Organisers help them to remember key dates, key people, key events, vocabulary and definitions and key concepts.

They can be used as a fun assessment tool through quizzing, to help remember the learning.

## How do they help parents?

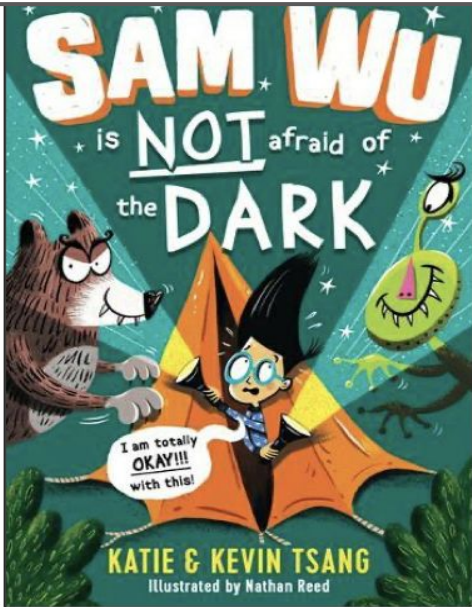
They can help parents have a better understanding of what their children are learning. They allow parents to build on this knowledge at home.

## How should we use the knowledge organisers at home?

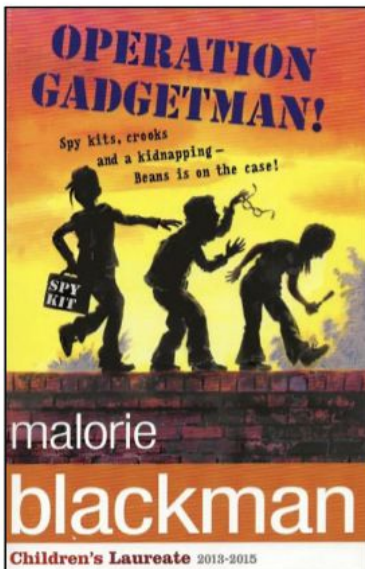
- Ask your child to talk to you about what they have learned using the knowledge organiser to support them.
- You can make up fun quizzes for your child using the information on the knowledge organiser.
- Ask your child to make a quiz for you too!
- It is particularly helpful if children can practise learning the key vocabulary at home. Vocabulary has been shown to be a key factor in children's overall progress.

# Reading

This term we will be reading the following books as a class:



This book sits somewhere between a picture book and a graphic novel. The book centres around Sam Wu trying to prove that he is not afraid of the dark which proves challenging when he is sent on a camping trip. Convinced that all sorts of dangers, from aliens to wolves, are hiding in the dark he sets out his plan to protect everyone from possible attacks. The chaotic illustrations amplify the humorous situations that Sam and his friends find themselves in as they try to execute his plan. It is easy to relate to this book as a fear of the dark is a common fear among children. It forms part of a series of books about conquering fears and will encourage pupils to explore other titles in the series.



This book follows Beans and her friends' journey to rescue her inventor father. Beans' father invented a machine that can empty ATMs and as a result was kidnapped by some thugs who want the invention for themselves. Armed with the special Gadgetman Spy Kits and Animal Crunchies, Beans and her friends set out on their rescue mission and what follows is a thrilling adventure packed with suspense and excitement. There is a clever twist at the end.

ISBN: 978-0440-86307-6

# Writing

## Knowledge Organiser Third person narrative (Year 3)

### Precise vocabulary

Use precise vocabulary to build an appropriate atmosphere, e.g. *long since disappeared*.



### Simple past tense

Use the simple past tense for actions that have now finished. It is usually formed by adding -ed, e.g. ... *the blue tit retreated* ...



### Metaphors to describe the setting

A metaphor describes something in a way that is different from its normal use, in order to show that the two things have the same qualities, e.g. *The thick carpet of snow* ...



### Expanded noun phrases

Add detail to nouns by including one or more adjectives, e.g. *a long, harsh winter*.



### Adverbs and prepositions to add detail

Describe how, when and where something happens using adverbs and prepositions, e.g. *high up in her favourite tree, into their dark holes*.



### Third person perspective

Write in the third person from an outside perspective. Use the pronouns *it, they*, etc.

3

### Clear and simple story plot

1. The setting and main character are described.
2. There is a difficult situation.
3. The main character needs help to survive.
4. Something happens to give the main character hope.
5. Other characters ruin the main character's chance.
6. The main character does not survive.



## Knowledge Organiser Non-chronological reports (Year 3)

### Formal tone

Use standard English and formal phrases to show professionalism, e.g. *In the first instance, it is actually made up of four separate nations*.



### Title and subheadings

Use these to structure the text. E.g. *Major UK Cities that are not capitals*  
*Birmingham*  
*Glasgow*



### Paragraphs

Use paragraphs to separate themes, e.g. each paragraph is about a different British city. Use a topic sentence and several supporting sentences.



### Pronouns

Use pronouns to avoid repetition, e.g. *Glasgow is actually the largest city in Scotland in terms of population. Built on the banks of the mighty River Clyde, it expanded rapidly through the 19<sup>th</sup> and 20<sup>th</sup> centuries*.



### Precise vocabulary

Select vocabulary to present information concisely, e.g. *increasingly, by no means, an introduction*.



### Conjunctions

Connect words, phrases and clauses with conjunctions, e.g. *It became a major city when it developed a huge copper industry around three hundred years ago*.



# Writing

## Knowledge Organiser

### Advanced instructional writing (Year 3)

#### Presentational and organisational devices



Use these to structure the text for the reader, e.g. subheadings, numbered steps, bullet points.

#### Imperative verbs



Use imperative verbs to give commands, e.g. *Draw, Cut, Push.*

#### Formal tone



Use standard English and technical language to show professionalism, e.g. ... *drill a hole about half a centimetre in from one end of both sticks.*

#### Adverbs



Use adverbs to describe how, when and where a verb should be done, e.g. *The two hands should be able to move separately ...*

#### Prepositions



Use prepositions to describe how, when and where something is in relation to something else, e.g. *through the hole in each lolly stick.*

## Knowledge Organiser

### First person narrative descriptions (Year 3)

#### First person perspective

1

Written in the first person from the author's perspective (through their eyes).

Use the pronouns I, my, we, our, e.g. ... *all I could do was stand and stare.*

#### Expanded noun phrases



Noun phrases expanded with at least one adjective add description and specification, e.g. *the golden, rippling reed beds of the river estuary.*

#### Precisely chosen adjectives



Well chosen adjectives modify nouns to make the description more precise, e.g. *huddled skyscrapers.*

#### Adverbs



Adverbs describe how, when or where something happened and usually end in -ly, e.g. *happily.*

#### Conjunctions



Conjunctions connect words, phrases or main clauses of equal rank, e.g. *Even before I had fully opened my eyes, I had noticed a difference.*

# Maths

## Multiplication and Division

## Knowledge Organiser

### Key Vocabulary

times tables  
multiply by  
divide by  
array  
fact families  
regrouping

### Multiplication and Division Facts (3, 4 and 8 multiplication tables)

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

### 3 x Tables

$1 \times 3 = 3$	$3 + 3 = 1$
$2 \times 3 = 6$	$6 \div 3 = 2$
$3 \times 3 = 9$	$9 \div 3 = 3$
$4 \times 3 = 12$	$12 \div 3 = 4$
$5 \times 3 = 15$	$15 \div 3 = 5$
$6 \times 3 = 18$	$18 \div 3 = 6$
$7 \times 3 = 21$	$21 \div 3 = 7$
$8 \times 3 = 24$	$24 \div 3 = 8$
$9 \times 3 = 27$	$27 \div 3 = 9$
$10 \times 3 = 30$	$30 \div 3 = 10$
$11 \times 3 = 33$	$33 \div 3 = 11$
$12 \times 3 = 36$	$36 \div 3 = 12$

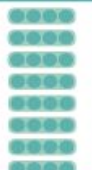

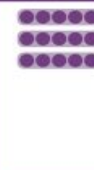

### 4 x Tables

$1 \times 4 = 4$	$4 \div 4 = 1$
$2 \times 4 = 8$	$8 \div 4 = 2$
$3 \times 4 = 12$	$12 \div 4 = 3$
$4 \times 4 = 16$	$16 \div 4 = 4$
$5 \times 4 = 20$	$20 \div 4 = 5$
$6 \times 4 = 24$	$24 \div 4 = 6$
$7 \times 4 = 28$	$28 \div 4 = 7$
$8 \times 4 = 32$	$32 \div 4 = 8$
$9 \times 4 = 36$	$36 \div 4 = 9$
$10 \times 4 = 40$	$40 \div 4 = 10$
$11 \times 4 = 44$	$44 \div 4 = 11$
$12 \times 4 = 48$	$48 \div 4 = 12$





### 8 x Tables

$1 \times 8 = 8$	$8 \div 8 = 1$
$2 \times 8 = 16$	$16 \div 8 = 2$
$3 \times 8 = 24$	$24 \div 8 = 3$
$4 \times 8 = 32$	$32 \div 8 = 4$
$5 \times 8 = 40$	$40 \div 8 = 5$
$6 \times 8 = 48$	$48 \div 8 = 6$
$7 \times 8 = 56$	$56 \div 8 = 7$
$8 \times 8 = 64$	$64 \div 8 = 8$
$9 \times 8 = 72$	$72 \div 8 = 9$
$10 \times 8 = 80$	$80 \div 8 = 10$
$11 \times 8 = 88$	$88 \div 8 = 11$
$12 \times 8 = 96$	$96 \div 8 = 12$

### Write and Calculate Mathematical Statements

$4 \times 8 = 32$ $32 \div 8 = 4$ 	$8 \times 4 = 32$ $32 \div 4 = 8$ 	$5 \times 3 = 15$ $15 \div 3 = 5$ 	$3 \times 5 = 15$ $15 \div 5 = 3$ 
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### Related Calculations

$3 \times 4 = 12$ 	$4 \times 3 = 12$ 
$30 \times 4 = 120$ 	$40 \times 3 = 120$ 

## Multiplication and Division

## Knowledge Organiser









### Written Multiplication Methods - No Regrouping

Tens	Ones
	
	
	

$23 \times 3 = 69$

	T	O
	2	3
x		3
	6	9

### Written Multiplication Methods - With Regrouping

Tens	Ones
	
	
	
	

$24 \times 4 = 96$

	T	O
	2	4
x		4
	9	6
	1	

### Written Division Methods - No Regrouping







Tens	Ones
	
	
	
	

$84 \div 4$

	2	1
4	8	4

$80 \div 4$     $4 \div 4$

### Written Division Methods - With Regrouping

Tens	Ones
	
	
	




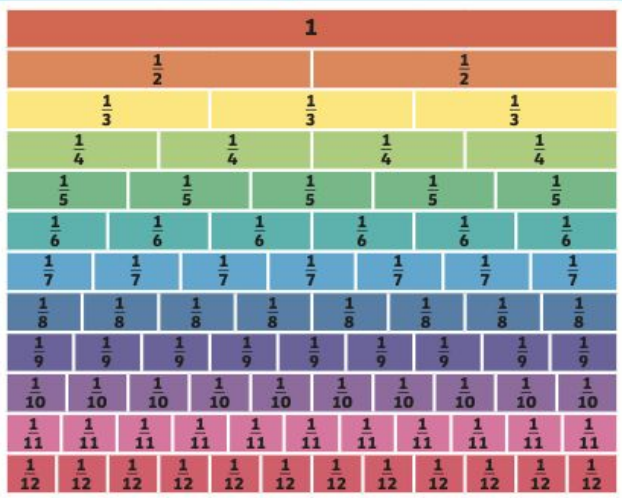

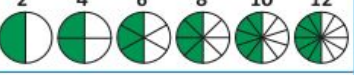
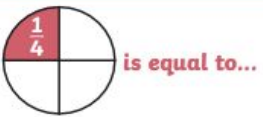


$45 \div 3$

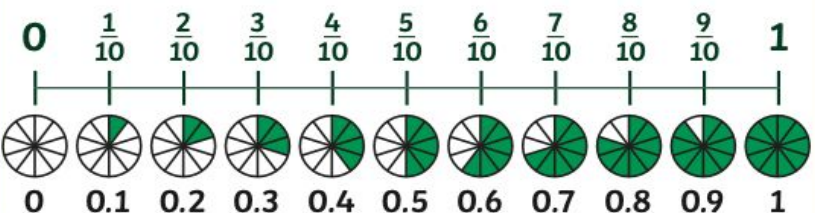



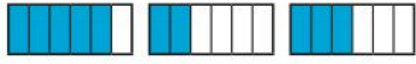



	1	5
3	4	5

$30 \div 3$     $15 \div 3$



# Maths

Fractions		Knowledge Organiser	
<b>Key Vocabulary</b>	<b>Recognising Fractions</b>	<b>Comparing Fractions</b>	
numerator		$\frac{1}{3}$  $\frac{2}{3}$	
denominator		$\frac{4}{5}$  $\frac{3}{5}$	
unit fraction			
non-unit fraction			
equivalent			
halves	<b>Equivalent Fractions</b>		
thirds			
quarters	$\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12}$		
fifths			
sixths			
eighths			
tenths	$\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{4}{16} = \frac{5}{20}$		
decimal tenths			
			

Fractions		Knowledge Organiser	
<b>Add and Subtract Fractions</b>	<b>Tenths</b>		
$\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$			
	<b>Fractions of Amounts</b>		
$\frac{3}{7} + \frac{2}{7} = \frac{5}{7}$	$\frac{1}{4}$ of 24 = 6		
			
$\frac{5}{6} - \frac{2}{6} = \frac{3}{6}$	$\frac{1}{3}$ of 72 = 24		
			
	$\frac{2}{5}$ of 40 = 16		
			

# Maths

## Length and Perimeter

## Knowledge Organiser

Key Vocabulary
metre (m)
centimetre (cm)
millimetre (mm)
height
length
width
perimeter
further/furthest
higher/highest
longer/longest
shorter/shortest
taller/tallest

### Measure Length

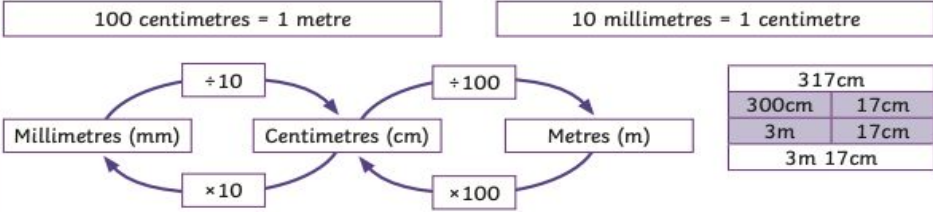
5mm      5cm

10mm = 1cm

4cm 6mm

38mm

### Equivalent Length



## Length and Perimeter

## Knowledge Organiser

### Compare Lengths

6mm < 6cm  
6cm = 60mm  
6mm is shorter than 6cm

320cm > 2m 6cm  
320cm > 200cm + 60cm  
320cm is longer than 2m 60cm

98mm < 12cm 3mm  
98mm < 120mm + 3mm  
98mm is shorter than 12cm 3mm

### Add and Subtract Lengths

14cm + 19cm = 33cm  
8cm 2mm + 16mm = 98mm or 9cm 8mm

?	
8cm 2mm	16mm
82mm	16mm

6m - 2m 28cm  
6m - 2m = 4m  
4m - 28cm = 3m 72cm

6m	
2m 28cm	?

### Perimeter

..... = perimeter

5cm + 2cm + 5cm + 2cm = 14cm

3cm + 3cm + 3cm + 3cm + 3cm = 15cm

perimeter = 20cm  
6cm + 6cm = 12cm  
20cm - 12cm = 8cm  
8cm ÷ 2cm = 4cm

6cm



# Maths

## Mass and Capacity

## Knowledge Organiser

### Key Vocabulary

mass

gram

kilogram

capacity

volume

millilitre

litre

lighter

heavier

### Measure and Compare Mass

Scales can be used to measure grams.

A gram is a unit of measurement that is used to measure the mass of something.

Grams can be written as **g**.



Scales can be used to measure kilograms.

A kilogram is a unit of measurement that is greater than a gram. It is also used to measure the mass of something.

Kilograms can be written as **kg**.



$$1000\text{g} = 1\text{kg}$$

To compare mass, we can use the words 'heavier' and 'lighter'.

### Measure and Compare Capacity

**Capacity** is the amount of liquid a container can hold.

**Volume** is how much liquid is in the container.

Measuring cylinders can be used to measure smaller volumes.

Smaller volumes are measured in millilitres.

Millilitres can be written as **ml**.



Measuring jugs can be used to measure larger volumes.

Greater volumes are measured in litres.

Litres can be written as **l**.



$$1000\text{ml} = 1\text{l}$$

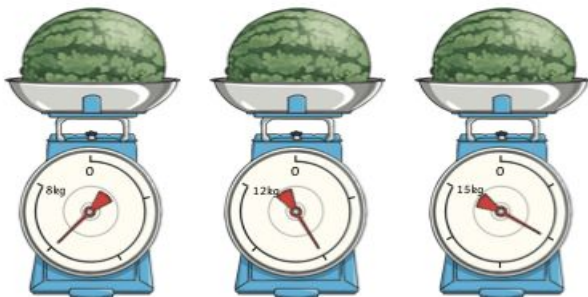
To compare capacities, we can use the word 'full'.

## Reading Scales

## Knowledge Organiser

### Mass

Each of the melons has a mass of 6kg but the arrows are all pointing at different points on the scales. This is because each of the measuring scales have different increments marked on them.



Always look carefully at how the numbers on the scales increase when reading a measurement.

### Capacity

Measuring containers all have different capacities.



Each of these containers contain the same volume of 100 millilitres but have different capacities and scales. Always look carefully at how the numbers on the scales increase when reading a measurement.

### Add and Subtract Mass

$$600\text{g} + 500\text{g} = 1100\text{g} = \mathbf{1\text{kg } 100\text{g}}$$

$$1\text{kg} - 300\text{g} = 1000\text{g} - 300\text{g} = \mathbf{700\text{g}}$$



### Add and Subtract Capacities

$$800\text{ml} + 400\text{ml} = 1200\text{ml} = \mathbf{1\text{l } 200\text{ml}}$$

$$1\text{l } 300\text{ml} - 200\text{ml} = \mathbf{1\text{l } 100\text{ml}}$$



# Science



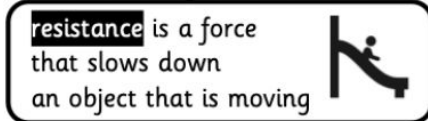
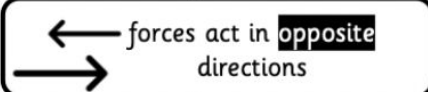
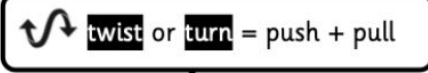
Science study

Forces and magnets

Year 3

Spring Term

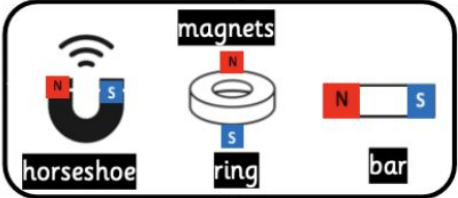
A contact force occurs when two objects physically touch



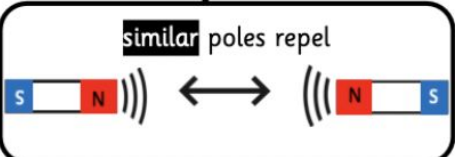
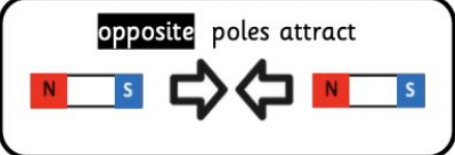
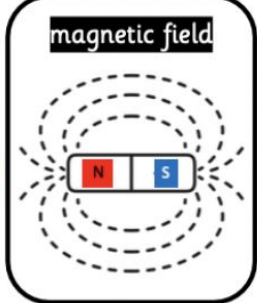
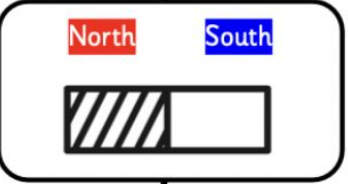
**surfaces** change how objects move (**motion**) over them



A force that acts on an object without touching it



magnets always have a north and south pole



**magnetic materials**

**non-magnetic**



# Science



Science study

INTRODUCE  
Plants



Year 3

Term

**germination** – when a seed starts to grow



**leaf**

makes food for the plant  
like a sugar factory



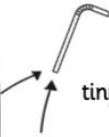
**stem**

supports leaves  
**transports** water and nutrients from roots  
sends food down to the roots and rest of plant  
like a motorway



**root**

pulls water up  
tiny hairs absorb water  
roots anchor plant to the ground



**All parts of a plant**

have specific jobs  
connected to each other  
essential for survival

**photosynthesis**

process of making food (inside the sugar factory)



**chlorophyll** in the leaf absorbs light to help make food

sunlight + water + carbon dioxide



makes sugar (glucose) + oxygen

**transpiration**

process of water moving upwards from roots

up the stem



to the leaves and out into the air

like a tanker driving up the motorway (stem)



**soil**

roots draw **water** and **nutrients** from soil

plants do NOT eat soil



helps plant **anchor** to the ground

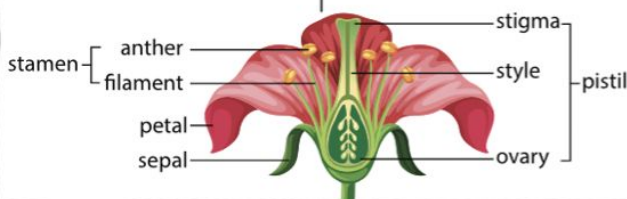


**flower**

purpose is to **attract insects**

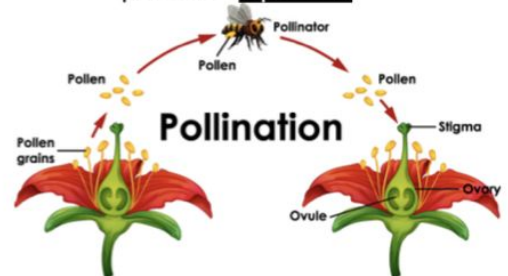
cause **pollination**

to make **seeds**



**pollination**

The **transfer** of **pollen** to create **seeds** so a plant can **reproduce**.



# History

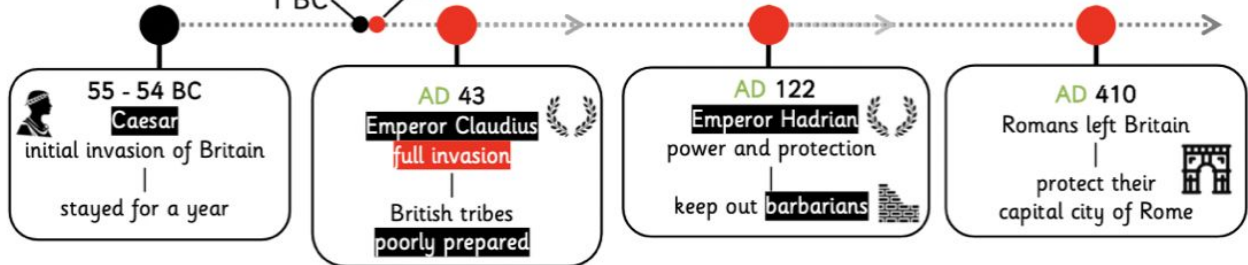


History

## The Roman Empire and its impact on Britain

Year \_\_\_\_ Term \_\_\_\_

before Christ = **BC** (BCE = before common era)  
**AD** = anno domini (CE = common era)



### Roman way of life



Romans wanted...



British resources

land, wool, tin and grain



### British way of life

**location** **Italy**  
 capital city = **Rome**  
 organised nation

**location** **Britain**  
 tribes, villages and kings  
 sporadic tribes

**settlement** **towns and cities**  
 villas  
 public baths  
 Forum

**settlement** **villages**  
 small round houses  
 wooden forts to protect

**people** **Romans**  
 ruled by an emperor  
 Claudius, Hadrian  
 powerful army

**people** smaller tribes ruled by **British**  
 kings and queens  
 Celts  
 farmers  
 Caractacus & Boudicca  
 craftspeople

**way of life** many different jobs  
 luxurious houses  
 villas  
 entertainment  
 Amphitheatre

**way of life** farmers and craftspeople  
 round houses  
 small villages & forts  
 no towns

**belief** believed in **gods**  
 look like people  
 Jupiter

**belief** **druids**  
 British priests  
 believed gods were **spirits** in everything:  
 mountains, trees, lakes

**technology** some could read and write (**Latin**)  
 rule of law  
 measurement - **miles**  
**Public buildings**  
 roads and towns  
 sewers and plumbing  
**aqueducts**

**technology** **craftspeople**  
 skilled in metal & woodwork  
 fine jewellery  
 ✗ only a few could read and write

# Geography



Geography

United Kingdom Study

North



Year \_\_\_\_ Term \_\_\_\_

## Map of the United Kingdom



**country**

England, Scotland, Wales, Northern Ireland

**region**

the name of a large area in the U.K, such as the NORTH EAST

**county**



an area that has a local government - Suffolk or Norfolk



**capital city** - the city that the government makes decisions from



**city** larger than a town - has airports, railways, shopping centres and banks. The largest size of place



**settlement**: where people live - city, town or village

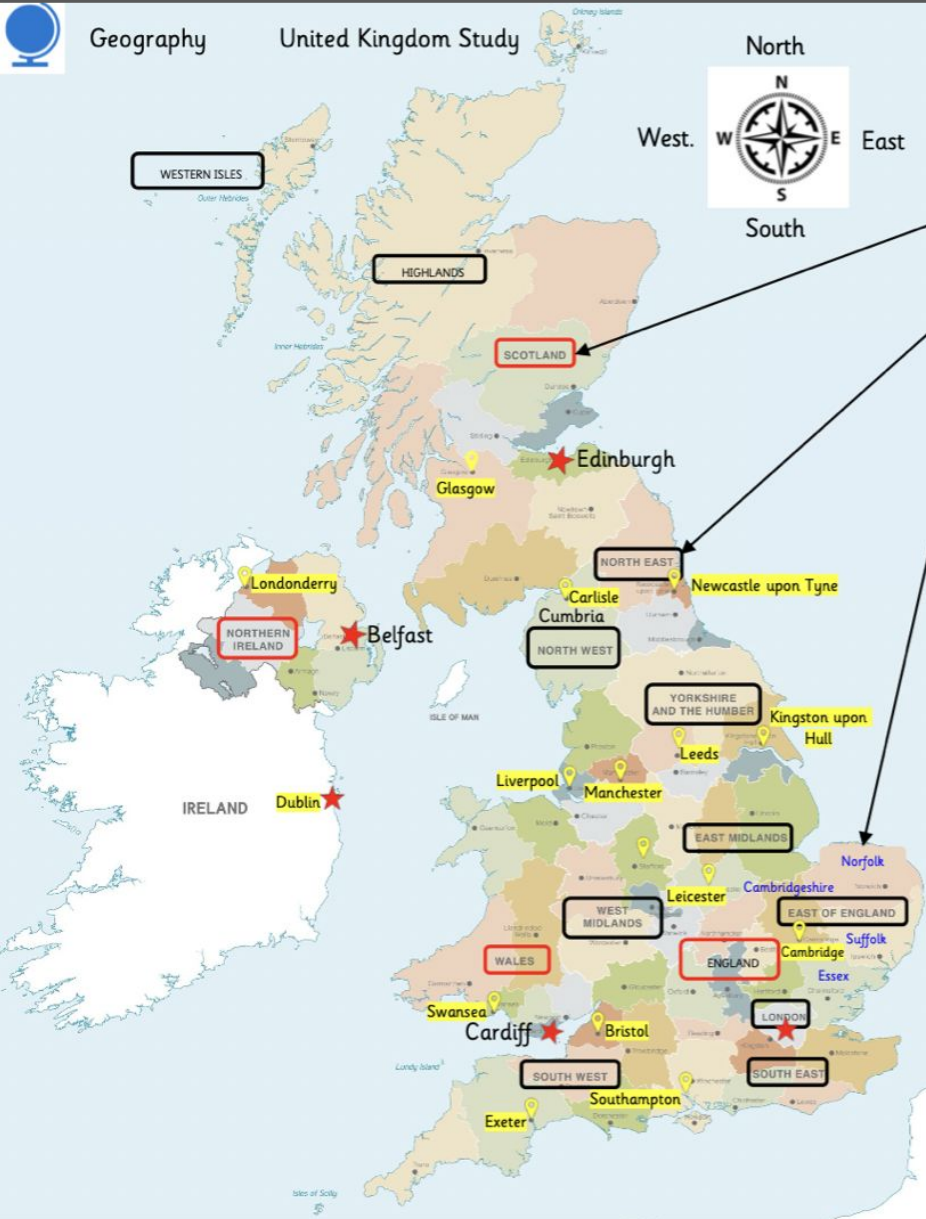
## Topography

topo = place + graphy = describe  
topography = describe a place

**human** (built) — features of the land



**physical** (natural) —



**mountain**  
steeper than a hill and higher than 610m or 2,000ft

Scotland - Highlands  
Ben Nevis  
Cairngorm

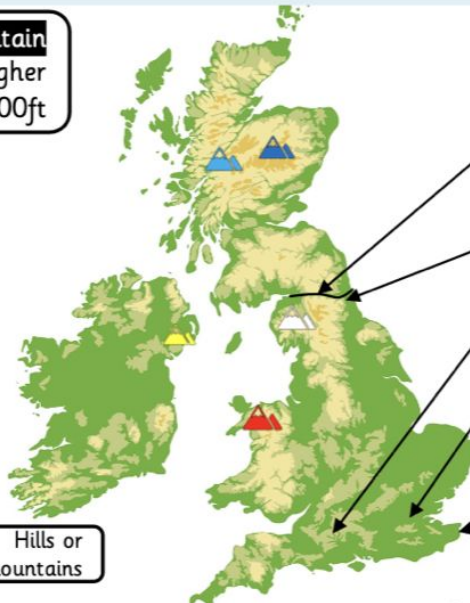
England - Cumbria  
Scafell Pike

Wales - Snowdonia  
Snowdon

Northern Ireland  
Slieve Donard

Lower land

Hills or mountains



## Human landmarks

Hadrian's Wall

Angel of the North

Stonehenge

Tower Bridge

White cliffs of Dover

## Physical landmarks

# Religious Education and World Views

Year 3 Spring Term

Learning Question: What does it mean to be Hindu in Britain today?

Focus Religion:

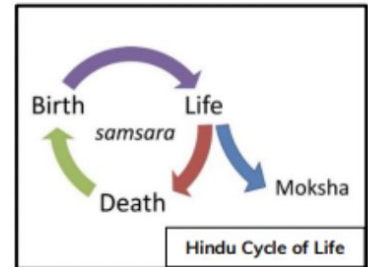


Strand:



## Key Vocabulary and Definitions

<b>Arti (or aarti)</b>	Moving lighted candles in a circle to show respect by the shrine.	<b>Dharma</b>	Duty to act in the right way as God teaches.
<b>Atman</b>	Inner spirit or soul.	<b>Karma</b>	Hindu belief that everything you do builds up good or bad karma which is carried over many lives.
<b>Aum (or Om)</b>	Sacred sound and spiritual symbol, representing the Ultimate Reality.	<b>Mandir (or Temple)</b>	Name for Hindu temple or place of worship.
<b>Bhagavad Gita</b>	One of the most important Hindu holy books.	<b>Moksha</b>	Freedom from cycle of birth, death and rebirth. Being one with God.
<b>Bhajan</b>	Devotional song.	<b>Puja</b>	Worship ritual.
<b>Deity</b>	A form of God (god or goddess).	<b>Shrine</b>	A place where Hindu deities are worshipped.



## What will I know about being a Hindu in Britain today?

<b>Atman, Karma and the Journey of Life</b>	<ul style="list-style-type: none"> <li>Many Hindus believe all living beings possess a 'spark' of Brahman known as atman, which means that all living beings are sacred and special.</li> <li>Hindus believe the spark of God is eternal, so when their body dies it will be reborn into another body. Which body it goes into will depend on karma.</li> <li>Hindu life is a journey through different stages with different duties.</li> <li>Hindus describe life as a journey towards moksha; freedom from the cycle of birth, death and rebirth towards oneness with God.</li> </ul>
<b>Faith at Home</b>	<ul style="list-style-type: none"> <li>Hindus see their faith as being a complete way of life – all of life is part of their dharma (duty to act in the right way as God teaches).</li> <li>Hindus show their faith in God through puja (Hindu worship).</li> <li>During worship, the aarti lamp is lit and offered to the deity. It is then seen as having become filled with the deity's blessings and energy.</li> </ul>
<b>Faith in the Mandir</b>	<ul style="list-style-type: none"> <li>Hindus worship together at a mandir or temple where Puja is performed.</li> <li>There are many shrines inside the temple. Going to worship at a shrine is like visiting the gods and goddesses.</li> <li>Hindu worshippers ring a bell at the shrine to awaken God. Prayers are said and offerings such as food are made.</li> <li>Hinduism has a rich musical tradition. There are many 'bhajans' devoted to different deities; some fast and upbeat, some peaceful and meditative.</li> </ul>



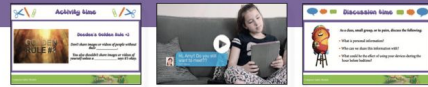
Bell	To wake the deity up for worship
Flowers	Represents the beauty and fragrance of the created world
Diya lamp	For aarti (Aarti symbolises that worship removes darkness)
Water in a pot	Represents life
Spoon	Used to give water to worshippers after it has been blessed
murti	To worship
Sweets or sugar	An offering of food for the deity



# PSHE

## 1decision PSHE Knowledge Organiser

Module: Computer Safety  
Topic: Making Friends Online and Summative Assessment



Years  
1-3

### Key Facts

- It is important to consider your online friendships and sources of information
- People sometimes behave differently online, including by pretending to be someone they are not

### By the end of these topics, I should:

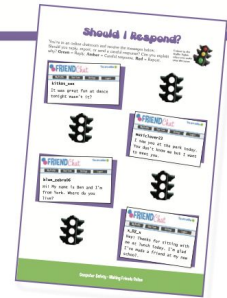
- be able to identify possible dangers and consequences of talking to strangers online
- know how to keep safe in online chatrooms
- be able to name the positives and negatives of using technology
- understand the difference between safe and risky choices online

### Ask me a question!

- If you are worried or unsure about something you see online, what could you do? Who could you speak to?
- If you receive a message online from someone you do not know, what could you do?
- If someone was worried about something they had seen online, how could you help them?

### I will learn the following new words/phrases:

Chatroom	A group of people living in the same place or sharing a common interest.
Report	Give a spoken or written account of something that one has observed, heard, done, or investigated.
Reply	Say something in response to something someone has said.
Respond	Do something as a reaction to someone or something.
Childline	A free, private and confidential service where you can talk about anything.



1decision

## 1decision PSHE Knowledge Organiser

Module: Keeping/Staying Healthy  
Topic: Medicine and Summative Assessment



Years  
1-3

### Key Facts

- Vaccinations can prevent you from certain diseases
- There are associated risks with legal and illegal harmful substances

### I will learn the following new words/phrases:

Medicine	A drug or other substance used to treat disease, injury, pain, or other symptoms.
Allergies	When you have an unusual reaction to something, like dust or certain foods.
Vaccination	A special medicine that helps protect your body from certain diseases.
Antibodies	A protein in blood that reacts to toxic substances by destroying them or making them ineffective.
Research	Studying something carefully to find out more information about it.
Immune System	The system of the body that fights infection and disease.
Doctor	A person who is qualified to treat people who are ill.

### Ask me a question!

- Why do we take medicine?
- Who should we take medicine from?
- What else can make you feel better when you are poorly?
- What is a vaccination?

### By the end of these topics, I should:

- know, understand, and be able to practise simple safety rules about medicine
- understand when it is safe to take medicine
- know who we can accept medicine from
- understand the differences between healthy and unhealthy choices



1decision

# Art and Design

## Year 3: Textiles and Collage



### Core content:

Explore colour, texture and pattern by combining textiles and collage.

Look at the work of artist Faith Ringgold and create a collaborative story quilt.

### Technical vocabulary:

**Mandala** – meaning ‘circle’ in Sanskrit. Believed to represent the universe in Hinduism and Buddhism.



**Dye** – a natural or synthetic substance used to add a colour to or change the colour of something.



**Quilt** – fabric made from several layers with a decorative patchwork top layer.



**Radial** – spreading out from a central point towards the edge of a circle.



**Pigment** – a substance that gives something a particular colour.



**Symbol** – a sign, shape or object that is used to represent something else.



### Connections:

Faith Ringgold  
(born 1930)

American painter, writer,  
mixed media sculptor  
and performance artist



## Year 3: 3D



### Core content:

Combine form and texture to build relief images.

Create 3D insects, taking inspiration from Louise Bourgeois.

### Technical vocabulary:

**Pliers** – a small two-handled tool for holding or pulling small objects such as nails or for cutting wire.



**Targeting** – where patterns are stamped or scratched into the surface of the wet plaster on buildings.



**Gauge** – the thickness of something, especially metal or wire.



**Gesso (jesso)** – a mixture of plaster and glue used in painting, sculpture and as a base for decorating wood.



**Installation** – a collection of connected artworks that may take up an entire room or gallery.



**Relief** – raising shapes above a flat surface so that they stand out from it.



### Connections:

Louise Bourgeois  
(1911 – 2010)  
French-American artist



# Design and Technology

## Year 3: Food and Nutrition

How does food affect your body and mind?



### Core content:

Explore the nutritional value of food and its effect on our physical and mental health. Practice methods for preparing vegetables to create different dishes. Learn how to change the texture and flavour of food by roasting and adding herbs and spices.

### Technical vocabulary:

**Fibre** – the part of food that cannot be broken down by the body and aids digestion.



**Nutrition** – the process by which living things receive the food necessary for them to grow and be healthy.



**Minerals** – substances present in food and drink and in the human body which are essential for good health.



**Seasoning** – salt, herbs or spices added to food to enhance its flavour.



**Claw** – a way of holding food to protect the fingers whilst cutting, chopping or slicing.



**Bridge** – a technique used when chopping food where the thumb and index finger are placed either side of the food item, forming a kind of bridge shape.



### Techniques:



claw



roasting



bridge

## Year 3: Mechanisms

How can you do a lot of work with little effort?



### Core content:

Investigate various linkages and levers. Design and make a linkages and levers product. Select and use a variety of modelling materials.

### Technical vocabulary:

**Lever** – a rigid body that has a fulcrum along its length.



**Load** – the weight of an object or objects being moved.



**Effort** – the force applied to make something move.



**Fulcrum** – the point where a lever pivots.



**Linkage** – a series of connected levers and pivots.



**Mechanism** – a system of parts working together in a machine.

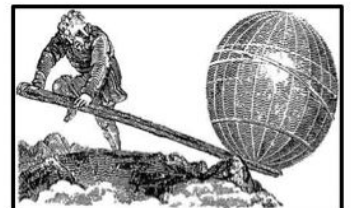


**Force** – pushes or pulls, measured in Newtons.



### Connections:














Archimedes  
(287BC – 212BC)



# French
















## KNOWLEDGE ORGANISER:

### Year 3: Introduction and questions

Name	Age	Feelings	Feelings
Comment t'appelles-tu? 	Quel âge as-tu? 	Comment ça va? 	Je suis content(e). 
Je m'appelle ... 	J'ai ... ans. 	Ça va bien. 	Je suis heureux. 
		Ça va comme ci comme ça. 	Je suis en colère. 
		Ça ne va pas. 	Je suis calme. 
			Je suis triste. 

## KNOWLEDGE ORGANISER:

### Year 3 Working together

Verbs	Classroom items	Polite expressions
donner / donne Je donne ... Tu donnes ... 	une / la règle 	s'il vous plait 
vouloir Je voudrais ... Tu voudrais ... 	un / le bâton de colle 	s'il te plait 
couper / coupe Je coupe ... Tu coupes ... 	une / la trousse 	merci 
colorier / colorie Je colorie ... Tu colories ... 	un / le livre 	As-tu ... ? 
	en 	 

# Computing

## COMPUTING: PROGRAMMING- Sequence in Music

Vs

### KNOWLEDGE ORGANISER

#### Overview

##### Sequencing in Scratch

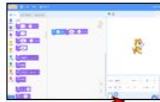


- **Programming** is when we make a set of instructions for computers to follow.
- **Scratch** is a program that we can use in order to code our own stories and animations.
- We use **algorithms** (a set of instructions to perform a task) to sequence movements, actions and sounds in order to program effective animations.

#### The Basics of Scratch

- **What is Scratch?** Scratch is a website/ app that lets us code our own stories, games and animations.

- Scratch helps us to learn how to use programming language, whilst also being creative and using problem-solving skills.



There are three main areas in Scratch:

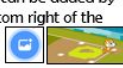
- **The Blocks Palette** (on the left) contain all of the different blocks: puzzle piece commands which control the animation.
- **Code Area** (in the middle) is where the blocks are placed to create a program.
- **Stage with Sprite** (right) is where the output of the program is presented. The sprite is the character.



**Adding/Removing Sprites:** This can be done here, at the bottom of the stage. There are many sprites to choose from.

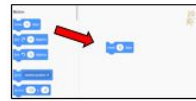
**Attributes:** There are three attributes of the sprite which we can change to make our animation: Code, Costumes, Sounds.

**Backdrops:** Backdrops can be added by clicking on this icon (bottom right of the screen, below the stage).

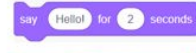


#### Programming Using Blocks

- **Basic Programming:** Make sure that the feature of the stage that you want to program (e.g. sprite, background) is selected by clicking on it. Drag the block command that you want onto the code area. Blocks can be deleted by right-clicking on the block and selecting 'delete block.'



- **Block Editing:** White areas on blocks can be edited. Click on them and type in the preferred value.



- **Running the Code:** You can run your animation by performing the action stated in the event block (e.g. clicking the event block). If this does not work, you may need to debug your animation (find errors and fix them).



#### Sequencing and Algorithms

- A **sequence** is a pattern or process in which one thing follows another.

- In Scratch, blocks can stack vertically on top of one another to create sequences.

- **Event blocks** are used to start sequences. They are orange and have a curved shape at the top.



- Designing an **algorithm** (set of instructions for performing a task) will help you to program the sequence that you require.

#### Making Music

- Several sprites, each following connected sound sequences, can create music!



- In order to do this, you will need to **carefully plan your algorithm.**



- If your animation does not work correctly the first time, remember to **debug** it.



#### Important Vocabulary

Programming Scratch Blocks Code Sprite Costume Stage Backdrop Motion Point in direction Go to Event Task Run the code Order Note Chord Bug

## COMPUTING: DATA AND INFORMATION- Branching Databases

Vs

### KNOWLEDGE ORGANISER

#### Overview

##### Branching Databases



- **Data** is raw numbers and figures. **Information** is what we can understand from looking at data.
- Objects can be **organised** into groups, based on what they are or their different attributes.
- Branching databases can help us to identify objects within sets of data. They are useful when we want to **classify** objects (consider objects within a certain group).

#### Grouping and Separating

- **Grouping:** Objects can be put into different groups. These groups can be made up of objects that are the same, or objects that have the same attributes (features).



- **Yes or No Questions:** Questions that require yes and no answers can be useful for helping us to find out the attributes of different objects. For example:

- Is it big? (size)
- Is it red? (colour)
- Is it made of plastic? (material)
- Is it heavy? (weight)



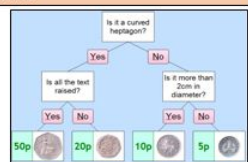
- **Open Ended Questions:**

An open-ended question has many different answers. For example, what is your **favourite** food? It is not possible to make a branching database using open-ended questions.

- **Multiple Groups:** Sometimes, we need to split objects into more than two groups, and so one yes or no question alone is not enough. For example, we may wish to classify animals into the different animal types (mammals, birds, reptiles, amphibians, fish, etc.). We may ask multiple yes or no questions, such as 'does it lay eggs?' 'does it have hair or fur?' etc.

#### Branching Databases

- **Branching Databases:** A branching database (sometimes known as a binary tree) is a way of classifying a group of objects. If it has been designed correctly, a branching database can be used to help someone identify one of the objects.



- **Creating Branching Databases:** Programs such as *zdata* can help you to create branching databases. Firstly, you need to select which objects you would like to use in your database. You can then type in 'yes' or 'no' questions to sort your objects. Add as many questions as needed until all of the objects are sorted individually. It is a good idea to have a similar number of objects in each group.



#### Structuring Branching Databases

- Remember that for your branching database to be effective, the strength of the questions that you ask is hugely important. Your questions need to separate different objects based on their attributes. E.g. the question 'does it have stripes?' would separate the animals below. You should also carefully consider the order that you ask questions.



#### Presenting Information

- Both pictograms and branching databases can be used in order to **answer questions and solve problems.**

- You should know which is best to use in different situations. E.g. a pictogram is best to show the **favourite colours** of children in the class, whilst branching diagrams are best to identify different types of minibeasts.



#### Important Vocabulary

Attribute Value Questions Table Objects Branching database Equal Even Separate Structure Compare Order Organise Selecting Information Decision tree

# Music

Name: .....

## Mangrove twilight

Year 3 Term 2/3

Class: .....



**Twilight** = The light from the sky between full night and sunrise or between sunset and full night.

**Mangrove** = A mangrove is a type of tree that grows along coastlines, in salty water, and in places where the climate is hot and wet all year round.

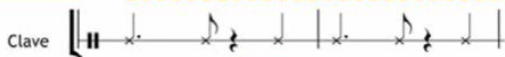


**The clave rhythm** = a distinctive rhythm heard in music of the Caribbean, South America, Africa and India, and in afro-beat, dance, and modern rock and pop music.

**Hand-to-hand sticking** = playing tuned percussion alternating both hands.

**Calypso** = Calypso is a genre of music from Trinidad and Tobago. The words of calypso songs are witty and the music is joyful.

**Carnival** = A celebration of Caribbean culture that takes place outside, with music, dancing, bright costumes, and food. The Notting Hill carnival takes place every August in London.



singup.org

1



Lord Kitchener

A calypso king - Lord Kitchener's real name is Aldwyn Roberts and he is described as 'the grand master of calypso'.

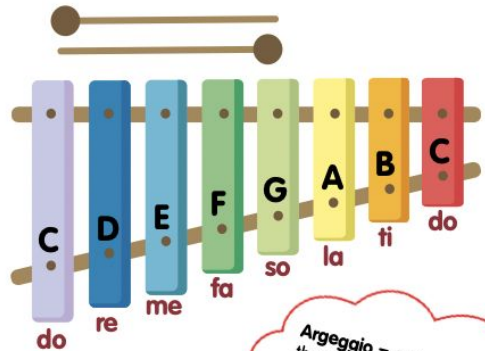


Calypso Rose

A calypso queen - Calypso Rose was the first woman to win the Calypso Monarch competition.

### Sing and play a C major scale

Play	Sing
C-C-C	do-do-do
D-D-D	re-re-re
E-E-E	mi-mi-mi
F-F-F	fa-fa-fa
G-G-G	so-so-so
A-A-A	la-la-la
B-B-B	ti-ti-ti
C-C-C	do'-do'-do'



**Arpeggio** = a chord where the notes are played one at a time.

#### Four white horses - clapping game

Four white horse on the river,  
Hey, hey, hey, up tomorrow,  
Up tomorrow is a rainy day,  
Come on and join our shadow play,

Shadow play is a ripe banana.  
Hey, hey, hey, up tomorrow,  
Up tomorrow is a rainy day,  
Come on and join our shadow play.'

#### Clapping pattern:

##### Person A

- Clap partners hands high, clap own hands,
- Clap to both sides, clap own hands,
- Clap partners hands low, clap own hands,
- Clap both hands to the side.

##### Person B

- Clap partners hands low, clap own hands,
- Clap to both sides, clap own hands,
- Clap partners hands high, clap own hands,
- Clap both hands to the side.

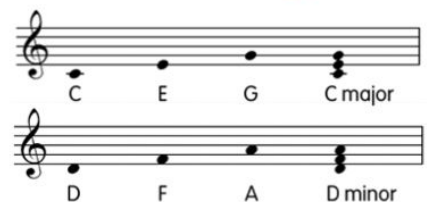
How confident am I ...  
Improvising in a call-and-response format?



Taking part in an ensemble performance of  
Mangrove twilight?



Comments:



**Call-and-response** = is like a conversation in music. One player asks a musical question, and the other player replies with a musical answer. You could use a rhythm or a tune.

singup.org

2

# Spring Term 2024

## How else can you support your child at home?

### English:

Listen to your child read daily. Ask them to

- summarise what they have read
- make predictions

Ensure your child completes their weekly spelling homework.

Check your child is practising their handwriting using Letter Join (login details can be found at the back of the homework folder)

### Maths:

Practise and test times tables (3, 4 & 8) using Times Tables Rock Stars and Hit the Button.

Regularly check if Power Maths games have been allocated (use the ActiveLearn login details at the back of the homework folder).

Make sure your child completes their weekly White Rose practice journals.

### Wider curriculum:

- Borrow books from the Idea Store or another library
- Carry out science/physics experiments at home
- Research learning topics on BBC Bitesize website, DK Find Out or Curriculum Vision
- Create some art work, such as a collage
- Explore different types of levers in the home

### Places to go with your child:

- The Science Museum
- The Natural History Museum
- The British Museum
- Museum of London Docklands
- A London tour to look at iconic landmarks
- An art gallery

### Useful websites:

<https://www.sciencemuseum.org.uk/>

<https://www.nhm.ac.uk/>

<https://www.britishmuseum.org/>

<https://www.museumoflondon.org.uk/museum-london-docklands>

<https://www.bbc.co.uk/bitesize/primary>