



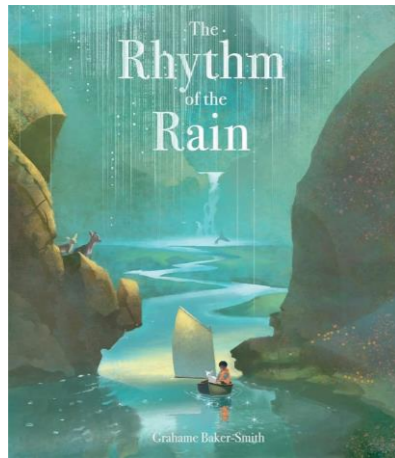
Year 3: Spring 1

English

The Rhythm of the Rain by Grahame Baker-Smith

Fiction – Setting Narrative

Non-Fiction – Information leaflet



Mathematics

Number: Multiplication and Division

Measurement: Length and Perimeter

Number: Fractions

Measurement: Mass and Capacity

Behaviour:

Be Ready

Be Respectful

Be Safe

School Values

Truth

Fairness

Justice

Joy

Religious Education

Science - Working Scientifically:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Unit 3.3 Jesus. How did/does Jesus change lives?

Christian Values:
Forgiveness, Humility, Service.

Christian Concepts:
Gospel: Jesus' good news for everyone. His life, ministry and teaching.
Kingdom of God: God's kingdom is the world as God intended it to be.

Key Vocabulary:


Jesus: The Son of God
Mother Teresa: Mother Teresa (1910–1997) was a Roman Catholic nun who devoted her life to serving the poor and destitute around the world.
Old Testament: The Old Testament is the first part of the Bible. It deals especially with the relationship between God and the Jewish people.
New Testament: The New Testament is the part of the Bible that deals with the life and teachings of Jesus Christ and with Christianity in the early Church.

Key Questions:

What does 'change' mean?
How can our lives be changed? Is it easy to change?
How did Jesus change lives?
When did/does Jesus change lives?
What happens when Jesus changes a person's life?

Key Knowledge:


- Jesus had/has a dramatic effect on people's lives.
- Jesus changed lives by healing hearts, minds and spirits.



Zacchaeus was an unpopular tax collector and hated by the people of Jericho. He was only a little man, so when Jesus came to Jericho, he climbed a tree to try and see him. Jesus saw him and asked Zacchaeus if he could go to his home with him. The crowd was shocked.


Zacchaeus promised to give half his belongings to the poor and pay back four times as much to anyone he had cheated. Jesus had changed him.

- Mother Teresa was a saint, Jesus changed her life but she also changed people's lives in Jesus' name. She gave up everything but believed she had gained everything.




Key Bible Passages:
The Calling of Levi (Matthew 9:9-13, Mark 2:13-17, Luke 5:27-32)
Zacchaeus (Luke 9:1-10)


Rocks



metamorphic



igneous



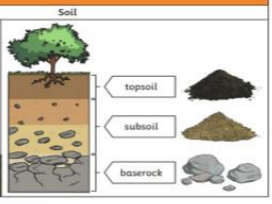
sedimentary

Natural Rocks		Human-Made Rocks	
Igneous	Sedimentary	Metamorphic	
Obsidian	Chalk	Marble	Brick
Granite	Sandstone	Quartzite	Concrete

Key Knowledge

Soil is the uppermost layer of the Earth. It is a mixture of different things:

- minerals (the minerals in soil come from finely broken-down rock);
- air;
- water;
- organic matter (including living and dead plants and animals).



Key Vocabulary

igneous rock	Rock that has been formed from magma or lava.
sedimentary rock	Rock that has been formed by layers of sediment being pressed down hard and sticking together. You can see the layers of sediment in the rock.
metamorphic rock	Rock that started out as igneous or sedimentary rock but changed due to being exposed to extreme heat or pressure.
magma	Molten rock that remains underground.
lava	Molten rock that comes out of the ground is called lava.
sediment	Natural solid material that is moved and dropped off in a new place by water or wind, e.g. sand.
permeable	Allows liquids to pass through it.
impermeable	Does not allow liquids to pass through it.
fossilisation	The process by which fossils are made.
paleontology	The study of fossils.
erosion	When water, wind or ice wears away land.

Fossilisation

An animal dies. It gets covered with sediment which eventually become rock.	More layers of rock cover it. Only hard parts of the creature remain, e.g. bones, shells and teeth.	Over thousands of years, sediment might enter the mould to make a cast fossil. Bones may change to mineral but will stay the same shape.	Changes in sea level take place over a long period.	As erosion and weathering take place, eventually the fossil becomes exposed.
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Science

Rocks

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; Describe in simple terms how fossils are formed when things that have lived are trapped within rock; Recognise that soils are made from rocks and organic matter.



Art:

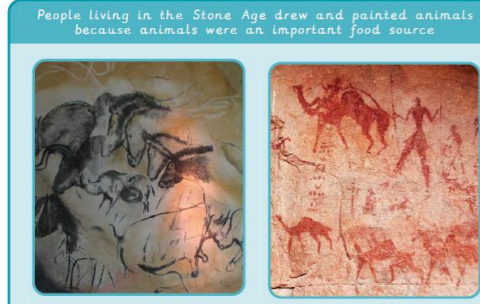
Painting and Mixed Media

Year 3 - Painting and mixed media



Charcoal	Burnt wood that can be used to draw with
Drawing medium	Different materials used to draw e.g. pencils, charcoal, pastels
Pigment	The colour in a natural object
Prehistoric	A time in the past before humans wrote things down to record history
Proportion	How big a part of something looks compared to the rest of it
Scale up	Enlarge a drawing so the proportions stay the same
Smudging	Blending a soft drawing material on a surface
Stone age	The oldest period in which humans are known to have lived, lasting over 2.5 million years

Prehistoric people painted in dark conditions



People living in the Stone Age draw and painted animals because animals were an important food source

People living in the Stone age made paint and dye using natural objects like berries, burnt wood, plants and animal fats.

The colours used in cave art reflect the pigments that could be found. Green and blue were hard to find and make into paint.

Historians think paint was applied using natural objects like animal hair brushes, or was sprayed on using hollowed out bones.

Year 3 - Painting and mixed media



Mix natural paint using a flour and water base with strong pigments like spices mixed in

Some Stone age art contains bold black outlines, patterns and dots

Scaling up drawings

Look for the big shapes

Positive print

Negative print

Physical Education

Key Vocabulary/skills	
Apparatus (KS1)	The equipment, such as benches/saults needed to perform or aid the gymnastic sequence.
Balance (KS1)	The ability to keep your body balanced and upright.
Sequence (KS1)	The particular order of movements.
Mount (KS1)	The movement to climb up or onto apparatus safely.
Dismount (KS1)	The movement of safely climbing down or off apparatus.
Landing (KS1)	The last part of the dismount where feet touch the ground.
Spring board (KS1)	A strong board used in gymnastics that gives the ability of jumping higher than usual.
Rolls (KS1)	A movement performed in gymnastics: Teddy bear roll, egg roll, pencil roll, forward roll.
Pathway (KS1)	The chosen route of a routine/sequence.
Transitions (KS2)	A movement, passage, or change from one position, stepping style, concept or place, etc., to another.
Rehearse (KS2)	To practise for intended later performance.
Refine (KS2)	Make minor changes so as to improve or clarify.
Dynamic (KS2)	Dynamics are how the body is moving and this relates to speed, energy and flow.
Unison (KS2)	When more than one person performs a movement/action at the same time.
Canon (KS2)	Each dancer joins in with the lead dancer at various stages and all finish at the same time.

Gymnastics



Evaluating and analysing performance

- Can watch someone perform
- Identify movements on performance
- Able to compare work with others
- Pick out strengths and weaknesses

Select and Apply

- Can perform balances, turns and rolls in isolation
- Can link 2/3 balances together
- Can select an appropriate balance, turn or roll in relation to partner
- Uses more complex balances, turns and rolls in a routine

Performance

- Can attempt to balance on 2 points
- Can take weight onto hands
- Can get into a simple balance and hold it
- Can balance on 1 point with control

Rolls and Jumps

Forward roll

Pencil/side roll

Egg/tucked roll

Teddy bear roll

Tuck jump

Straddle jump

Pike jump

What a gymnastic routine may consist of:

- Different rolls
- Different balances
- A range of jumps and turns
- Mirror/Matching
- Use of levels and changes in speed
- Pieces of apparatus



PSHE

Year 3 - Citizenship



charity	An organisation that raises money for those in need.
community	A group of people living in the same area or who have certain things in common.
consequence	The result of an action.
council	A group of people who manage a city, county or organisation.
councillor	A member of a council.
democracy	A system of government where everyone can vote for who they want to represent them.
environment	The local surroundings or place a person lives or works in.
law	Rules made by government that define what we can and cannot do.
recycling	Converting waste into reusable materials.
responsibility	Being in charge of our own actions.
rights	A set of actions and principles that are entitled to someone.
UN/United Nations	An international organisation founded in 1945 after World War 2, which aims to maintain international peace and security, human rights and better standards.

The United Nations has created a set of rights for children in those countries who have agreed to sign up to them.

The rights of the child cannot be taken away and adults and children have a responsibility to make sure children enjoy their rights.

There are local charities who help people in our community.

The council look after the local area and make decisions.

People vote for the people they want to be on the council during an election.

If people decide to break rules there are likely to be consequences.

Recycling materials helps the environment by reducing rubbish in landfills and reducing the use of raw materials.

There are buildings in our community that are used by different groups, for example, places of worship, libraries and schools.

Music

Year 3: Developing singing technique



Vocabulary

Transpose Moving the music up or down to start on a different note.

Major A tonality where the music sounds happy or bright.

Minor A tonality where the music sounds sad or tense.

Parts Different instrumental or vocal melodies in the music that happen at the same time.

Ensemble A small group of musicians who perform together.

Notation The way that music is written so that others can play it.

Duration The length of time a note is played for.

Minim A note lasting two beats.

Crotchet A note lasting one beat.

Quaver A note lasting half a beat, that usually comes in a pair to make a whole beat.

Instruments

Percussion instruments Instruments which are played by shaking, tapping or scraping with your hand or a beater.

Body percussion Shaking, hitting, or tapping your body to make a sound.

Tapping foot

Clapping

Clicking fingers

Untuned percussion Percussion instruments you cannot play a tune on.

Drum

Maracas

Tambourine

Claves



Computing



Unit 3.3 - Prediction & Debugging



Key Vocabulary	
Algorithm	A sequence of instructions that are followed to complete a task
Computational Thinking	Looking at a problem in a way that a computer can help to solve it
Debugging	The process of finding and correcting errors in a program
Decomposition	Breaking down a task into smaller, more achievable steps
Input	Giving information to a computer
Output	Information given from a computer
Prediction	Estimating what a program might do
Programming	The process of giving a computer a set of instructions
Sequence	The order in which a set of instructions run
Sprite	A programmable onscreen character

LO: To predict and test the outcome of written programs. To test and debug written programs.

What is debugging?

To activate the turtle we use building costumes with the program in working

C O D E MGL

History

Year 3 History Knowledge Organiser - Indus Valley

The Indus Valley	Jewellery and Ornaments	Trade and Transport														
<ol style="list-style-type: none"> The dancing girl was found in Mohenjo-Daro, which is near the River Indus. The statue is four thousand years old! The people of the Indus Valley farmed the fertile land around the River Indus. They then started to grow extra food that they could sell. The dancing girl was made by a skilled craftsman and may have been sold or bought by merchants in a market. Archaeologists have found over 400 symbols that might be writing which are on seals. Small pieces of pottery called potsherds have been found by archaeologists. Walls surround the citadel at the heart of Mohenjo-Daro. The bricks are made of mud. They've lasted so long because they were fired in a kiln. Harappa was a city that was part of the Indus Valley Civilisation. The remains of bathrooms, wells and sewages have been found in the Indus Valley. Archaeologists are sure that the Indus Civilisation was very organised and led by a person or a group, even though there is no evidence of a King, Queen or government. Seals have given archaeologists evidence that the Indus people believe in gods. 	<ol style="list-style-type: none"> Indus people were artists. Oxen were very important to Indus people (they ate the meat, used the skins and they also pulled carts and ploughs) and can be seen on a lot of seals. Seals were solid tags that could be attached to items: they were made from a piece of stone and had carvings in them. Pots were made from clay on a wheel. A pot would be shaped by a potter using a spinning potter's wheel. It was then baked hard in a kiln. Terracotta was a red clay potters used to make bowls, dishes, cups and vases. Many necklaces have been found and a stone called carnelian was used to make them. Necklaces, bracelets and bangles were worn as ornaments. 	<ol style="list-style-type: none"> The Indus Civilisation did not have coins, so they used to barter instead of buying and selling goods. Cubed weights of different sizes have been found all over the Indus Valley. Weights were used to check the amount of goods that they were buying. Scales were used to weigh the goods which helped to make trading fair. Archaeologists have found a clay model showing a cart which they think tells us how Indus people transported goods. Traders would have loaded their carts with goods (e.g. grain, vegetables, fruit, beads or pots). Indus people used boats to carry goods down the River Indus. Indus goods have been found in Mesopotamia, so archaeologists are certain that the Indus people travelled here using a trade route. 														
	Sources found by historians	Vocabulary														
		<ol style="list-style-type: none"> Mohenjo-Daro A large city near the River Indus. Merchants A person involved in trade. Market A regular gathering of people for purchasing and selling. Civilisation A human society made up of different cities and cultures. Monuments A statue or building of importance. Seals Carved pieces of stone. Harappa A large city in the Indus Valley Civilisation. Potsherds A broken piece of pot (ceramic). Threshed Separating grain. Kiln An oven use for burning, baking and drying. Terracotta A type of clay that is a brownish-red colour. Barter Swapping goods for other goods. Citadel A fortress. Urban Highly populated areas (towns and cities). 														
	Timeline															
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	Mohenjo-Daro (Today's remains)															

Geography

Settlements		
Cities	Villages	Towns
The largest type of settlement	This is the most common settlement	Often have a few primary schools and one secondary school
They are found all over the world	Villages are described as rural - surrounded by countryside	Some larger towns have hospitals
They have all the facilities (shops to do, see and use) of a town and more, due to the large numbers of people they serve	The size of villages in rural - some have just a few hundred people - others can have several thousands	Some larger towns have railway stations
Paris Capital city of France	Villages do have facilities (like a hamlet)	Towns are urban settlements
Accra Capital city of Ghana	Almost all villages in the UK have a church and a war memorial	Coastal towns - everything you would expect of a town but have facilities associated with the sea - boats and shipping and tourism eg Folkestone
Edinburgh Capital city of Scotland	Villages will often have a primary school	Market towns - everything you would expect of a town but have markets where rural communities come together to buy and sell goods eg Stamford
Belfast Capital city of Northern Ireland	Villages usually have a pub and at least a small shop and often a village hall for community gatherings	Vocabulary
In the UK cities used to have to have a cathedral, but the Queen or King can grant a place city status		Settlements A place where humans have lived together
Peterborough is a city with a cathedral		Hamlet A settlement without a church
Cambridge is a city without a cathedral		Village Houses grouped together often surrounded by farmland
The city of St. David's in Wales is the smallest city in the UK		Town Large number of houses often has a secondary school and good transport links
		City Largest settlement type with lots of facilities
		England A house often all by itself in a rural location
Wales Cardiff	England London	Rural In the countryside
The capital city of Wales is Cardiff	The capital city of England is London	Suburbans The people who live in a place
Cardiff sits on the river Taff	London sits on the river Thames	Urban In a built-up area
Cardiff has 3 universities	London is made up of lots of boroughs (areas that have joined together to make a large conurbation over time)	Adapt Change
Cardiff has the 2nd largest stadium with a roof but closed	The city of London was the original start to London - only 1 square mile	Coastal towns A town developed by the sea
Cardiff is also on the coast and thus has shops serving and departing daily	London has an underground or Tube. You can travel across London beneath the city in trains through many miles of tunnels	Cathedrals A large place of worship run by a bishop
Cardiff has a castle	London is trying to be more environmentally friendly. Low emissions zones and lots of cycle lanes	Spreads (out) To spread out
		Conurbations An extended urban area
		Facilities Specific buildings for people to use and use in a settlement

MFL - Spanish

Spanish Year 3, Spring 1
Months of the year

¡FELIZ CUMPLEAÑOS!
Happy birthday!



Spanish Year 3, Spring 1
Days of the week



¿Cuándo es tu cumpleaños?
(When is your birthday?)

Mi cumpleaños es el ____ de ____
My birthday is the ____ of ____



enero
(January)



febrero
(February)



marzo
(March)



abril
(April)



mayo
(May)



junio
(June)



julio
(July)



agosto
(August)



septiembre
(September)



octubre
(October)



noviembre
(November)



diciembre
(December)

lunes

Monday

martes

Tuesday

miércoles

Wednesday

jueves

Thursday

viernes

Friday

sábado

Saturday

domingo

Sunday

Números del 1 al 30 / Numbers 1 to 30

1. Uno	2. Dos	3. Tres	4. Cuatro	5. Cinco
6. Seis	7. Siete	8. Ocho	9. Nueve	10. Diez
11. Once	12. Doce	13. Trece	14. Catorce	15. Quince
16. Dieciséis	17. Diecisiete	18. Dieciocho	19. Diecinueve	20. Veinte
21. Veintiuno	22. Veintidos	23. Veintitres	24. Veinticuatro	25. Veinticinco
26. Veintiséis	27. Veintisiete	28. Veintiocho	29. Veintinueve	30. Treinta
				31. Treinta y uno