The Good Shepherd Catholic Primary School

Year 3

Summer Curriculum Newsletter

OUR LADY IMMACULATE
CATHOLIC ACADEMIES TRUST

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the modules we will be covering in class, we have also included the objectives and expectations for each subject. We hope you will find this information useful and supportive and look forward to working with you across the year.

Mrs Berrill

Creator of all, thank You for summer!
Thank You for the warmth of the sun and the increased daylight. Thank You for the beauty I see all around me and for the opportunity to be outside and enjoy Your creation.
Warm my soul with the awareness of Your presence, and light my path with Your Word.
Amen

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SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION		RED Curriculum – SEE BELOW
ENGLISH	**Third person narrative – animal stories** **Formal letters to complain (Block B)** **Dialogue through narrative (Block B)** **Poetry on a theme – emotions (Block B)** **Advanced instructional writing (Block B)**	CUSP CURRICULUM – SEE BELOW
MATHS		Effective Maths – see below
SCIENCE		CUSP CURRICULUM – SEE BELOW
HISTORY		CUSP CURRICULUM – SEE BELOW
GEOGRAPHY		CUSP CURRICULUM – SEE BELOW
COMPUTING	**Desktop Publishing** **Programming B - Events and actions in programs**	-I can recognise how text and images convey information and explain the difference between text and images. - I can recognise that text and layout can be edited and change font style, size, and colours for a given purpose and edit text. -I can choose appropriate page settings -I can add content to a desktop publishing publication -I can consider how different layouts can suit different purposes -I can consider the benefits of desktop publishing. -I can explain how a sprite moves in an existing project -I can create a program to move a sprite in four directions -I can adapt a program to a new context -I can develop my program by adding features -I can identify and fix bugs in a program -I can design and create a maze-based challenge
MUSIC	**Composition**	CUSP CURRICULUM – SEE BELOW
	Introducing Timbre	CUSP CURRICULUM – SEE BELOW
PE	**Unit 5** **Physical – perform and repeat** **Unit 6**	• I can perform and repeat longer sequences with clear shapes and controlled movement. • I can select and apply a range of skills with good control and consistency • Develop and apply their reaction and response and floor work balance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. • I can describe how and why my body changes during and after exercise.

	Health and Fitness – Know how and why the body changes **Tennis** **Athletics**	• I can explain why we need to warm-up and cool down. • Develop and apply their ball chasing and stance through focused skill development sessions, healthy competition, cooperative games and Personal Best challenges. • To perform a basic forehand action with increasing accuracy • To perform a basic backhand shot with increasing control • To keep a rally going using a range of shots • To throw an object by overarm, underarm, pulling, pushing and slinging • To combine different types of jumping • To run for distance • To take part in athletic events
ART AND DESIGN **DESIGN AND TECHNOLOGY**	**Painting**	CUSP CURRICULUM – SEE BELOW
	Creative Response	CUSP CURRICULUM – SEE BELOW
	Systems	CUSP CURRICULUM – SEE BELOW
	Structures	CUSP CURRICULUM – SEE BELOW
FRENCH	**Playing Together**	CUSP CURRICULUM – SEE BELOW
	Eating Together	CUSP CURRICULUM – SEE BELOW
PSHE	**Fake is a Mistake**	• I can suggest a couple of amazing facts about myself. • I can explain why we don't need to lie about ourselves. • I am beginning to know the real me is the best me. • I give a simple explanation of what shame is. • I can suggest appropriate and inappropriate types of touch. • I can suggest safe people to talk to if I am concerned. • I can explain why telling the truth is important to build a friendship. • I can explain what an allergy is. • I can list what I have learned about why 'Fake is a Mistake'.
	No Way Through Isn't True	• I can identify when I feel stuck. • I can choose to persevere when I feel stuck or in completing a challenge. • I can identify an area of my life where I am doing well. • I can describe what a setback is. • I can give an example of what a setback is. • I can demonstrate basic first aid skills. • I can identify a dream I have. • I can list some attitudes I need to develop to achieve my dreams. • I can describe what 'change' is and give some examples in my life. • I can suggest something I can do that helps me to manage change. • I can recall a time when I felt stuck but found a way through!

RSE	**Module 3 – Unit 1: Session 1** **A Community of Love**	Children will learn that: • God is love as shown by the Holy Trinity – a communion of persons supporting each other in their self-giving relationship. • The human family reflects the Holy Trinity in mutual charity and generosity. • We are made in the image of God, which means we are made to love God and others, and be loved by God and others. Children will: • Be able to explain how the shape of the triangle and the film of Lucy's family help them begin to understand the mystery of the Holy Trinity. • Reflect and take part in activities about what being made in the image of God means for how they should live.
	Module 3 – Unit 1: Session 2 **What is the Church?**	Children will learn that: • The human family reflects the Holy Trinity in charity and generosity. • The Church family comprises of home, school and parish (which is part of the diocese). Children will: • Actively engage with teaching and activities. • Be able to describe the activities of the Early Church and compare them to activities of the Church today
	Module 3 – Unit 1: Session 3 **How Do I Love Others?**	Children will learn: • That God wants His Church to love and care for others. • To devise practical ways of loving and caring for others. Pupils will: • Be able to recognise actions which make them feel loved or cared for. • Create a personal list of ways in which they can put love into action.
HOMEWORK	**Reading**	Children are expected to read at least 3 times a week. Please ensure that children continue to hand in their reading records to be monitored and signed by their class teacher.

Year 3 Summer 1

Branch 5: To the Ends of the Earth

Lens	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
Hear	Road to Emmaus (Lk 24:13-35)	Understand	Make links between the Scripture sources (Lk 24:13-35 and Matt 28:16-20) and what happens at Mass.
	The mission to the world (Matt 28:16-20)		Use religious language to describe the Christian belief in the mystery of God as Trinity and describe some signs and symbols of the Holy Trinity (e.g., Jesus called the disciples to 'make disciples of all nations' in the name of the Father and of the Son and of the Holy Spirit. Christians make the sign of the cross as a prayerful reminder of their baptism through the Holy Spirit to be children of God and participants in the Christian community).
	The group of apostles (Mary) (Acts 1:12-14)		Know some of the prayers of the Catholic Church which express belief in the Trinity and the Holy Spirit, e.g., Glory Be, Come Holy Spirit.
	Early Church (Acts 2:42-47)		Recognise that Mary joins the disciples in prayer and make simple links with how Catholics ask for Mary's prayers.
	Paul's Letter to the Corinthians (1 Cor 11:23-27)		
Believe	The disciples recognised Jesus when he breaks the bread. At Mass, what we eat looks like bread, but it is Jesus who comes, the living God. The bread is the Body of Christ.		Make connections with the life of the early Church and Catholics gathering for Mass today.
	There is only one God, who is three Persons. God is a community within himself: an eternal exchange of love between Father, Son, and Holy Spirit. We call this mystery the Trinity.		Recall that we learn about the life of Jesus in the gospels, the work of the disciples in the Acts and learn that Paul wrote letters to the early Christian communities. Know that these are different ways of writing (literary forms).
	Through Mary, the Holy Spirit guided the first disciples. She continues to guide our prayers.		
	Mass was celebrated in the early Church.		
Celebrate	That the sign of the cross is the shortest summary of the Christian faith.	Discern	Saying what they wonder about the story of Emmaus and when the disciples recognised Jesus. (RVE)
	That some prayers that reference the Trinity and the work of the Holy Spirit.		Asking and responding to questions about how the disciples felt after the Ascension and before Pentecost, noticing the role of Mary.
	Some ways people celebrate their first Eucharist (First Holy Communion).		
Live	That being a Christian means to share the gospel.		Exploring some different symbols of the Trinity and talking about what they represent e.g., by visiting their local church. (RVE)
	That Christians today continue to follow the example of the apostles and early Church when they gather to say Mass.		
	How the Emmaus story is represented in art (e.g., Caravaggio's Supper at Emmaus; Maximino Cerezo Barredo, Emmaus Triptych 2014; He Qi, The Road to Emmaus, Supper at Emmaus).		
	That the mystery of the Trinity is represented symbolically, e.g., Trinity knot.		
Dialogue		Respond	Reflecting on how the Holy Spirit helped the disciples and relating this to the possibilities in their lives, giving examples.
			Talking about their own and others' experiences and feelings about what it means for a Christian to share the gospel.
Encounter			

Key vocabulary: Emmaus Holy Spirit Pentecost concluding rite St Paul discipleship

Year 3 Summer 2 or as appropriate throughout the year.

Branch 6: Dialogue & Encounter

Lens	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
Hear		**Understand** 	Make links between Exodus (12:1-8,15-20, 13:3) and the account of the Last Supper in Luke (22:14-23).
			Simply describe how Jewish people celebrate the Passover in Britain today making links with the Exodus account, correctly using specialist vocabulary to describe symbols and actions in the meal. (RVE)
Believe			Make simple links and connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God, etc.). (RVE)
Celebrate		**Discern** 	Wondering why Jesus chose to celebrate the Last Supper on the feast of the Passover.
Live			Exploring some examples of Islamic art or religious music, for example, Islamic calligraphy or the adhan and ask 'I wonder' questions about what they have seen. (RVE)
			Listening to the stories and experiences of those from the Jewish or Islamic communities in the class or the wider community and ask questions about their laws, beliefs, worship, or life. (RVE)
Dialogue	Exodus 12:1-8,15-20, 13:3	**Respond** 	Reflecting on the meaning of what they have learned for their own lives. (RVE)
	Lk 22:14-23		
	For Christians, the Eucharist is linked with the Jewish celebration of Passover.		
Encounter	Some simple facts about how the Jewish festival of the Passover is celebrated by Jews in Britain today.		Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could influence the way they live. (RVE)
	Recognise links and simple connections between some Islamic religious laws, beliefs, worship, and life (e.g., belief in one God, the Creator, the significance of Muhammed, importance of the will of God etc.).		
	Recognise the importance of artistic expressions of belief in Islam, for example, in Islamic art or religious music.		

Key vocabulary: Passover unleavened Exodus Muslim Islam Ramadan Sawm adhan

English

Knowledge Organiser
Third person narrative (Year 3)

Third person perspective

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

Simple past tense

Use the simple past tense for actions that have now finished. Usually formed by adding –ed, e.g. *the venomous adder flicked out her tongue to taste the air.*

Descriptive devices

Expanded noun phrases, e.g. *spiteful spines*

Similes, e.g. *Like a guided missile*

Metaphors, e.g. *a shield of spikes*

Adverbs, e.g. *warily*

Clear and simple story plot

1. One of the predators is introduced.
2. The predator gets into position.
3. The prey appears and puts up its defences.
4. The predator attacks.
5. The attack does not go to plan.
6. Both of the animals leave without food.

Knowledge Organiser
Formal letters to complain (Year 3)

Letter layout

Use the correct layout of addresses and date.

Use a title to address the recipient and sign off correctly.

Letter structure

State the problem.

Explain how the problem is being made worse.

Describe an additional problem it causes.

Propose a solution.

State next steps.

Direct address

Use the second person to directly address the reader,

e.g. … *I do urge you to withdraw your advertisement with immediate effect* …

Paragraphs

Use a new paragraph for each main point, with a topic sentence and several supporting sentences.

Formal language

Use standard English and formal phrases,

e.g. *To be perfectly clear* …

Conjunctions

Connect words, phrases or clauses with conjunctions,

e.g. and, so, if, when, because.

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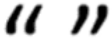
Knowledge Organiser
Dialogue through narrative (Year 3)

Develop a simple story plot

Use a five-step story plan.

1. Setting and main character are established.
2. Another character appears with a problem.
3. The main character is confused and shares their problem.
4. A message arrives which brings a solution.
5. The main character declares a plan.

Punctuate direct speech



Inverted commas are the symbols placed around words that are spoken, e.g. *"Hail Caesar!" they cried as one.*

Use dialogue to show character and plot

Use dialogue to show what characters are like and to tell the events in the story, e.g. *"Please believe me, merciful Caesar, it was just a practice, a training exercise. There was no way we were actually going to attack …"*

Sustain the third person perspective

Use the pronouns *he, she, they, it* to tell the story, e.g. *He bit his last fingernail.*

Sustain the correct tense

Use the past tense to tell the story and use the present tense within direct speech, e.g.

"But, surely, that is bad news, sire," worried Plautius.

Select vocabulary precisely, including historical references

Use to set the story in the historical period, e.g. *Just then, a messenger arrived and handed Claudius a scroll.*

Knowledge Organiser
Poetry on a theme (Year 3)

Understand the theme of a poem

The theme conveys an underlying message or big idea to the reader.

Precise and ambitious vocabulary

E.g. *gulp, squirming*

Poetic devices

Alliteration: e.g. *Pointy ears pricked*

Rhyme: e.g. *If a mouse had run right past us,*

You'd not have dashed away.

Only when I'd shared my secrets,

Would you have gone to play.

Repetition: e.g. *Why?!*

Why didn't I think?!

Why didn't I …

Simile: e.g. *Sat up like a statue*

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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. *cover, Melt, Fill.*

Formal tone

Use standard English and technical language to show professionalism, e.g. *Fill the bowl of your tjanting tool with molten wax … .*

Adverbs

Use adverbs to describe how, when and where a verb should be done, e.g. … *lightly draw your design on it using a pencil.*

Prepositions

Use prepositions to describe how, when and where something is in relation to something else, e.g. *<u>between</u> two sheets of newspaper.*

Conjunctions

Connect words, phrases and clauses with conjunctions, e.g.

When the dye has completely dried, … .

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EFFECTIVE MATHS

Year 3

Block 2

Addition and subtraction (Unit 2)

UNIT OVERVIEW

In unit 1 children learnt number bonds for 100 and related facts with multiples of 5 and 10. Unit 2 begins by revisiting this skill and extending it to find other bonds for 100 and related facts. (Eg 86 + 14 = 100; 100 – 14 = 86.) Calculating complements to 100 is an important skill, because it is a prerequisite for calculating how much change is due when paying for an item. Teaching seeks to ensure that the common error of ending up with a total that is too large does not take place. Children learn that 67 + 43 does not make 100 through partitioning the addends into tens and ones: 60 + 7 + 40 + 3 = 60 + 40 + 7 + 3.

Children are then introduced to the concept of estimation. Teaching seeks to ensure that children understand that estimation can be another strategy to support checking of answers. A vertical number line is used to help focus on which multiple of ten a given number is closest to. This will support future work on rounding numbers in Year 4.

In unit 1 children used the column method to add/subtract 2-digit numbers to/from 3-digit numbers. This is now extended to adding/subtracting two 3-digit numbers. Teaching focuses on helping children understand the process of exchanging ones for tens, tens for hundreds and vice versa. Problem solving contexts are embedded within these lessons, although the primary focus is on securing accuracy with the column method. A further lesson focuses on finding missing digits in the column method for addition.

The unit concludes with two lessons on column method for subtraction. Children learn to subtract 3-digit numbers with exchanging, including exchanging across zero. (303 – 187)

LESSONS

[1] Number facts for 100 and related facts
✡RTP 3AS-1←

[2] Estimation

[3] Column method for addition [a]

[4] Column method for addition [a]
✡RTP 3AS-2←Quiz focuses on addition

[5] Missing digits in column method for addition

[6] Column method for subtraction [a]

[7] Column method for subtraction [b]
✡RTP 3AS-2←Quiz focuses on subtraction

Multiplication and division (Unit 3)

UNIT OVERVIEW

The unit begins with consolidation of learning about the 4, 8 and 3 × tables. This involves developing understanding about commutative relationships on the multiplication grid. There is also a focus on the distributive property of multiplication. The purpose of this is to provide children with strategies for when they cannot remember a multiplication fact. For example:
7 × 8 = 5 × 8 + 2 × 8. Children solve a range of problems linked to the 4, 8 and 3 × tables.

Knowledge about multiplying teen numbers and multiplying multiples of ten is also revisited. Children apply place-value knowledge to known multiplicative facts (scaling facts by 10), for example: 3 × 8 = 24 so 30 × 8 = 240.

Children learnt the expanded column method for multiplication in unit 2. They used this method to multiply numbers by 4 and 8. Now they revisit the method, multiplying 2-digit numbers by 3. The expanded method provides a strong conceptual basis for understanding the compact method later on and it builds on children's ability to multiply ones and tens by 4, 8 and 3.

Further development of understanding about division facts linked to the 4, 8 and 3 × tables comes next. Teaching shows children how to use multiplication grids to devise division facts. Problem solving includes arranging statements on sorting diagrams, equal group problems and comparison problems.

After this, children learn to divide multiples of ten (applying place-value knowledge to known multiplicative facts - scaling facts by 10). The final two lessons of the unit require children to apply their knowledge of dividing multiples of ten. The lessons focus on dividing 2- and 3-digit numbers by partitioning the dividend into multiples of the divisor.

LESSONS

[1] 4 × table (and understanding commutative relationships using the multiplication grid)

[2] 8 × table and associated problems

[3] 3 × table and associated problems

[4] Multiplying teen numbers and multiplying multiples of ten

[5] Multiplying 2-digit numbers by 3

[6] Division facts linked to the 4 and 8 × tables

[7] Division facts linked to the 3 × table

[8] Dividing multiples of ten

[9] Dividing by partitioning (÷ by 4 and 8)

[10] Dividing by partitioning (÷ by 3) ✡MQ

Fractions (Unit 2)

UNIT OVERVIEW

Calculating with fractions is introduced to children in Year 3. Children will return to this topic in each subsequent year in primary school and also in secondary school.

Initial learning leads children to make the generalisation that when we add or subtract fractions with the same denominator we just add the numerators. To reach this point, children need to be able to unitise (to see a non-unit fraction as composed of several unit fractions). To achieve this, teaching makes extensive use of dual-naming. For example, to solve the calculation three-tenths plus four-tenths:
Three one-tenths and four one-tenths equals seven one-tenths.
Three-tenths plus four-tenths equals seven-tenths.
Teaching deliberately draws attention to the common misconception of adding or subtracting the denominators.

Children are reminded that addition and subtraction are the inverse of each other. They learn that this applies to fractions in the same way as it does to whole numbers. A range of different representations are encountered, including the part-whole model. The part-whole model is used as a support to solve missing number problems. For example:

$$\square - \frac{4}{12} = \frac{7}{12}$$

In unit 1 children learnt that if the numerator and the denominator are equal to one another then the fraction is equal to one whole: 4/4 = 1. They now apply this knowledge to subtracting fractions from one whole.

LESSONS

[1] Adding fractions with the same denominator

[2] Subtracting fractions with the same denominator

[3] Addition and subtraction of fractions as inverse operations

[4] Subtracting from one whole

☼ RTP 3F-4

Statistics

UNIT OVERVIEW

The unit begins with a series of lessons focused on sorting data. The first lesson focuses on decision tree diagrams that involve two steps to the sorting process. Children sort numeric data into categories linked to previous learning from other maths topics (eg multiples of 4, 3, odd and even numbers).

The next lesson introduces another sorting diagram, the Carroll diagram. Children sort numeric and non-numeric data onto Carroll diagrams and identify examples where data has been sorted incorrectly. Work on sorting moves on to Venn diagrams. Numeric items are sorted onto Venn diagrams that have intersections and also Venn diagrams that have subsets.

Knowledge about tables, Venn diagrams and Carroll diagrams is now consolidated. Children represent the same information from different tables on Venn diagrams and Carroll diagrams. They compare the similarities and differences between the representations. In addition, examples where parts of a set are grouped to one numeric value are encountered. For example, rather than writing individual children's names in a set, the number of names/children is used.

Learning about pictograms comes next. In Year 2, one symbol represented a quantity of either one or two. In Year 3, one symbol represents multiples of ten. Children complete frequency columns to find totals for individual items and then find the grand total.

Work on bar charts initially focuses on construction of bar charts and on making connections between data in tables and data in bar charts. The unit then concludes with a lesson focused on the interpretation of bar charts.

LESSONS

[1] Sorting diagrams

[2] Carroll diagrams ☼MQ

[3] Venn diagrams ☼MQ

[4] Sorting diagrams (making connections between Venn diagrams, Carroll diagrams and tables)

[5] Sorting diagrams (tables, Carroll diagrams and Venn diagrams)

[6] Pictograms

[7] Bar charts

[8] Interpreting bar charts

Place value (Unit 3)

UNIT OVERVIEW

Earlier work in Year 3 has taught children to read and write numbers to 700. Through these lessons, children developed an understanding of the place value of each digit in 3-digit numbers. Unit 3 begins with a lesson which extends the reading and writing of whole numbers to 1,000.

Work on counting in Year 3 has involved counting in multiples of 4, 8, 50 and 100. Children now apply this knowledge to solve missing number problems. They revisit the term 'multiples' and sort numbers onto Venn diagrams with intersections.

Learning about ordering and comparing includes comparing expressions. Children use <, = and > to compare numbers and expressions. For example: 60 – 56 = 24 ÷ 6. They also find 1, 10 or 100 more or less than a given number.

Work on identifying numbers on number lines builds on earlier work in Year 3 where children learnt about intervals and divisions on number lines and learnt how to find the value of divisions. The range of number is now extended and children locate the same number on different number lines.

The next three lessons focus on partitioning numbers in different ways. In the first lesson, 3-digit numbers are partitioned using standard and non-standard partitioning.
(752 = 700 + 50 + 2; 752 = 600 + 150 + 2.) The next lesson introduces variation in the order of presentation of the units. (752 = 2 + 700 + 50.) The last lesson of the three focuses on solving problems relating to the subtraction of any single place-value part from a whole number and the subtraction of parts of place value parts from a whole number. (752 – 700 = 52; 752 – 600 = 152.)

The final lesson in the unit requires children to apply their understanding of place value to solve problems involving parts of number grids.

LESSONS

[1] Reading and writing numbers (to 1,000 in numerals and words) ✡MQ

[2] Counting in multiples of 3, 4, 8, 50 and 100 ✡MQ

[3] Comparing and ordering numbers

[4] Identifying and representing numbers

[5] Partitioning in different ways [a]

[6] Partitioning in different ways [b]

[7] Partitioning in different ways [c] ✡RTP 3NPV-2←

[8] Number grids

Calculation

UNIT OVERVIEW

The unit begins with work on scaling additive number facts by ten. Teaching models precise use of language to support this process. For example:
80 + 60 = 8 tens + 6 tens = 14 tens = 140
Children solve problems involving adding and subtracting multiples of ten.

The next part of the unit focuses on developing a range of methods for addition and subtraction. Addition methods involve partitioning the second addend and partitioning both addends.
For example: 385 + 269 = 385 + 200 + 60 + 9 or 385 + 269 = 300 + 200 + 80 + 60 + 5 + 9.
Compensation is also explored. For example: 385 + 269 = 400 + 269 – 15.
For subtraction, two methods are explored: counting on using an empty number line and compensation.

Children now apply their understanding of methods for addition and subtraction in a lesson on problem solving and another on the additive relationship. Teaching provides opportunities for children to practise writing the full set of 8 equations that are represented by a given partitioning diagram or bar model. Children solve missing-addend problems, missing-subtrahend problems and missing-minuend problems.

The next part of the unit focuses on multiplication and begins with consolidation of learning about the 4, 8 and 3 × tables and multiplication by 'teen' numbers. Knowledge of multiplication facts is then applied in a problem solving lesson. The expanded column method and the compact column method are revisited next. The expanded method is revisited as it provides a strong conceptual basis for understanding the compact method. A lesson on solving multiplication problems enables children to apply their knowledge of the compact column method while solving problems involving multiplying a 2-digit number by a 1-digit number.

The final part of the unit focuses on division and problem solving. Division facts linked to the 4, 8 and 3 × tables are revisited as is dividing by partitioning the dividend.

LESSONS

[1] Scaling number facts by 10 (addition)

[2] Scaling number facts by 10 (subtraction) ✡ RTP 3NF-3←

[3] Different methods for addition

[4] Different methods for subtraction

[5] Addition and subtraction problems ✡MQ

[6] Manipulate the additive relationship ✡ RTP 3AS-3

[7] Multiplication facts and multiplying 'teen' numbers (revision)

[8] Multiplication problems (involving recall of × table facts)

[9] Column methods for multiplication

[10] Multiplication problems (involving 2-digit × 1 digit)

[11] Division – revision

[12] Multiplication and division problems ✡MQ ✡RTP 3MD-1←

[13] Dividing by partitioning (revision)

Money (Unit 2)

UNIT OVERVIEW

The unit begins with two lessons focusing on adding amounts of money. The first lesson involves coins, the second bank notes. In both, children find different ways to make the same amount and find the missing coins or notes to make a given amount.

Learning about subtracting amounts of money is rooted in the concept of finding change. Previous learning has involved understanding that change is the money returned after paying for something with more money than the item costs. The core strategy used for subtracting is to partition the subtrahend: 60p – 43p = 60p – 40p – 3p. The lesson also has a focus on exploring relationships between calculations.

A lesson on multiplying amounts of money consolidates knowledge of the 2, 5 and 10 multiplication tables by an initial focus on multiplying 2p, 5p and 10p coins. Previous learning has introduced the multiplication grid. Children now encounter a money multiplication grid. Learning also involves solving money problems. All the problems are comparison problems and teaching models finding the solutions using multiplicative comparison bar models.

The last lesson of the unit focuses on dividing amounts of money by 2, 5 and 10. Children solve division problems using a multiplication grid. They then solve a range of word problems involving dividing amounts of money. For the word problems, teaching places emphasis on representing problems with bar models and this is modelled throughout this part of the lesson.

LESSONS

[1] Adding amounts of money (coins)

[2] Adding amounts of money (notes)

[3] Subtracting amounts of money

[4] Multiplying amounts of money

[5] Dividing amounts of money

☼MQ
Adding and subtracting amounts of money

Length

UNIT OVERVIEW

Learning about length in Year 1 involved developing vocabulary, measuring using arbitrary units, measuring using non-standard units and finally beginning to measure using centimetres. Work on length in Year 2 picks up from this last stage and children consolidate their ability to estimate and measure in centimetres. Teaching revisits the fact that we measure from where the number zero is on the ruler rather than from the start of the ruler and also that the item being measured must be parallel to the ruler. Children learn to measure the length and width of items to the nearest centimetre.

Measuring in metres comes next. Children learn that there are 100 centimetres in 1 metre. They make estimates about roughly how many metres long/high an item is and measure items using metre sticks.

The next lesson is about how to compare lengths. Children learn how to calculate the differences between lengths and teaching models the relevant language. For example:
The red rectangle is shorter than the blue rectangle by 2 cm .
Teaching also enables children to understand how to find lengths when we don't start measuring from zero. Children learn to subtract the start point from the end point.

The final lesson in the unit focuses on comparing heights measured in metres. Children use relevant vocabulary to describe the relative heights of towers in a mosque. They also use numeric values to compare the heights using the <, = and > symbols.

LESSONS

[1] Measuring using centimetres and making estimates

[2] Measuring using metres and making estimates

[3] Comparing and measuring in centimetres ☼MQ

[4] Comparing lengths in metres

Art and Design

Painting

Pupils will be able to:
- identify primary and secondary colours

Prior Learning
- mix tones and tints
- apply paint using a range of techniques

Year 3: Painting

Core content:

Learn techniques to create a negative space using paint.
Explore the contrast between foreground and background.

Technical vocabulary:

Background – the view behind the main objects or people in a picture or photograph.

Traditional – the beliefs, customs or way of life of a particular group of people that have not changed for a long time.

Wash – a very thin, watery layer of paint applied to a surface.

Negative space – the space around an object or person, or between objects or people.

Gradient – a gradual blending from one colour to another.

Effect – a particular look, sound or impression that somebody, such as an artist or a writer, wants to create.

Connections:

Kehinde Wiley
(born 1977)
American portrait painter

Core Knowledge	Explanation
background	Background is the view behind the main objects or people in a picture or photograph.
traditional	Traditional refers to the beliefs, customs or way of life of a particular group of people that have not changed for a long time.
wash	A wash is a very thin, watery layer of paint applied to a surface.

Technical Vocabulary	Definition
negative space	the space around an object or person, or between objects or people
gradient	a gradual blending from one colour to another
effect	a particular look, sound or impression that somebody, such as an artist or a writer, wants to create

At the end of this block, pupils will ...	
Know:	**Be able to:**
Backgrounds can be painted for effect Negative space is the area behind and around the main focus of the painting	Use a range of techniques to create backgrounds for effect Paint backgrounds that create a negative space

In this block, pupils will learn techniques to create a negative space using paint and explore the contrast between foreground and background.

Creative Response

Pupils will be able to:
- use a range of painting techniques
- make a variety of printed marks

Prior Learning
- use mono printing and block printing techniques

Core Knowledge	Explanation
response	A response is an artistic or creative reaction to a stimulus such as music or other works of art.
reflect	To reflect means to think carefully and deeply about something

Vocabulary	Definition
preparation	the act or process of getting ready for something or making something ready
process	a series of things that are done in order to achieve a particular result
incubation	the second step in the creative process when ideas develop and grow

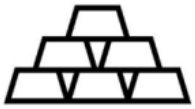
At the end of this block, pupils will ...	
Know:	**Be able to:**
There are a series of steps in the creative process	Use knowledge of techniques and skills to make creative choices using painting and printmaking

In this block, pupils will have the opportunity to reflect on the processes they have learnt in previous ones. They will make choices based on this, to form part of a whole-school collaborative artwork.

Design and Technology

Pupils will be able to:

- identify mechanisms that are powered by hand
- identify some appliances that use electricity



Prior Learning

- use relevant vocabulary to describe weather
- explain what humans and animals need to survive

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Systems

Year 3: Systems
How are things powered?

Core content:

Look at different types of energy and how these can be used to power different devices.
Consider how design choices are influenced by energy sources.

Technical vocabulary:

Energy – another word for power. Energy makes things move. It makes machines work. Energy also makes living things grow.

Energy source – the origin of power or energy.

Turbine – a machine that produces continuous turning power from a fastmoving flow of a liquid or gas.

Source (noun) – a place, person or thing which something originates from.

Source (verb) – to obtain something from a place, person or thing.

Intermittent – stopping and starting, on and off.

Renewable – a natural resource or source of energy that is not depleted by use, such as water, wind or solar power.

Connections:

William Kamkwamba
(born 1987)
Malawian inventor, engineer and author

Core Knowledge	Explanation
energy	Energy is another word for power. Energy makes things move. It makes machines work. Energy also makes living things grow. The Law of Conservation of Energy: this law states that energy is never created or destroyed – it is only changed from one state to another. One example is the chemical energy in food that we turn into kinetic energy when we move.
energy source	An energy source is the origin of power or energy. Humans use energy from many different sources. They harness the power of wind, water and sunlight. Plants and animals provide energy in the form of food. People also burn oil, coal and natural gas for energy. They get nuclear energy from uranium atoms.
types of energy	There are two main types of energy: potential energy and kinetic energy. Within these categories, energy can take several different forms: **Potential energy** is energy that is stored. One example of this is a spring that is pressed all the way down. ○ **Chemical energy** is released as a result of a chemical reaction. This could be the food we eat to fuel our bodies or the petrol we burn to fuel our cars. ○ **Stored mechanical energy** is the energy stored in a mechanical system such as a wound-up spring. ○ **Gravitational potential energy** is the energy from a suspended object or pressure due to gravity, e.g. water behind a dam. ○ **Nuclear energy** is energy released from a nuclear reaction. **Kinetic energy** is the energy an object has due to its motion. ○ **Electrical energy** is energy moving around an electrical circuit. ○ **Radiant energy** includes light energy, e.g. solar energy. The Earth gets a lot of its energy from the light of the Sun. ○ **Thermal energy** (heat energy) can be a solid, liquid or gas that emits heat. ○ **Motion energy** is kinetic energy and relates to anything that moves such as a spinning wheel or the wind. ○ **Sound energy** is the energy of sound waves.

Technical Vocabulary	Definition
turbine	a machine that produces continuous turning power from a fast-moving flow of a liquid or gas
source (noun)	a place, person or thing which something originates from
source (verb)	to obtain something from a place, person or thing
intermittent	stopping and starting often over a period of time
renewable (noun)	a natural resource or source of energy that is not depleted by use, such as water, wind or solar power
renewable (adjective)	not depleted when used

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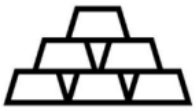
Structures

Pupils will be able to:
- build structures using a range of different materials



Prior Learning

- make a structure in accordance with a set of criteria
- recognise that a cylindrical pillar is stronger than a rectangular one

Year 3: Structures

What makes a bridge strong?

Core content:

Investigate how the shape and features of a bridge can affect how strong it is.
Identify types of bridges and the structural changes that engineers and architects make to increase the stability of structures.

Technical vocabulary:

Gap – an empty space or opening in the middle of something or between two things.

Deck – the roadway, or the pedestrian walkway, surface of a bridge.

Pier – a type of structure that extends to the ground below or into the water. It is used to support the bridge and transfer the loads to the foundation.

Suspension – a type of bridge in which the deck is hung below suspension cables on vertical suspenders.

Arch – a curved structure that supports the weight of something above it, such as a bridge or the upper part of a building.

Bascule (pronounced *bas-kyool*) – a movable bridge deck where the rising floor or section is counterbalanced by a weight.

Connections:

Sir Horace Jones (1819 – 1887)

Sir John Wolfe Barry (1836 – 1918)

Tower Bridge (1894)

Core Knowledge	Explanation
gap	A gap is an empty space or opening in the middle of something or between two things.
deck	A bridge deck is the roadway, or the pedestrian walkway, surface of a bridge.
pier	A bridge pier is a type of structure that extends to the ground below or into the water. It is used to support the bridge and transfer the loads to the foundation.

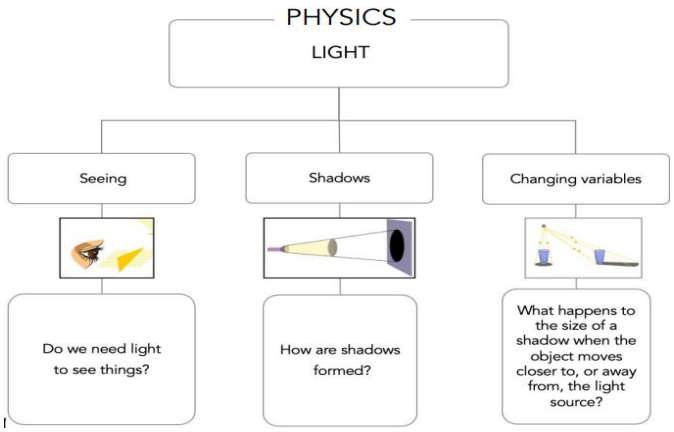
Technical Vocabulary	Definition
suspension	a type of bridge in which the deck is hung below suspension cables on vertical suspenders
arch	a curved structure that supports the weight of something above it, such as a bridge or the upper part of a building
bascule (pronounced *bas-kyool*)	a movable bridge deck where the rising floor or section is counterbalanced by a weight

At the end of this block, pupils will ...

Know:	Be able to:
Bridges are structures that allow people and vehicles to cross over an open space Towers, piers and arches provide strength to a bridge	Design and build a beam bridge that can hold the weight of 100 pennies Identify and name parts of a bridge

In this block, pupils will investigate how the shape and features of a bridge can affect how strong it is.
They will also identify types of bridges and the structural changes that engineers and architects make to increase the stability of structures.

LIGHT



These ARE sources of light

NOT sources of light

The Moon and shiny tin foil

To see we must have light

light reflects off an object

enters our eyes

no light = no sight

object can't be seen without light

darkness is the absence of light

Light

Dark

light reflects off a surface

light enters our eyes

We see an object because light has reflected off it

Light does NOT come from our eyes.
We use arrows to show the direction light travels from the source.

NEVER look directly at the sun or at bright light sources such as torches

damage your eyes

You can protect your eyes

shadows form

opaque object blocks the light

opaque objects let NO light through and cast shadows

translucent - lets some light through

transparent - lets all light through

shadows change length

depending on the position of the light source

source directly above = short shadow

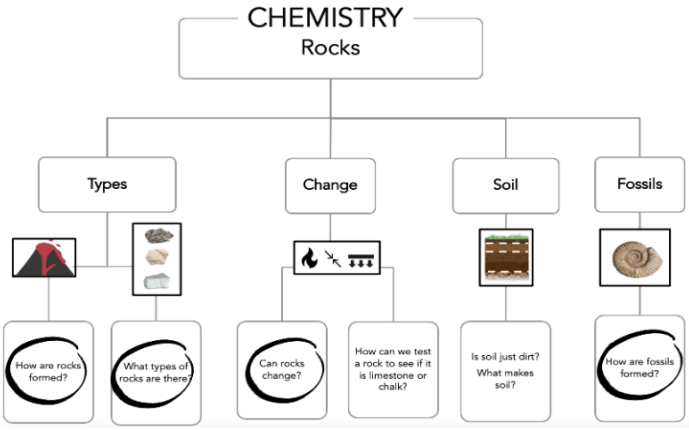
source further away = longer shadow

shadows change length as the Earth rotates

sun dials cast shadows

tell the time during the day

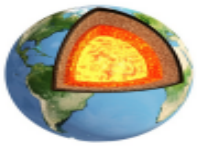
REVISIT AND RETRIEVE ROCKS



Earth's surface

completely made from rock

mostly covered by soil



rocks

formed from natural material called **minerals**

bricks and cement are NOT rocks

Rock type	Rock names	Made from	Formed
igneous *Latin: 'burning hot'*	granite, basalt, obsidian	**magma** slowly cooled (larger crystals); **lava** quickly cooled (smaller or no crystals)	**magma** molten liquid rock **below** the surface → cools slowly; **lava** molten liquid rock on the surface → cools quickly
sedimentary *Latin: 'sinking down'*	**conglomerate** (small stones), **mudstone**, **limestone**	**igneous** rocks look grainy; some with patterns and lines	broken up and carried away by rivers to the sea → deposited in layers and become **sediment** on the river bed and sea bed → compacted and cemented (lots of fossils are found in these rocks)
metamorphic change form	**marble**, **slate**	**igneous** and **sedimentary** rocks	squeezed by tremendous forces / heated to incredible temperatures

soil is made up of pieces of rock, minerals, decaying plants, micro-organisms and water.

humus remains of plants and animals that have died and are decaying.

top layer of soil with lots of nutrients and minerals.

weathered rock breakdown of rocks into smaller pieces

solid rock that soil sits on

fossils

the remains of prehistoric life

1. plant or animal dies
2. buried in sediment
3. bones or imprints are turned to stone
4. sealed in rock

body fossils

actual remains of a plant or animal, usually the hard parts.

trace fossils

footprints, trails, nests or changes to the environment that only living things can cause

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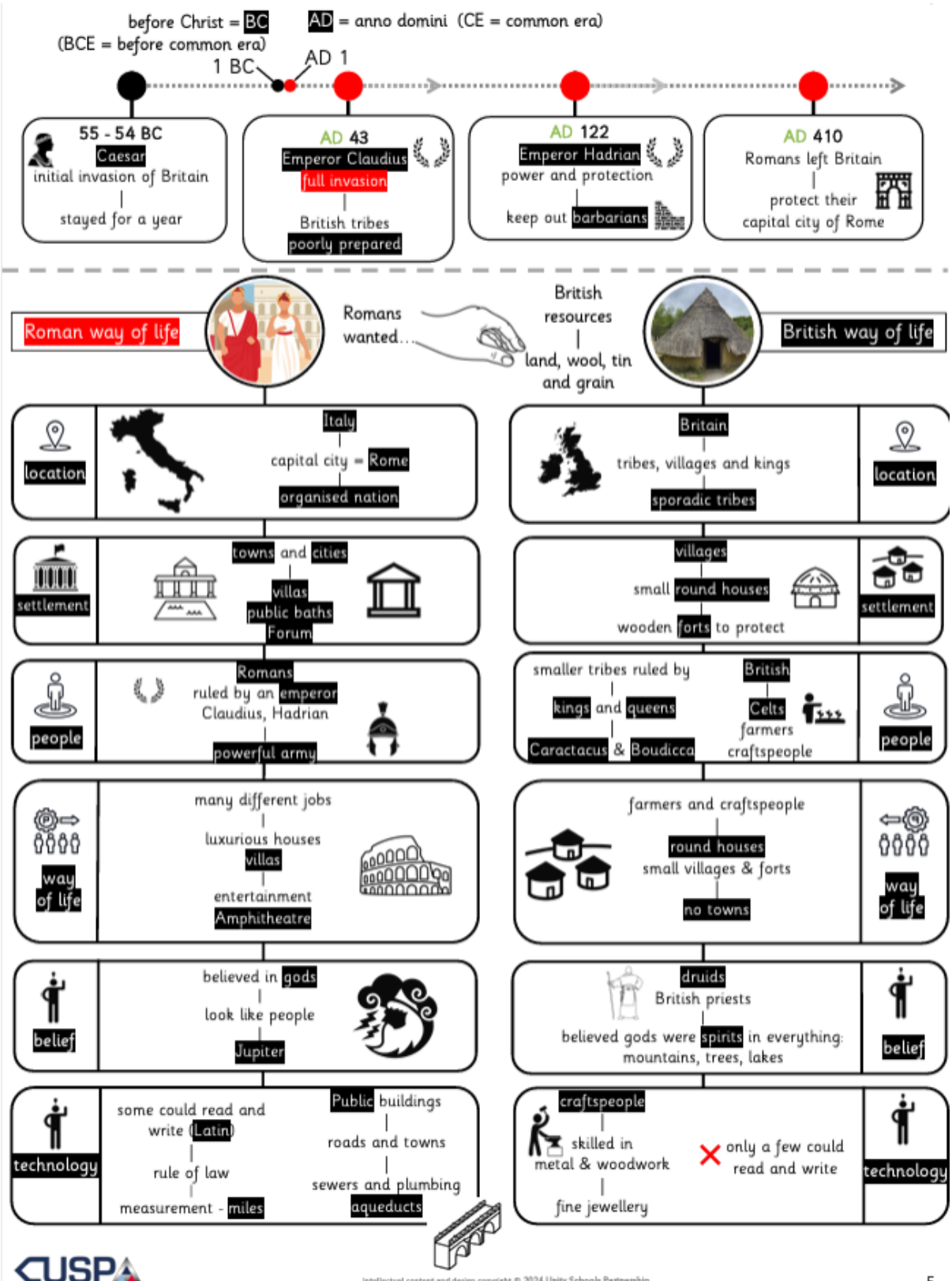
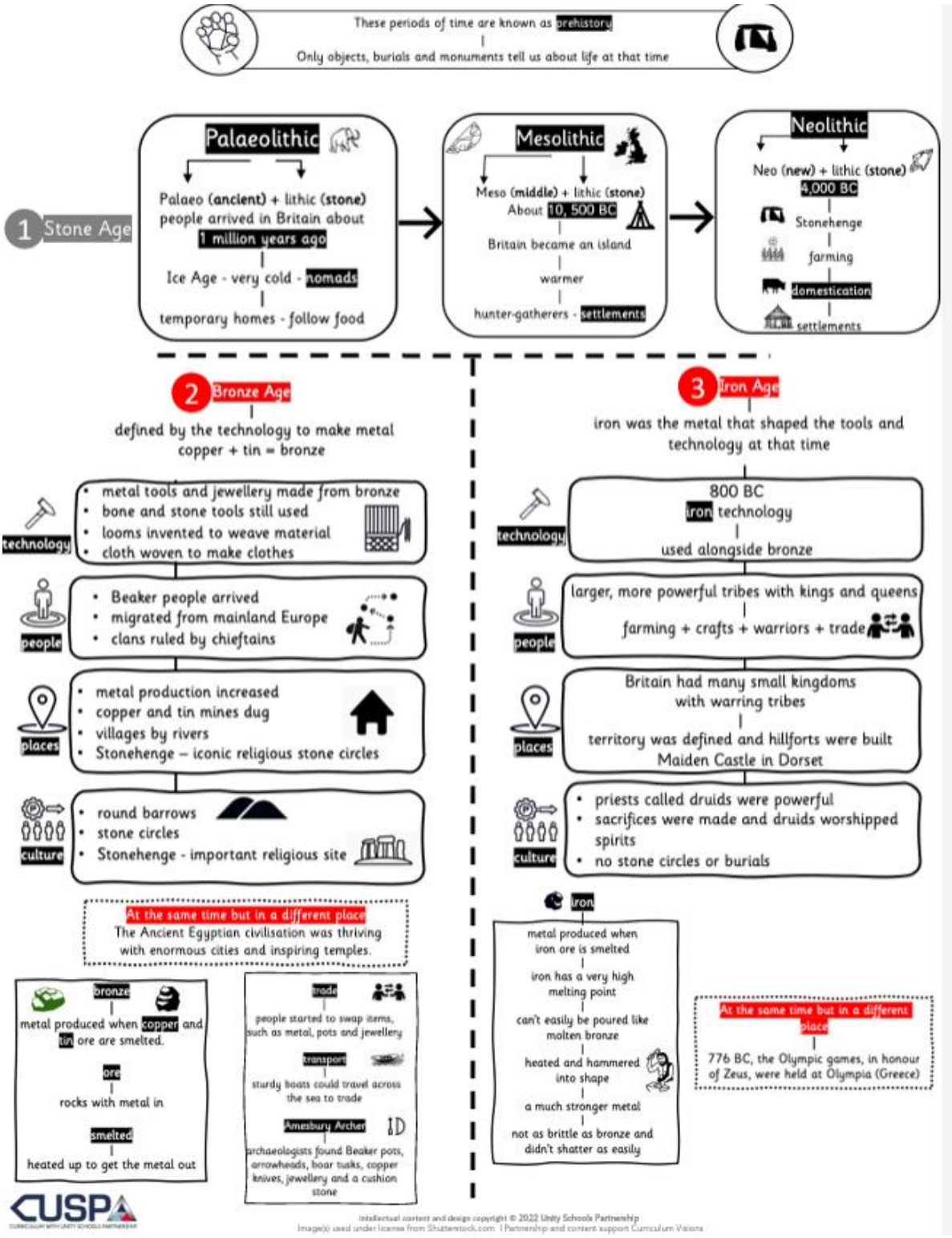
History

The Roman Empire and its impact on Britain



History

Revisit – Changes in Britain from the Stone Age to the Iron Age



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Geography

Ordnance Survey (OS) Map skills and Fieldwork

Where does the name Ordnance Survey come from?

1833
a geographical survey (mapping) of Great Britain started

led by expert gunners who were trained in measuring distances

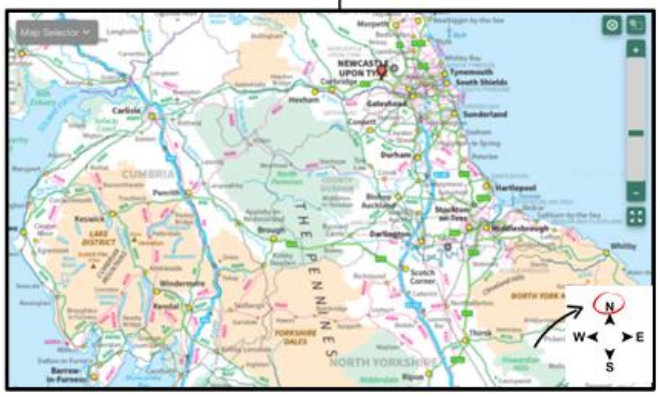
ordnance
cannon or great gun

survey
look upon or notice

This map shows the regions of the UK

This is NOT an OS map

This is a **small-scale** Ordnance Survey map



When you look at an OS map, **North** always points to the top of the page

small-scale OS map

places and spaces look **smaller**

wider view of the area

cities, towns, motorways, mountains and hills

This is a **large-scale** Ordnance Survey map

large-scale OS map

nearer

buildings
roads
rivers
historical sites

everything looks **larger**

Map key

unlocks the map

symbols help you read the map

Sch = school
P = parking
= toilets
= leisure centre

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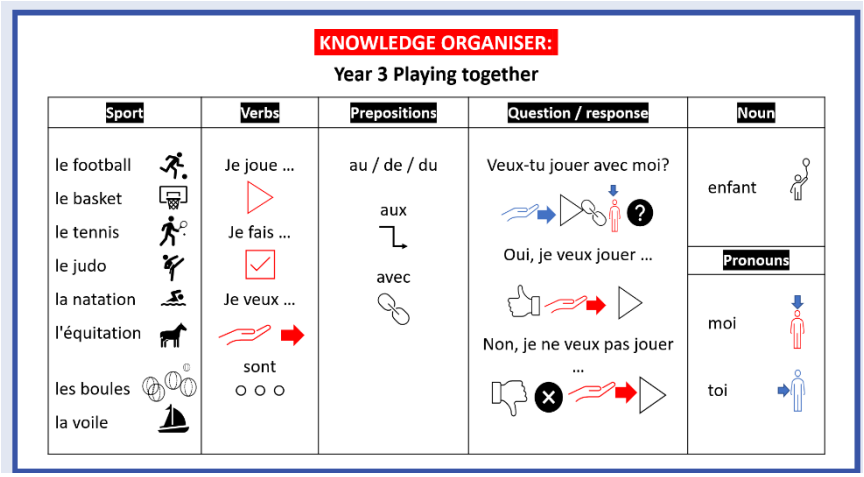
French – Playing Together

Pupils will know …	Pupils will be able to …
• the French words for different sports • when to use **faire** and when to use **jouer** • how and when to use the prepositions **au**, **à**, **la** or **à l'** • how to plan, rehearse and perform a short play.	• read verbs and match them to actions or images • read questions and give both affirmative and negative responses • write short conversations • follow a simple playscript of a playground conversation • use the future tense.

French – Eating Together



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Pupils will know ...	Pupils will be able to ...
• the verbs **manger**, *to eat* and **boire**, *to drink* • how to read a simple menu card.	• Read verbs and match them to actions and images • use vocabulary relating to food and drink • read short conversations • read and perform a simple play script • use the first and second person singular.

Music - Composition

KNOWLEDGE ORGANISER:

Year 3 Eating together

Food	Drinks	Times of the day	Question / response	Verbs
les légumes	l'eau	le matin	Qu'est-ce-que tu veux?	manger
les pommes	le lait	le midi	Veux-tu ... ?	boire
le pain	un café	le soir	Oui, je veux ...	**Conjunction**
le poisson	un thé		Non, je ne veux pas ...	mais
	un jus de fruits			

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Year 3: Composition

Core content:

Use body percussion to perform rhythms.
Use tuned percussion to play musical pieces.
Improvise and compose a piece of music.
Record compositions using graphic notation.

Technical vocabulary:

orchestra – a large group of people who play various musical instruments together, led by a conductor

ballet – a style of dance that tells a story

fanfare – a short, loud piece of music that is played to mark a special event or to introduce the arrival of an important person

composition – a piece of music that has been written by someone

score – the written form of a musical composition, showing musicians which notes to play

graphic score – a score that uses pictures and symbols instead of notes

improvise – to invent music while you play

Connections:

March from Tchaikovsky's *The Nutcracker*

At the end of this block, pupils will …	
Know:	**Be able to:**
That graphic scores can be used to notate composition ideas	Use ideas collected from improvisation to create a structured composition

Pupils will be able to:

- accurately name notes on a treble stave (C – G)
- play and perform from stave notation using tuned percussion.

Prior Learning

Summary of key learning:
Building on previous performance and notation work, this unit introduces pupils to improvisation and composition. Pupils will continue to develop their understanding of rhythm and pulse as they engage with body percussion work linked to the pieces studied. They will further develop their performance skills as they accompany a musical piece using tuned percussion and a wider range of notes. Pupils will engage with two popular pieces of music from Tchaikovsky's *Nutcracker*, using simple ideas to improvise and compose a piece within a given structure. Pupils will learn that music can be represented using symbols and will record their own composition using graphic notation.

At the end of this block, pupils will …	
Know:	**Be able to:**
The stylistic features of jazz music including instrumentation and structure	Accompany songs using tuned percussion Improvise within a given structure

Year 3: Introducing timbre

Core content:

Learn that improvisation is a key feature of many jazz styles.
Practice and develop improvisation skills.
Play and perform from music notated on the treble stave.
Develop unison singing and understanding of pitch.

Technical vocabulary:

jazz – a type of music in which the musicians often improvise, originally created by African American musicians at the beginning of the 20th century

swing – a style of jazz music that developed in the United States during the 1920s and early 1930s and became popular in Britain from the mid 1930s

improvise – to invent music while you play

scat – a style of jazz singing in which the voice is made to sound like a musical instrument

stave – a set of five lines where each line and space between them represents a musical note

key signature – the set of marks at the beginning of a printed piece of music to show what key the notes are to be played in

timbre – the quality of sound that is produced by a particular voice or musical instrument

Connections:

What A Wonderful World
by Louis Armstrong

Pupils will be able to:

- accurately name and group some instruments of the orchestra
- represent music using graphic notation

Prior Learning

- know the value of crotchets, paired quavers and crotchet rests
- accompany a piece of music on glockenspiels, from simple notation.

Summary of key learning:

In this block, pupils are formally introduced to improvisation work. Pupils will learn that whilst improvisation is used by musicians as a way of experimenting with musical ideas before committing them to a fixed composition, improvisation is also a key feature of many jazz styles. Pupils will practice and develop their improvisation skills through a series of songs with a jazz influence. The tight structure these songs provide will ensure pupils' improvisations are successful and effective. Pupils will further build on their understanding of the stave as they will be required to play and perform from music notated on the treble stave. Throughout the unit, pupils will add to their singing repertoire by learning two new songs, further developing their unison singing and understanding of pitch.