



METROPOLITAN BOROUGH OF CALDERDALE
Woodhouse Primary School

Daisy Road, Brighouse, West Yorkshire HD6 3SX
Tel : 01484 714750
Email: admin@woodhouse.calderdale.sch.uk



Headteacher: **Mrs Anne Crane**
Deputy Headteacher: **Mrs Smaldon**
Assistant Headteacher: **Mr Freeman**

Y3 Curriculum information: Spring 2

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>Class reader for the half term: Arthur and the Golden Rope – Joe Tood Stanton and Ocean meets Sky – The Fan Brothers Class text: Shackleton’s Journey – William Grill</p> <p>Over the first three weeks, we will be writing a letter from the perspective of being on Shackleton’s ship to Antarctica. We will be focusing on including key features of a letter such as the address as well as using a range of conjunctions. In the last two weeks, we will explore the poem ‘The Sound Collector’ before writing our own poem in the same style.</p>	<p>In this half term, we will be focusing on fractions and measurement. We will begin by learning how to recognise and find fractions which are equivalent, compare fractions and add and subtract fractions with the same denominator. We will begin our ‘measures’ unit of work by measuring and comparing length.</p>



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We are also studying:

RESPECT	Pupils will know	Key Vocab
<p><u>Living in the Wider World</u></p> <p><u>Money and Work</u> Children will explore the different job sectors and will identify a range of jobs within each sector. They will talk about common myths and gender stereotypes related to work and will learn how to challenge these through examples of role models in a variety of jobs. Children will set goals that they would like to achieve this year and will create steps which will help them to achieve their goals.</p>	<ul style="list-style-type: none"> • about the different job sectors and a range of jobs within each sector • about the common myths and gender stereotypes related to work • how to set achievable goals and create small steps to achieve these goals 	<ul style="list-style-type: none"> • job sector • myths • gender stereotype • goals • achievable • skills • teamwork • decision-making
<p><u>RE</u></p> <p><u>What do Christians believe about a good life?</u> Together we will read various Bible stories such as Noah's Ark, Feeding the five thousand and the</p>	<ul style="list-style-type: none"> • That Christians use the Bible for guidance on how they should live their lives 	<ul style="list-style-type: none"> • Bible • Christians • Ten commandments



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<p>Parable of the Prodigal son and discuss how these stories help Christians live a good life. We will also read the Ten Commandments which Moses delivered and compare how they link to laws today.</p>	<ul style="list-style-type: none"> • That Christians believe the stories are special because they carry a message about how God would want them to live their life • The ten commandments and how they link to the laws today 	<ul style="list-style-type: none"> • Samaritan • miracle
<p><u>Science</u></p>	<p><u>Pupils will know</u></p>	<p><u>Key Vocab</u></p>
<p><u>Animals including Humans</u> Children will continue to demonstrate their understanding of the human body by being able to name the important organs, their functions and the parts of the skeleton which protect them. They will be able to explain that the job of the human skeleton is to protect, support and aid movement. Following on from this, children will look at a range of animal skeletons and discuss how they compare to a human. Finally, children will be able to identify some of the muscles and joints within the human body and will understand that these help us to move and complete everyday tasks.</p>	<ul style="list-style-type: none"> • The names of many bones in the human body (including: skull, spine, ribs, pelvis) • That the function of a skeleton is to support, protect and aid movement • That muscles and joints help them to move <p>The names of the main organs in the body (including: brain, heart, lungs, stomach, small intestine, large intestine)</p>	<ul style="list-style-type: none"> • skeleton • muscles • organs • protect • move • support • organs • skull • spine • ribs • pelvis • brain • heart • lungs • stomach



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		<ul style="list-style-type: none"> • small intestine • large intestine
<u>Design Technology</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Cooking and Nutrition – Eating Seasonally</u> Children will learn that fruits and vegetables grow in different countries based on their climates. Children will create healthy recipes using seasonal ingredients and prepare the food safely. They will make fruit skewers and a savoury tart.	<ul style="list-style-type: none"> • that not all fruits and vegetables can be grown in the UK. • that each country has its own climate. • that these climates enable different fruits and vegetables to grow. • How to consider hygiene when preparing food. • How to use cooking equipment safely. 	<ul style="list-style-type: none"> • Climate • Diet • Imported • Ingredients • Natural • Recipe • Seasonal • seasons
<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Coding</u> Children will learn what a flowchart is and how flowcharts are used in computer programming. They will then practice using timers and repeat commands to run, test and debug programs. After, they will use their skills to design an interactive scene.	<ul style="list-style-type: none"> • How to read and explain a flowchart • How to create a program using timers and repeat commands • How the turtle object moves • How to consider nesting when debugging 	<ul style="list-style-type: none"> • Flowchart • Timer • Repeat command • Nesting • Program
<u>History</u>	<u>Pupils will know</u>	<u>Key Vocab</u>



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<p><u>Why did the Romans settle in Britain?</u> The unit will begin with children learning about when the Romans first invaded Britain and the reasons for the invasion. They will then investigate why the Roman army was so successful, look at a range of artefacts and discuss what they tell us about life in Roman times and explain how the Romans have impacted life in Britain today.</p>	<ul style="list-style-type: none"> • that archaeological evidence can be used to find out about the past • about the expansion of empires and how they were controlled across a large empire • some reasons why empires fall/collapse • that there were different reasons for invading Britain • that there are varied reasons for coming to Britains • that the Roman invasion led to a great increase in British trade with the outside world • about achievements and inventions that still influence our lives today from Roman times 	<ul style="list-style-type: none"> • Romans • invasion • empire • Celts • settlers • armour • shield • pilum • gladius • scutum • tunic • caligae (sandals)
<p><u>French</u> <u>Les commanders dans la classe</u> <u>Classroom commands</u> Children will understand and be able to say basic classroom commands such as: stand up, sit down, look, listen, repeat, put your hand up, write your name, tidy your things away and open/close your book.</p>	<p><u>Pupils will know</u></p> <ul style="list-style-type: none"> • how to say and repsond to basic classroom commands such as: stand up, sit down, look, listen, repeat, put your hand up, write your name, tidy your things away and open/close your book. 	<p><u>Key Vocab</u> Asseyez-vous (Sit down) Levez-vous (Stand up) Écoutez/Regardez/Répétez (Listen/Look/Repeat) Levez la main (Put your hand up) Écrivez votre nom (Write your name) Rangez vos affaires (Tidy away your things)</p>



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		Ouvrez/fermez vos cahiers (Open/Close your books) s'il vous plaît. (please.)
Music	Pupils will know	Key Vocab
<u>Reggae Song</u> Children will continue to learn Bob Marley's 'Three Little Birds' before learning how to compose. Children will explore the pulse, rhythm and pitch of the music whilst continuing to learn the Year 3 music vocabulary.	<ul style="list-style-type: none"> • How to sing in unison accurately at a given pitch • How to use musical vocabulary to explain what they like and dislike about a piece of music • How to recognise elements of music (pitch, tempo, dynamics) • The style indicators of reggae music 	<ul style="list-style-type: none"> • Pentatonic scale • Ostinato • Solo • Melody • Performing • Crotchet • Minim • Rhythm grids Reggae
PE	Pupils will know	Key Vocab
<u>Indoor Zumba</u> Children will begin by following and taking part in a range of Zumba routines, paying close attention to the movements and different exercises. Using this knowledge, they will then work in small groups to	<ul style="list-style-type: none"> • how to follow a routine in a small group • how to keep to the beat of a range of music • how to include a range of exercises in a routine • how to create a routine for novice pupils 	<ul style="list-style-type: none"> • Zumba • routine • movements • exercises • beat



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create their own routine with a range of exercises and movements. Finally, children will evaluate their own routines and provide feedback for their peers.

Outdoor

Tennis

Children will learn how to catch and throw with control to a partner. Then, children will take part in various ball skill activities controlling their racket and ball. Once confident, the children will begin rallying with their partners and hitting to targets.

Swimming

- how to throw and catch a tennis ball with control
- how to hit a ball to a partner
- how to hold a racket
- how to hit a forehand and backhand
- what a ready position is

- How to enter and exit the water from the side
- How to submerge their head under the water and blow bubbles 3 times or more.
- How to swim 5m on their front and back quickly
- How to push and glide on their front and back
- How to turn from their front to back and return to a vertical position.

- Side step
- Shoulder width apart
- Ready position
- Control
- Balance
- Rally
- Forehand
- Backhand

- enter, exit
- submerge,
- front, back
- water, glide
- vertical position