



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: Autumn 1

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>Class reader for the half term: You're a bad man, Mr Gum! By Andy Stanton</p> <p>Class text: Escape from Pompeii by Christina Balit</p> <p>This half term we will look at the key features of a diary entry and have a go at writing a diary entry from a character's perspective.</p> <p>We will also begin looking at the key features of a non-chronological report and will write our own reports about volcanoes.</p>	<p>This half term we will be focusing on place value. Working within 3 digit numbers, we will be looking at the value of each digit and we will be ordering and comparing 3 digit numbers.</p>



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We are also studying:

RESPECT	Pupils will know	Key Vocab
<p><u>Families and People who Care for Me</u> Pupils will learn that families are important for children growing up because they can give love, security and stability. They will learn the characteristics of healthy family life, including in times of difficulty. They will also learn that others' families sometimes look different from their family but that they should respect those differences. In addition to this, children will learn about friendships and relationships with peers and that the same principals apply to online relationships as to face-to-face relationships.</p>	<ul style="list-style-type: none"> • The characteristics of healthy family life • What is appropriate to share with friends, classmates, family and wider social groups • To know the impact of bullying including online and the responsibilities to tell a trusted adult • To recognise if family relationships are making them feel unhappy or unsafe and how to ask for help 	<p>Family, Security, Stability, Relationship, Friendship, Safe, Bullying, Anti-bullying Online, Responsibility</p>
<p><u>RE</u> <u>How do ancient stories influence modern celebrations?</u> Pupils will learn about the ancient stories that underpin festivals of light from Judaism, Sikhism, Hindu Dharma and Christianity. They will explore how these ancient stories have influenced how people celebrate in modern times. During the unit,</p>	<ul style="list-style-type: none"> • The Maccabee family fought for freedom and the Holy Temple. • Guru Hargobind helped 52 prisoners to escape using his cloak. • The story of Rama and Sita symbolises goodness over evil. 	<p>Menorah, dreidel, Guru, liberation, Lakshmi, rangoli, diyas, ancient civilisations, worship, representations, symbolises</p>



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<p>children will consider how the festivals use light as a representation of hope, joy, remembrance and reflection.</p>	<ul style="list-style-type: none"> • The advent wreath candles symbolise peace, joy, the love of God and Jesus as the light of the world. • The sun was a symbol of creation in ancient civilisations. 	
<p>Science</p>	<p><u>Pupils will learn how to:</u></p>	<p><u>Key Vocab</u></p>
<p><u>Scientific Enquiry</u> The 'Scientific Enquiry' unit takes children through lessons where they learn the scientific skills they will need to apply during each unit of learning during key stage 2.</p>	<ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, and use a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 	<ul style="list-style-type: none"> • scientific investigation • prediction • plausible • record • data • method • control experiment • equipment • enquiry • practical • conclusion • - fair test



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	<ul style="list-style-type: none"> • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes • - use straightforward scientific evidence to answer questions or to support their findings 	
<u>Art and Design Drawing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Growing Artists</u> We will begin by recognising that artists use shape as a base for drawing. Children will explore how techniques such as shading and creating rubbings can be used to create tone and texture. Once they have practised these skills, children will apply them to an abstract drawing.	<ul style="list-style-type: none"> • That different tools can create different types of lines • That surface rubbings can be used to add or make patterns • That tone in art means 'light' and 'dark' • That shading makes objects look realistic • Basic rules for shading E.G. shade in one direction 	Abstract, Arrangement, Blend, Botanical, Even, Frottage, Geometric, Grip, Light, Line, Object, Pressure, Rubbing, Scale, Shading, Shape, Smooth, Surface, Texture, Tone
<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>E-Safety</u>	<ul style="list-style-type: none"> • How to create a secure password • The consequences of not keeping passwords safe 	Safe, Internet, Password, Responsibility, Secure



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<p>Children will learn about how to stay safe online. They will be reminded about not giving personal information out and to tell an adult if they feel uncomfortable when using the internet.</p> <p>Coding – Purple Mash (3.1) Pupils will learn vocabulary linked to coding. They will understand what is meant by ‘algorithm’ and write a code that follows the algorithm. Finally, children will design and write a program that simulates a physical system.</p>	<ul style="list-style-type: none"> • How to report unacceptable content • The importance of keeping safe online and behaving respectfully. • How to design an algorithm • Program steps in a logical sequence • How to use timers and repeat commands • How to identify an error within their program and fix it 	<p>Coding, Algorithm, Input, Output, Command, Timer, Repeat, Program, Debugging</p>
<p>Geography</p> <p><u>Why Do People Live Near Volcanoes?</u> We will begin by learning about the different layers of the earth and how mountains are formed. Children will learn about how and why volcanoes occur and the effects of a volcanic eruption. Finally, children will be able to explain what an earthquake is and where they can be found.</p>	<p><u>Pupils will know</u></p> <ul style="list-style-type: none"> • That mountains, volcanoes and earthquakes occur at plate boundaries • That there are positive and negative effects of living near a volcano and be able to explain them • The negative effects an earthquake can have • The different types of mountains and volcanoes and how they are formed • That an earthquake is the intense shaking of the ground 	<p><u>Key Vocab</u></p> <p>Active volcano, Composite volcano, Dormant volcano, Earthquake, Extinct volcano, Fault-block mountain, Fold mountain, Igneous rock, Inner core, Outer core, Magma, Mantle, Negative effects, Plate boundary, Positive effects, Shield volcano, Tectonic plate, Tsunami, Vent, Volcanic mountain, Volcanic springs</p>
<p>French</p> <p><u>Comment t’appelles-tu? (What is your name?)</u></p>	<p><u>Pupils will know</u></p> <ul style="list-style-type: none"> • About French culture 	<p><u>Key Vocab</u></p> <p>Bonjour</p>



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<p>Children will be introduced to French culture and their alphabet. They will learn French greetings, such as 'hello' and be able to ask and answer the questions 'What is your name?' and 'How are you?'. They will also begin to apply the rules about masculine and feminine adjectives in French to describe how they are feeling.</p>	<ul style="list-style-type: none"> • How to greet somebody in French • How to pronounce letters of the alphabet in French • How to ask somebody what their name is in French • How to say what their name is in French • How to ask 'How are you?' in French 	<p>Je m'appelle... Comment t'appelles-tu? Ça va?</p>
<p>Music <u>Charanga – Let your spirit fly (RnB song for children)</u> We will begin by recapping known vocabulary and will link this to the song. Children will listen to and appraise the song before learning to sing it. Children will also become familiar with the Year 3 vocabulary and will use this to talk about the song. <u>Composer of the Year (Beethoven)</u> Children will research Beethoven and build up a fact file of his life. We will listen to a range of famous music pieces composed by Beethoven.</p>	<p>Pupils will know</p> <ul style="list-style-type: none"> • How to sing in unison accurately at a given pitch • How to play simple rhythmic patterns with a steady pulse • How to clap a steady pulse of increasing or decreasing tempo • How to combine different sounds to create a specific mood or feeling • How to recognise elements of music (pitch, tempo, dynamics) • How to use musical vocabulary to explain what they like and dislike about a piece of music 	<p>Key Vocab Unison, Pentatonic scale, Ostinato, Solo, Melody</p>
<p>PE</p>	<p>Pupils will know</p>	<p>Key Vocab</p>



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Fitness (indoor)

Children will complete a different circuit of exercises each week aiming to improve their personal best.

Netball (outdoor)

Children will learn how to perform a chest pass and bounce pass accurately and how to move and dodge to find space. They will then use these skills in games alongside shooting to apply attacking and defending skills.

Swimming

control, focusing on preferred and non preferred leg (when s)
 variety of fitness exercises successfully and achieve a
 their body to perform a combination of movements in a variety
 pulse before exercise and understand how their body is getting
 cising

ceive a netball safely (chest and bounce pass).
 ll in a game within 4 seconds
 ride and jump stop in netball
 dge to get into a space
 ll high and bend knees-into hoop/target
 basic principles for attacking & defending

- 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.

Mountain climbers, Press up, Pulse, X-touch, Jumping Jack, lunge

Dodge, chest pass, landing foot, receiver, rules, bounce pass, feeder



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- 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.

Enter, Exit, Submerge, Front, Back,
Water, Glide, Vertical position