



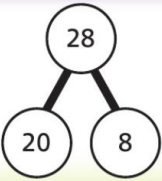
Maths

Unit 6 Multiplication and division ③



- In this unit we will ...
- ⚡ Compare multiplication and division statements using inequality signs
 - ⚡ Use known multiplication facts to solve other multiplication problems
 - ⚡ Find multiplication and division fact families
 - ⚡ Learn to multiply and divide by partitioning
 - ⚡ Solve mixed multiplication and division problems including multi-step problems

Do you remember what this is called? We will use it to help partition numbers.



We will need some maths words. Do you know what they all mean?

- multiplication

division

statement
- number sentence

compare

less than (<)
- greater than (>)

equal (=)

equally
- least

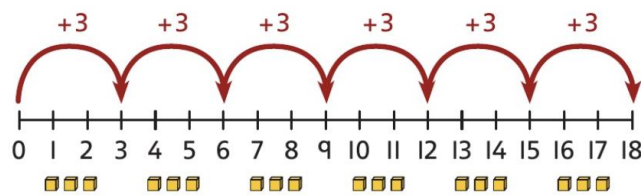
most

remainder
- expanded written method

share

multi-step

We need to use number lines too. These will help us understand multiplication and division.





Maths

Unit 7



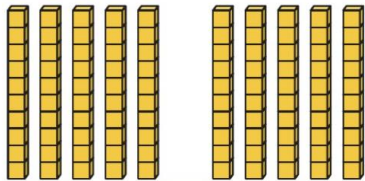
Length and perimeter



In this unit we will ...

- ⚡ Measure lengths in millimetres, centimetres and metres
- ⚡ Compare lengths
- ⚡ Add and subtract lengths
- ⚡ Measure the perimeter of a shape
- ⚡ Learn about equivalent lengths

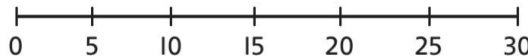
How many 10s go into 100? We could use base 10 equipment or counters to show this.



We will need some maths words. Which ones do you recognise?

length height width perimeter
distance centimetres (cm) millimetres (mm)
metres (m) measure unit of measurement
add subtract multiply equivalent
convert greater than (>) less than (<)
ruler metre stick

Number lines can be useful. Can you find 10 more than 15 on here?





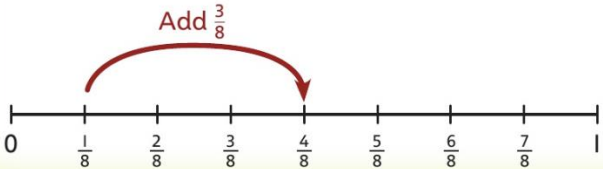
Maths

Unit 8
Fractions



- In this unit we will ...
- Find equivalent fractions
 - Compare fractions
 - Add simple fractions to make a whole
 - Solve word problems about fractions and finding fractions of an amount

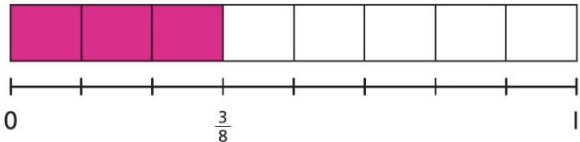
Do you remember what this is called? Use it to find what fraction is $\frac{3}{8}$ more than $\frac{1}{8}$.



We will need some maths words. Which of these have you met before?

- equivalent
- numerator
- denominator
- compare
- add
- fraction
- whole
- equivalent fraction
- greater than (>)
- less than (<)
- equal to
- multiply
- inequality statement
- divide

We will need this too! Use the information in the fraction strip and number line to work out what fraction is shaded.





Maths

Unit 9 Mass



- In this unit we will ...
- ⚡ Work out different intervals on a scale
 - ⚡ Measure mass in kilograms and grams
 - ⚡ Add, subtract and compare masses
 - ⚡ Solve problems involving mass



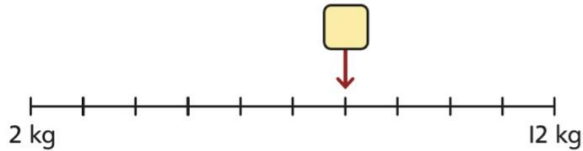
Do you remember what this is called?
Use it to find the mass of an object.



We will need some maths words.
Which of these have you met before?

- mass
- measure
- kilograms (kg)
- scale
- interval
- grams (g)

We need to use this too! Use it to work out the missing number.





Maths

Unit 10
Capacity



- In this unit we will ...
- ⚡ Measure capacity in litres and millilitres
 - ⚡ Convert between litres and millilitres
 - ⚡ Compare and order capacities
 - ⚡ Add and subtract capacities
 - ⚡ Solve problems involving capacities

Do you remember using a bar model to add numbers? Use this one to find the total.

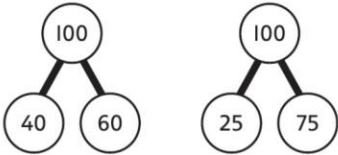
350	500
?	



We will need some maths words. Which ones have you seen before?

capacity litre (l) millilitre (ml)
convert scale interval

Can you use part-whole models to partition numbers?





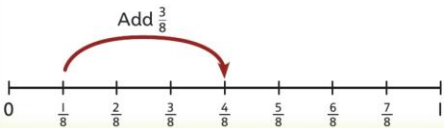
Maths

Unit II Fractions 2



- In this unit we will ...
- ⚡ Add and subtract fractions
 - ⚡ Calculate fractions of a set of objects
 - ⚡ Find fractions of amounts
 - ⚡ Solve word problems about fractions
 - ⚡ Solve word problems about finding fractions of amounts and measures

Do you remember what this is called? Use it to find what fraction is $\frac{3}{8}$ more than $\frac{1}{8}$.



6



We will need some maths words.
Which of these have you met before?

numerator

denominator

add

subtract

fraction

whole

equal to

multiply

divide

parts

set of objects

We will need fraction strips too. Use the information in the fraction strip and number line to work out what fraction is shaded.



7



Contents



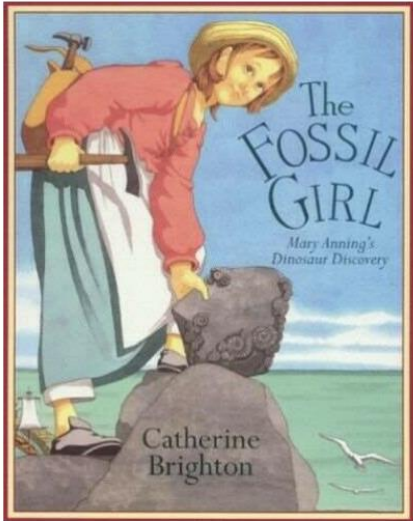
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The Fossil Girl

by Catherine Brighton



Year 3 *Pathways to Write*: Spring 1

English

3



Outcome: Recount – a journal

Writing outcome:

To write Mary Anning’s fossil journal to describe the events of her finding the first Ichthyosaur.

Greater depth writing outcome:

To add an additional section of text to the journal (e.g. *a letter from Henry Henley or an information text about fossils*).

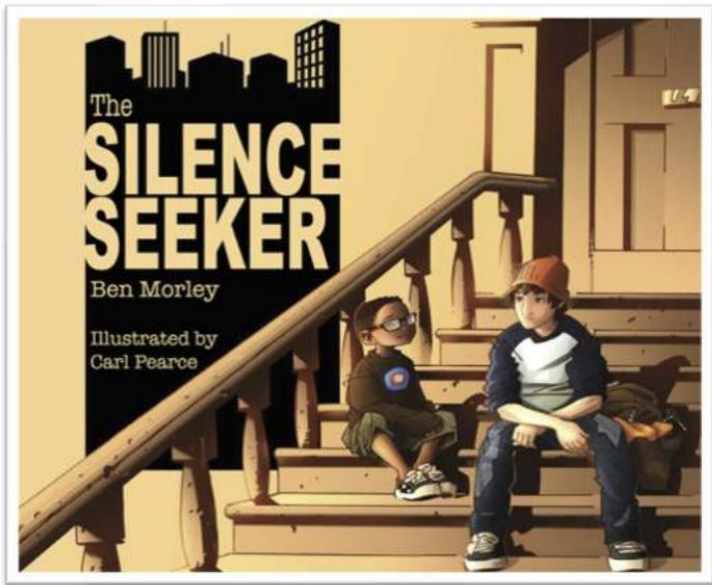
 <i>Pathways to Write</i> keys		
<i>Gateway keys</i> (non-negotiables/basic skills)	 <i>Mastery keys</i> (year group national curriculum expectations)	<i>Feature keys</i> (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none">Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)Use conjunctions and prepositions to express time, place and causeGroup related ideas into paragraphs	<ul style="list-style-type: none">Build an increasing range of sentence structuresUse adverbs to express time, place and causeUse headings and sub-headings to aid presentationAssess the effectiveness of own and others’ writing	<ul style="list-style-type: none">Use a balance of description and opinionUse a variety of sentence forms including statements and exclamationsUse a range of past tense forms, including present perfectWrite in 1st personWrite an opening paragraph to set the sceneFinish with a personal comment about hopes or concerns for the future



English



The Silence Seeker by Ben Morley



Year 3 Pathways to Write: Spring 2



Outcome: Fiction

Writing outcome:

Rewrite the story 'The Silence Seeker' using the 3rd person, including details of the setting and some dialogue.

Greater depth writing outcome:

Write the story in the 1st person from the point of view of the asylum seeker.

 Pathways to Write keys		
Gateway keys (non-negotiables/basic skills)	 Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none">Use punctuation at Y2 standard correctly (full stops, capital letters – including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)Use some inverted commas to punctuate direct speechUse conjunctions, adverbs and prepositions to express time, place and causeCreate characters, settings and plot in narrativeGroup related ideas into paragraphs	<ul style="list-style-type: none">Form nouns with a range of prefixesUse present and past tenses correctly and consistently including the progressive and present perfect formsBuild a varied and rich vocabularyUse inverted commas to punctuate direct speech (using dialogue to show relationship between characters)	<ul style="list-style-type: none">Use small details to describe charactersInclude a setting to create atmosphereWrite a sequence of events to follow the structure of the model storyWrite an opening paragraph and further paragraphs for each stageCreate dialogue between characters that shows their relationship with each otherUse 3rd or 1st person consistentlyUse tenses appropriately



Religious Education

RELIGIOUS EDUCATION

Y3 SP1 KNOWLEDGE MAT



WHAT KIND OF WORLD DID JESUS WANT?

OUTCOMES

- Identify stories from the Bible as part of the 'Gospel' which tells about the life of Jesus.
- Make links between the first disciples and Christians today.
- Offer suggestions about what Jesus' actions towards a Leper might mean for a Christian.
- Give examples of how Christians try to show love to all.
- Make links between Bible stories and the importance of love, expressing own ideas clearly

GOSPEL	LEPROSY
This means good news but is also the name given to the four bible books that teach about Jesus' life	A disease of the skin – people have sores on their body.
DISCIPLE	LEPROSY MISSION
Someone who follows a teacher, and the name given to Jesus' closest friends and followers.	An organisation that works to support those with leprosy
CLERGY	
Men and women ordained as religious ministers and leaders, especially in church.	

Christians believe Jesus shows love and forgiveness to all people, even those unexpected people that society often forgets	Christians believe it is important to follow Jesus in the way that he loved all people and taught others to do the same.
Christian's belief about Jesus is reflected in the way that they worship and how they help other people.	Christians believe Jesus shows people how to love God and their neighbour through words and actions.



Religious Education

RELIGIOUS EDUCATION

Y3 SP2 KNOWLEDGE MAT



WHY DO CHRISTIANS CALL THE DAY DIED GOOD FRIDAY?

OUTCOMES

- Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the 'big story' of the Bible.
- Explore what impact Holy Week would have on Jesus' friends and family
- Offer suggestions for what the texts about the entry into Jerusalem and the death and resurrection of Jesus may mean.
- Give examples of what the text may mean to some Christians.
- Make links between the Gospel texts and how Christians mark Easter events.
- Describe how Christians show their beliefs about Easter in worship.
- Make links between Bible teachings and life in the world today.

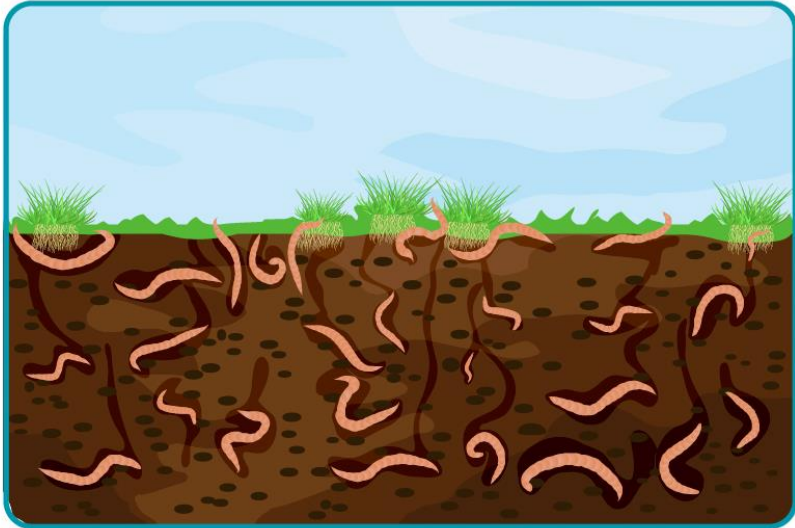
HOLY WEEK		PALM SUNDAY	
The week leading up to Jesus' resurrection at Easter.		The day that Jesus rode into Jerusalem. The day that marks the start of Holy Week.	
GOOD FRIDAY		RESURRECTION	
The day that Jesus was crucified		To come back to life	
SALVATION			
The saving of a person from the consequence of sin.			

Christians believe that Jesus died on the cross to offer salvation to all.	Easter is the most holy festival for many Christians, they see it as the most important part of the Christian story.
Holy Week and Easter are seen as the most important days in Jesus' life on earth; and today there are many Christians services held across the week	Christians believe that Jesus' death and resurrection bring hope and the promise of new life.



Science - Rocks and soil

Science



Rock can be broken down into small pieces called **sediment** by forces of nature like wind, rain, rivers, animals and plants.

- Soil is made from **grains** of sediment, organic matter, water and air. Soil contains different sized grains of sediment:
- Clay (smallest).
 - Silt (medium).
 - Sand (largest).

A paleontologist is a scientist who studies fossils. Fossils can tell us about the living things from Earth's past.

A living thing dies.	It is buried under a layer of sediment.	Layers of sediment build up on top and squash it.	Water seeps in and minerals replace the parts of the living thing.	It has been turned to rock and is now a fossil.

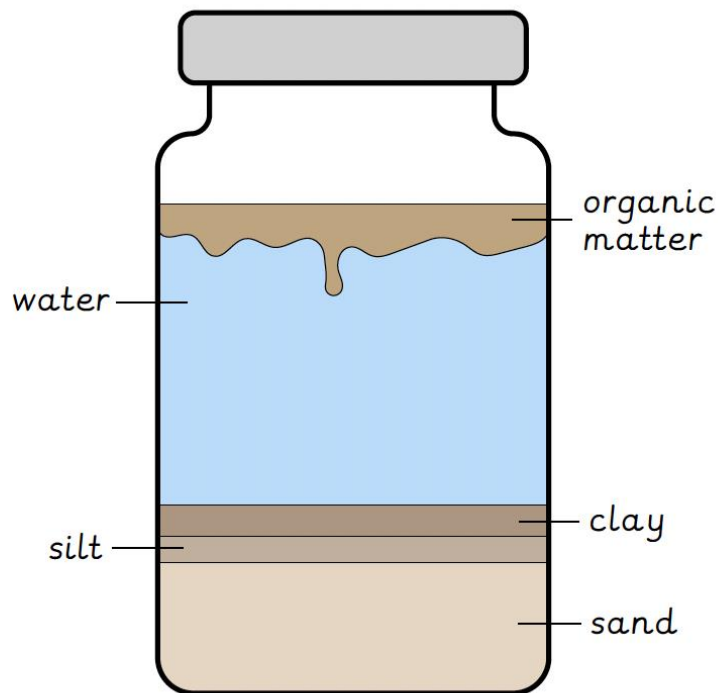


Science

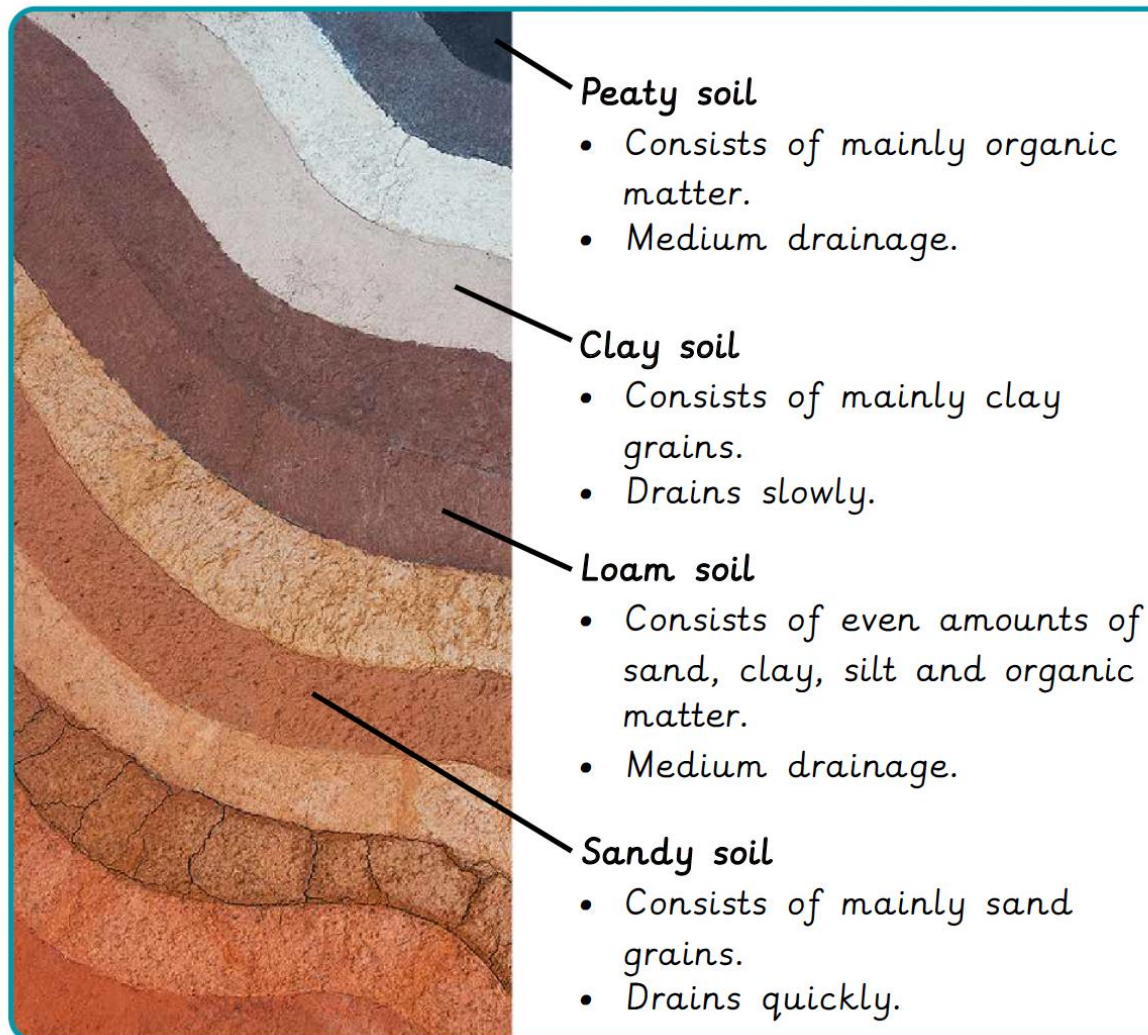
Science - Rocks and soil

Rocks are formed in different ways and from different mixtures of minerals, other rocks and **organic materials**. This means their appearance and physical properties can vary.

Drainage rate is how quickly water passes through a soil.



Soil can be separated using sedimentation (mixing with water).










Science

Science - Rocks and soil



Rock type	Appearance	Physical properties
granite	 crystals	<ul style="list-style-type: none">• impermeable• no reaction to acid• hard
marble	 crystals	<ul style="list-style-type: none">• impermeable• reacts to acid• medium
chalk	 no crystals	<ul style="list-style-type: none">• permeable• reacts to acid• soft
slate	 no crystals	<ul style="list-style-type: none">• impermeable• some react to acid• medium
sandstone	 no crystals	<ul style="list-style-type: none">• permeable• some react to acid• soft



History



History - Why did the Romans invade and settle in Britain?

empire*	A group of countries or territories under the control of a single ruler (often an emperor, monarch or government).	primary source*	An object or record created at the time of an event or period.
inference	Using the clues in sources to form an idea.	Romans	The people who lived in Ancient Rome and whose empire spread across Europe, the Middle East and north Africa.
invasion*	A military attack in which an army or country uses force to take over another country or area.	secondary source*	An object or record created after an event or period.
legacy*	Past events or actions which have had a lasting impact.	settlement*	A place where people live together as a community.

The Roman invasion of Britain

Emperor Claudius led a successful invasion of Britain in AD 43. He wanted to show off his power and expand the empire.



Hadrian's Wall

Built by the Romans in AD 122 under Emperor Hadrian's orders, the wall marked the northern boundary of the Roman Empire in Britain and defended it from tribes to the north.



Vindolanda

An ancient Roman fort near Hadrian's Wall, Vindolanda was a key military camp. The well-preserved artefacts and writings found there by archaeologists provide evidence about life in Roman Britain.



Boudicca

Boudicca was the Celtic queen of the Iceni tribe. She married King Prasutagus, who made a deal with the Romans to keep his land after their invasion. However, the Romans did not keep to their side of the deal. Boudicca successfully led a rebellion against the Romans and destroyed their capital. She was eventually defeated by the Romans and died in AD 60.



*keu vocabularu



Life in all its Fullness
John 10:10


History



History - Why did the Romans invade and settle in Britain?

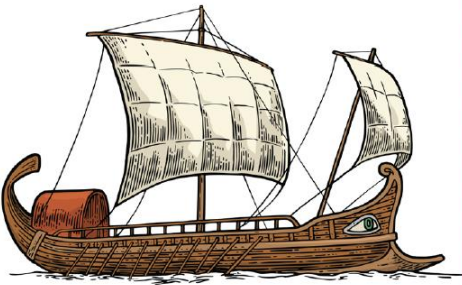
The Roman army

The Roman army was responsible for the expansion of the Empire. It was well-organised, and the soldiers were well-equipped and trained. Formations such as the testudo (tortoise) and the wedge allowed them to attack and defend themselves quickly.

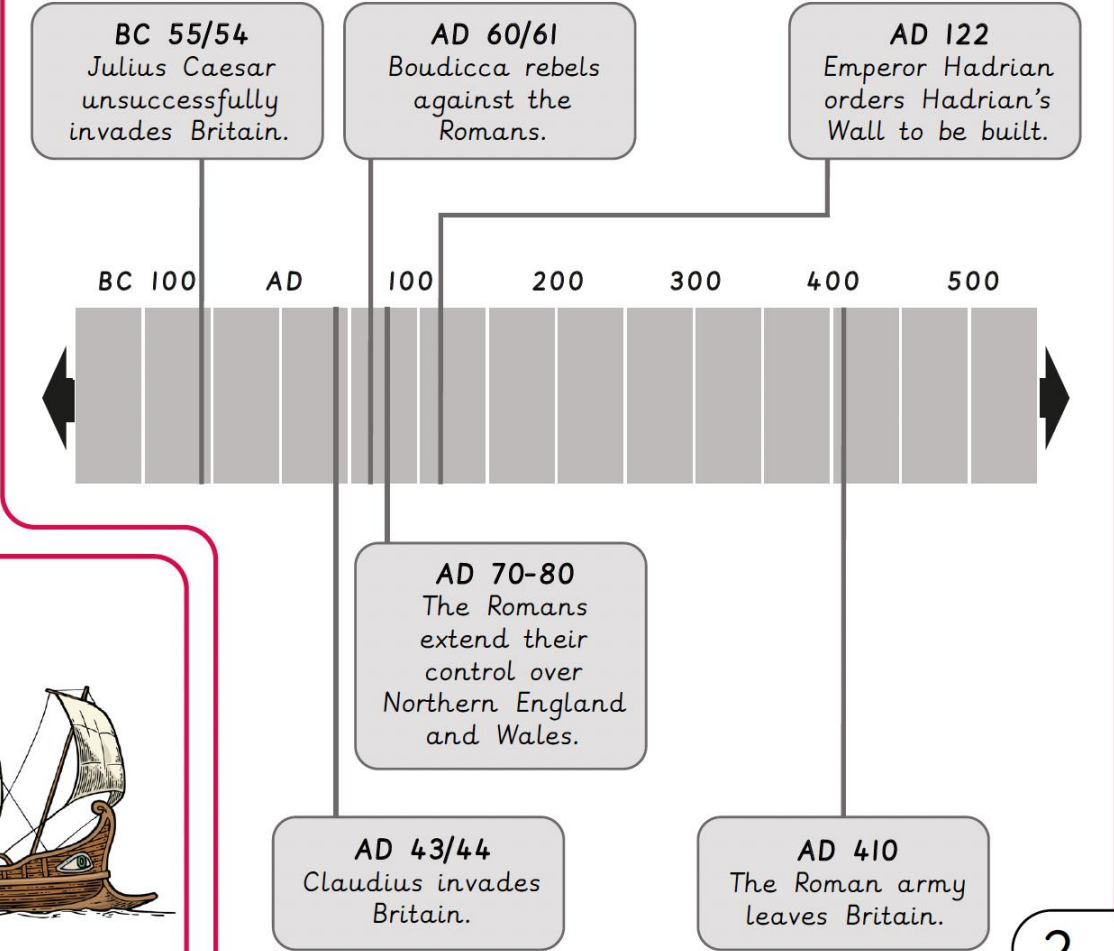


The Romans leave Britain

The Roman army left Britain for good in AD 410. Germanic groups were attacking Italy, and Emperor Honorius decided he needed the army to defend it. Britain was left to await the arrival of the next invaders. The Romans had changed life in Britain for good.



The Roman invasion of Britain



BC 55/54
Julius Caesar unsuccessfully invades Britain.

AD 43/44
Claudius invades Britain.

AD 60/61
Boudicca rebels against the Romans.

AD 70-80
The Romans extend their control over Northern England and Wales.

AD 122
Emperor Hadrian orders Hadrian's Wall to be built.

AD 410
The Roman army leaves Britain.



Art



Year 3 - Sculpture and 3D

sculptor	An artist who makes sculptures.
structure	Parts arranged in a particular way, like a cardboard model.

Artist information

Anthony Caro
(March 1924 - October 2013)

- A British artist who made abstract sculptures.
- Used scrap metal and found objects.
- Some of his sculptures are colourful.

Ruth Asawa
(January 1926 - August 2013)

- An American sculptor who made wire sculptures.
- She was interested in the shapes created by space between artworks.

Abstract	Figurative

Positive space	Negative space



Life in all its Fullness
John 10:10

Art



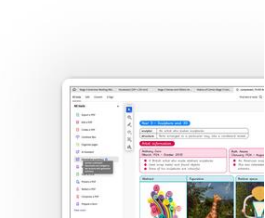
Year 3 - Sculpture and 3D

Techniques for joining shapes

<p>tie</p>	<p>twist</p>	<p>tabs</p>
<p>slot</p>	<p>wrap</p>	<p>balance</p>

Techniques for shaping card - from 2D to 3D

<p>roll</p>	<p>fold</p>	<p>concertina</p>
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PSHE

Year 3 - Safety and the changing body


Allergic	Having a reaction to something, e.g. food or a substance.
Anaphylaxis	A severe allergic reaction to something.
Bullying	To cause repeated physical or emotional pain to somebody.
Casualty	Someone who has been injured.

Cyberbullying	
Bullying that happens online.	
It is important to be kind online as well as face to face.	

Fake	Something that is not real.
Influence	To have an effect on someone's decision.

Getting help

In an emergency, call 111 or 999.



If you are worried about something, talk to an adult you trust at home or at school.

Contact: Childline
www.childline.org | 0800 1111 | Calls **DO NOT** show on the phone bill.


Key concepts



Some people can have an allergic reaction to a bite or a sting. If this happens, you need to get help as quickly as possible.

Some emails are fake and we should not reply or click on links if we do not know who they are from.

There are some choices we can make for ourselves, and other things will be decided for us.



Other people might influence the choices we make.

Safety tips

If you receive a suspicious email, mark it as spam, delete it or report it to an adult.

If you are not sure about a decision, talk it over with someone you trust.



When we cross the road we need to remember to:
Stop , Look  and Listen .



Life in all its Fullness
John 10:10

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 of living.

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.



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.

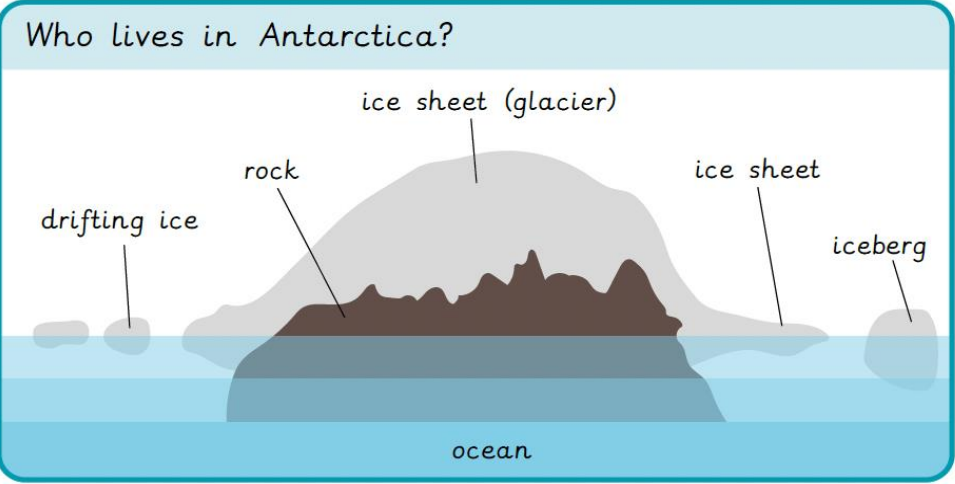
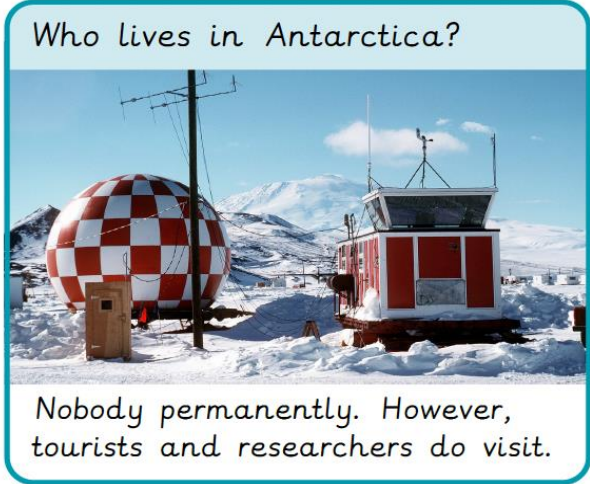
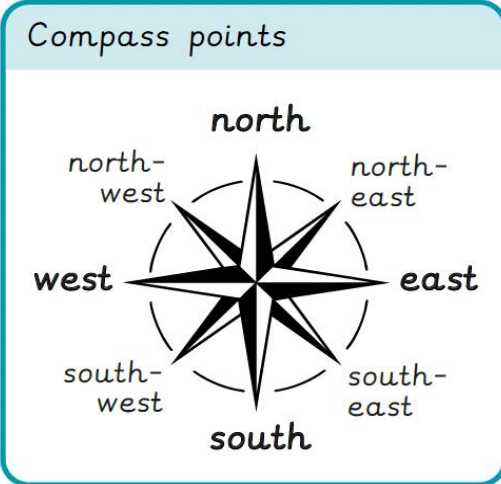
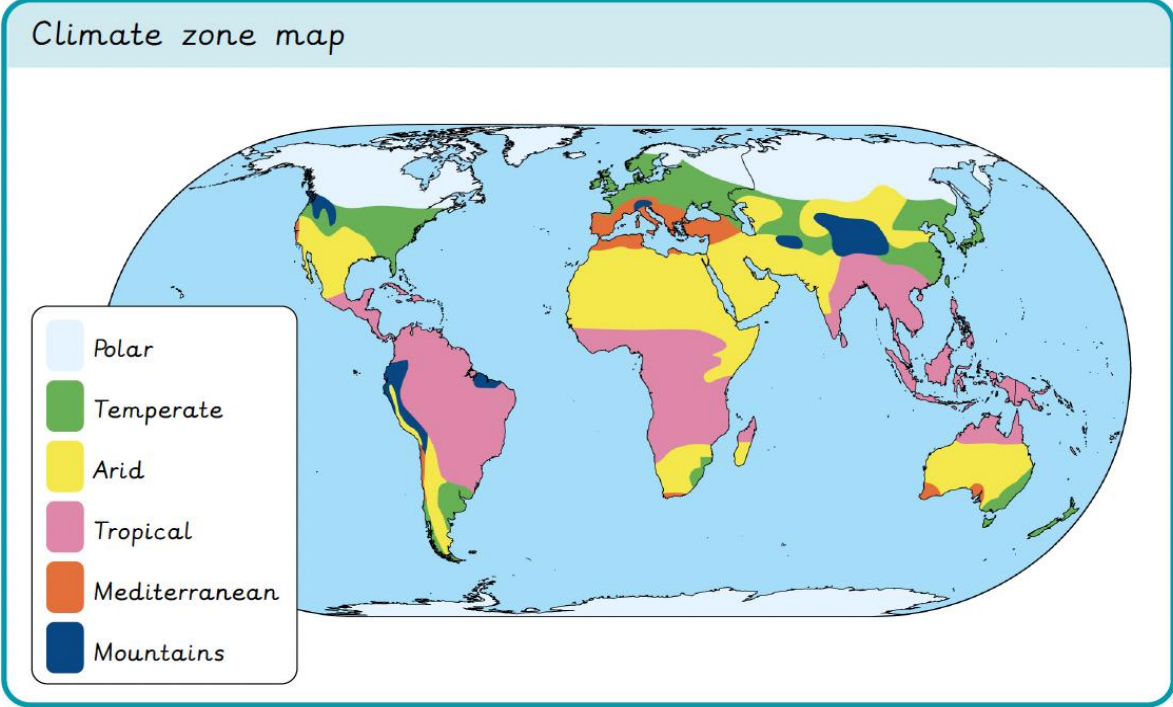
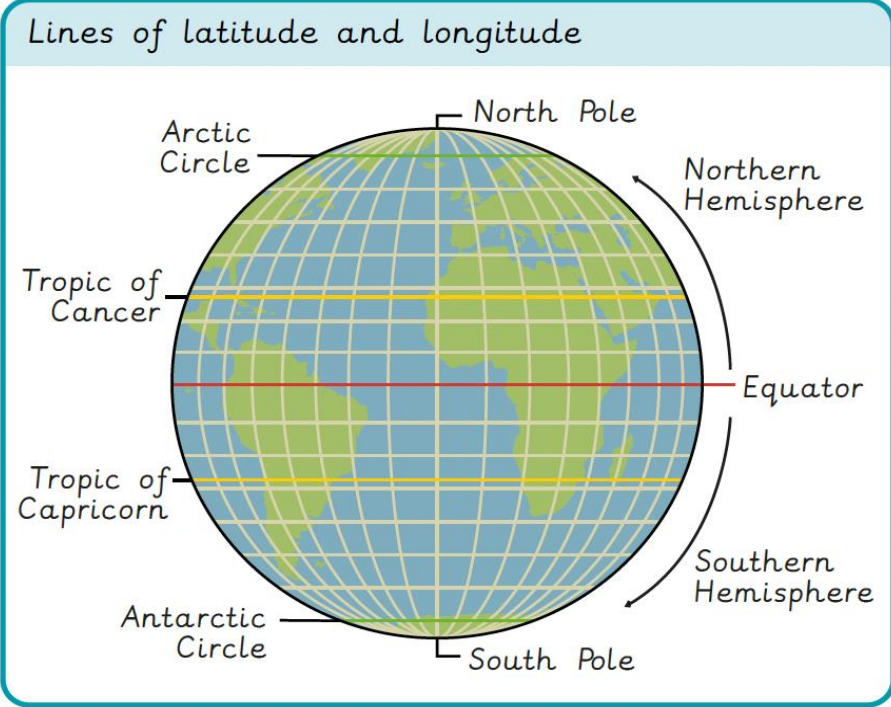




Life in all its Fullness
John 10:10

Geography - Who lives in Antarctica?

Geography





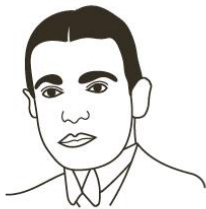
Geography - Who lives in Antarctica?

Geography



Antarctica is located at the southern most point on the globe. It experiences extreme blizzards and snowstorms, has many mountain ranges and even an active volcano.

Ernest Shackleton



An explorer who wanted to be the first man to reach the South Pole in Antarctica. He never made it there but is famous for bringing 28 men back to the UK alive after his expedition to Antarctica went wrong and his boat sank.

The Antarctic Treaty



A written agreement signed by many countries so far, promising to keep Antarctica a peaceful place and to protect its environment.

lines of latitude	Invisible horizontal lines mapped on our globe to show how far north or south a place is from the Equator.
lines of longitude	Invisible vertical lines mapped on our globe to show how far east or west a place is from the Prime Meridian.
hemisphere	One half of the Earth.
climate	The long-term weather conditions in a specific region.
climate zone	Areas of the world grouped together that have a similar climate.
compass points	North, east, south, west, north-east, south-east, south-west, north-west
direction	An imaginary line showing the way someone or something is moving.
treaty	A formal, written agreement between two places.
ice shelf	A thin layer of ice extending off a glacier into the sea.
ice sheet	A layer of ice covering the land for a long period of time, also known as a glacier.
drifting ice	Thin, floating pieces of ice not attached to a glacier.
iceberg	Large chunks of floating ice that break off a glacier.



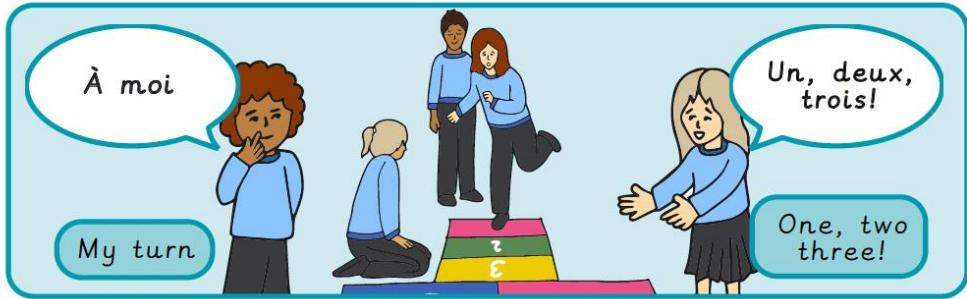
French - Playground games

French

Phrases	
égale	equals
C'est	It is
Tu as quel âge ?	How old are you?
J'ai sept ans	I am 7 years old

Game phrases			
À moi !	My turn!	Manqué !	Missed!
À toi !	Your turn!	Gagné !	Won!

Pronunciation		
Some end letters are <i>silent</i> in French		
Un	one	(un)
Deux	two	(duh)
Trois	three	(twa)



Plus - add - is used when adding two or more numbers together this time the "s" is pronounced. Also means 'more'

trois **plus** deux égale cinq

three add two equals five

Moins - minus / take away - is used when subtracting two or more numbers. Also means 'less'.

neuf **moins** trois égale six

nine minus three equals six

Il y a combien de triangles?	How many triangles are there?
Il y a trois triangles	There are three triangles



Life in all its Fullness
John 10:10

French

French - Playground games

un
one

deux
two

trois
three

quatre
four

cinq
five

six
six

sept
seven

huit
eight

neuf
nine

dix
ten

onze
eleven

douze
twelve

$2 + 2$
deux plus
deux



Plus
add

$3 - 2$
trois moins
deux



moins
minus /
Take away



Life in all its Fullness
John 10:10

Music - Developing singing technique

Music



Kapow

action	A movement that matches the music.
beat	The steady pulse you can feel or move to in music.
coordination	Effectively organised so that all the parts work well together.
discipline	Hardworking, focused, not giving up.
improve	To make something better by changing it.
layer	One part of the music that can be heard at the same time as others.
lyrics	The words of a song. "Dragon ships, Speed across the sea, What belongs to you Will soon belong to me."
rehearse	To practise something so you can get better at it.
rhythm	A pattern of long and/or short notes.

duration - the length of time each note is played for.



- ① minim: A note lasting two beats.
- ② crotchet: A note lasting one beat.
- ③ quaver - A note lasting half a beat that usually comes in a pair to make a whole beat.



Ways to improve a musical performance:

- Nod along or march to the beat.
- Perform an action with each line.
- Look for when to start and finish.
- Follow the lyrics with a finger.
- Project voices and sing loud and clear.
- Stand tall and straight.





Life in all its Fullness
John 10:10

Computing

Emailing

Account	An online or intranet service, which stores information safely behind a username and password.
Attachment (email)	A function that lets you add files to an electronic message (email) before sending.
BCC	Blind Carbon Copy allows you to send a copy of the email written to another person's email address, but other readers will not be able to see this in their email thread.
CC	Carbon Copy lets you send a copy of the email you have written to another person's email address.
Computer	Electronic machines that accept and process information to produce an output, and then store the results.
Cyberbully	Someone who bullies others through the internet.
Cyberbullying	Constantly being unkind to someone using online platforms, for example email and instant messaging.
Domain	The online location or hosting website that the email address belongs to.
Email	Electronic-mail which allows us to send messages and files from one account to another over a network.
Email account	A central place where a user's emails are stored for them to view, and compose.
Emoji	Small icons that represent feelings or objects, commonly used in emails and instant messaging.
Information	Knowledge that can be remembered, written in documents or stored in different forms as data, such as in video files and audio recordings.
Log off	To lock your account.
Log on	To put in a username and password unique to you, to access your personal account.
Password	A unique combination of letters, numbers or symbols that protects personal information online.
Spam	Nonsense or junk emails, used for advertisement or harassment.
Username	A unique name or email address for your account.

⚠ Watch out for unexpected emails with unknown links. Inform a trusted adult.

Key facts



Find the @ symbol on your keyboard here:



Email address examples
example@kapowprimary.com
example@domainname.co.uk

Example email compose window:

Blind carbon copy

Carbon copy

The email address of the person who will receive the email

Log out

New email

To: example@example.com

Cc: example@kapowprimary.com

Bcc: email@example.co.uk, email@kapowprimary.com

Subject: Title of the email

Compose a message

Where you write the text for your email.

Attached: image.png

Send email

To add attachments to email such as picture, audio or video files. etc

Delete your email draft.



D&T - Pneumatic toys

Design and Technology



cross-sectional diagram	A drawing that shows the inside of an object as if it has been cut through.
exploded diagram	A diagram that shows all of the parts of a product by separating the inside and outside parts.
input	The movement used to start a mechanism.
linkage	Lengths of a material (like wood or card) that are joined together by pivots so that the links can move as part of a mechanism.
mechanism	A set of parts of a machine that work together to make something move.
output	The movement that happens as a result of starting a mechanism.
pivot	The central point, pin or shaft where a mechanism turns or swings.
pneumatic system	A mechanism that uses squashed air to cause a movement.
sustainable	Materials that do not harm the planet and can be reused or recycled.
thumbnail sketch	A simple drawing to get ideas down on paper quickly.

When air enters the balloon, the monster's mouth opens.

When air exits the balloon, the monster's mouth closes.



Life in all its Fullness
John 10:10

Diagrams are simple pictures that show how something works or what it looks like.

