

Unit 6

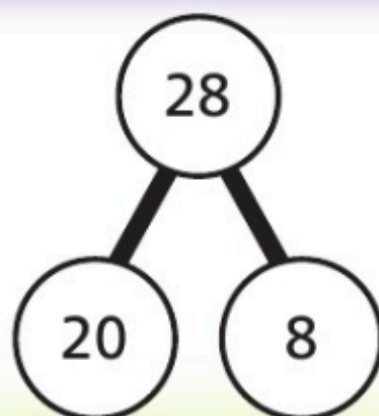
Multiplication and division 3



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

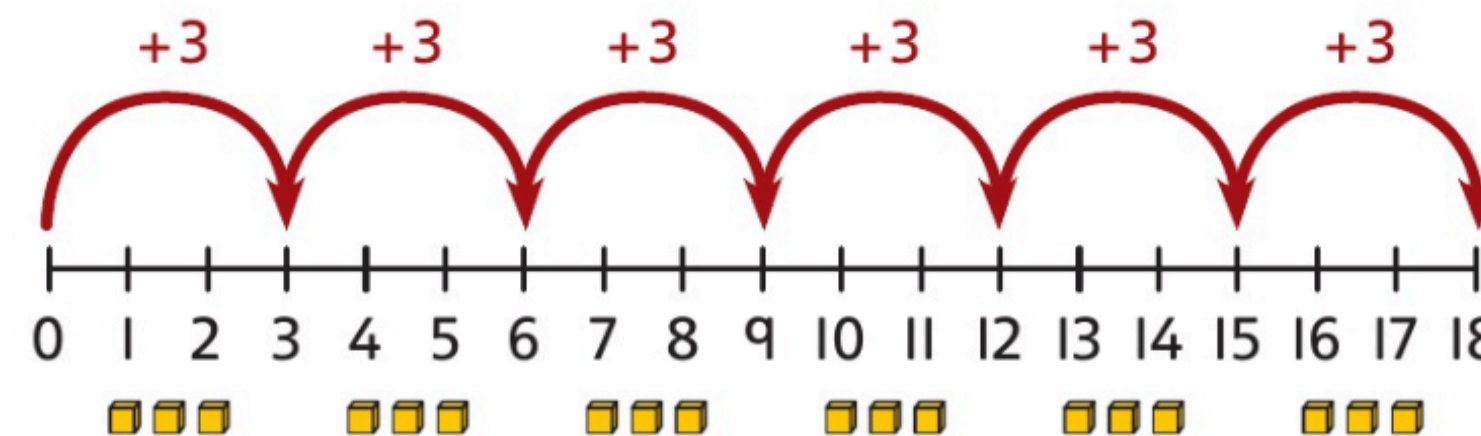
remainder

expanded written method

share

multi-step

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



Unit 7

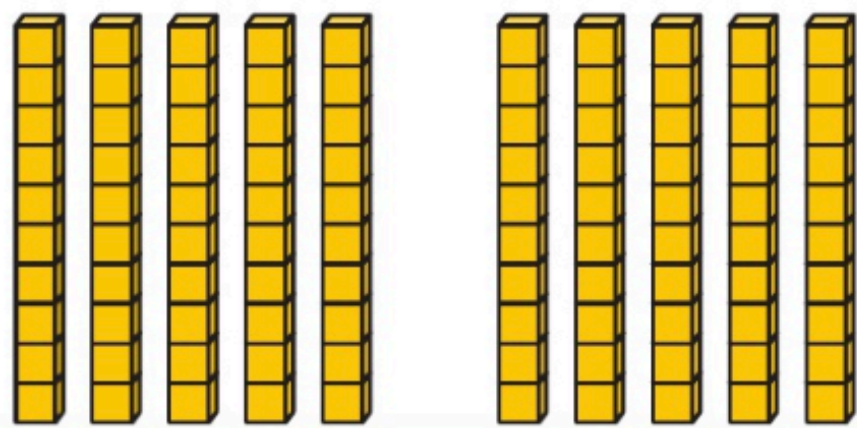
Length and perimeter



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

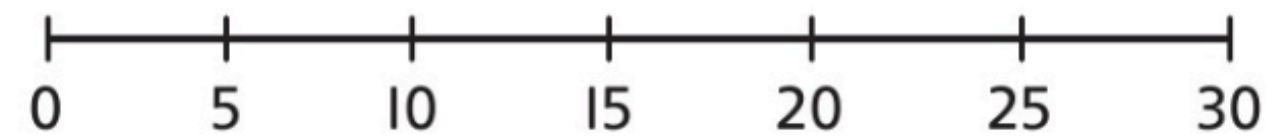
How many 10s go into 100? We could use base 10 equipment or counters to show this.



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?



Unit 8

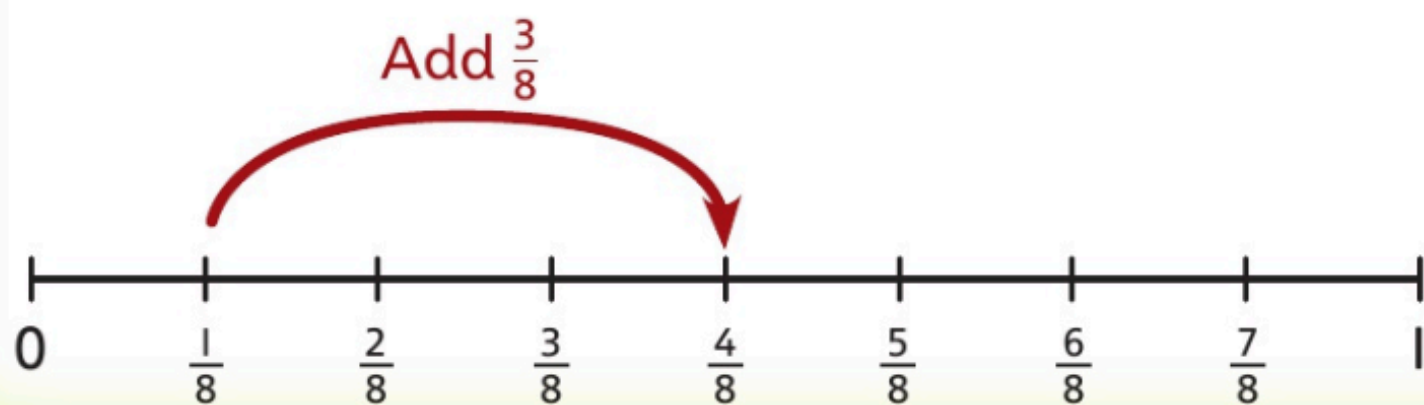
Fractions



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

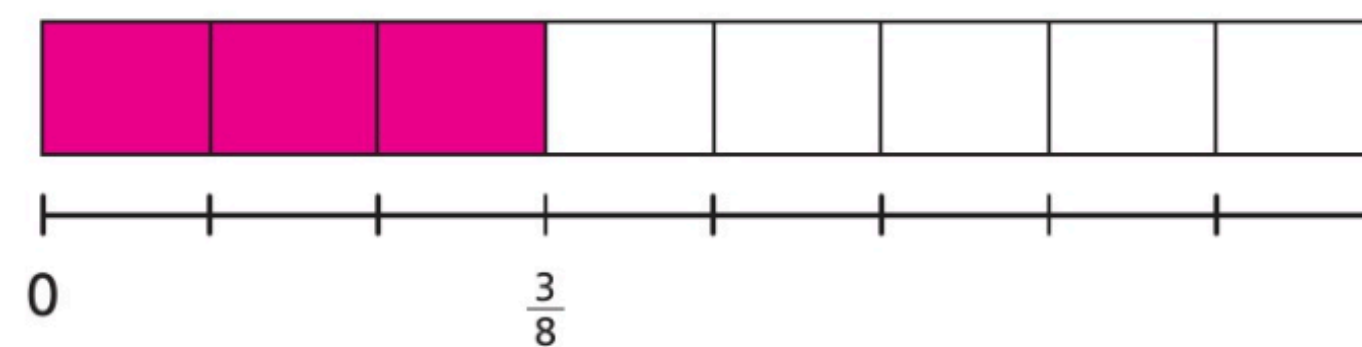
compare add fraction

whole equivalent fraction greater than (>)

less than (<) equal to multiply

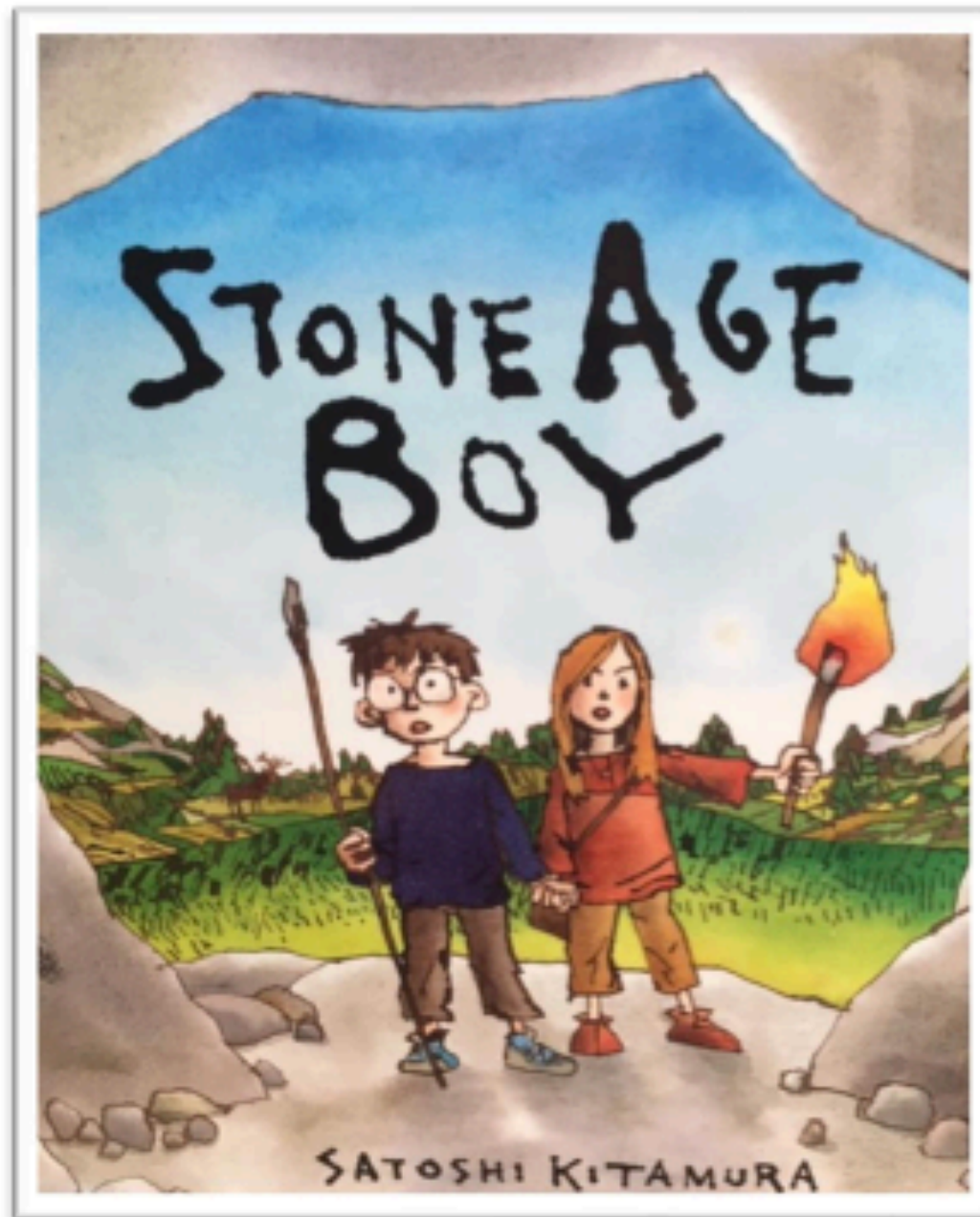
inequality statement divide

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



Stone Age Boy

by Satoshi Kitamura



Outcome: Fiction - Historical narrative

Writing outcome:

Write the story from the point of view of the boy

Greater depth writing outcome:

Write from the point of view of Om or one of her family members



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 a range of co-ordinating and subordinating conjunctions Create characters, settings and plot in narrative 	<ul style="list-style-type: none"> Form nouns with a range of prefixes Use present and past tenses correctly and consistently including progressive and present perfect forms Use inverted commas to punctuate direct speech (using dialogue to show relationship between characters) Build a varied and rich vocabulary 	<ul style="list-style-type: none"> Write a sequence of events to follow the structure of the model story Write an opening paragraph and further paragraphs for each stage Create dialogue between characters that shows their relationship with each other Use 3rd or 1st person consistently Use tenses appropriately Add historical detail to characters, setting and events

NC Word List – Years 3 and 4

Developing Vocabulary

actual
busy
calendar
centre
century
certain
circle
describe
eight
forward
fruit
group
history
interest
perhaps
women
suppose

wander
stumble
relief
strike
chip
trim
wiggle
flicker
furious
pierce
skinning
smoke
stew
flint
spear
spearhead
grindstone
leather
ornament
archaeologist



Pathways to Spell

Year 3

Spring 1

Spring 1 overview:

Wk	Review	Mastery focus
1	<ul style="list-style-type: none">Common exception words	<ul style="list-style-type: none">Word list – years 3 and 4
2	<ul style="list-style-type: none">Adding the prefix <i>un-</i>	<ul style="list-style-type: none">More prefixes: <i>dis-</i>
3	<ul style="list-style-type: none">Adding the prefix <i>un-</i>, <i>dis-</i>	<ul style="list-style-type: none">More prefixes: <i>mis-</i>, <i>in-</i>, <i>re-</i>
4	<ul style="list-style-type: none">More prefixes <i>dis-</i>, <i>mis-</i>, <i>in-</i>, <i>re-</i>	<ul style="list-style-type: none">More prefixes: <i>sub-</i>, <i>inter-</i>, <i>super-</i>
5	<ul style="list-style-type: none">The /s/ sound spelt <i>c</i> before <i>e</i>, <i>i</i> and <i>y</i>	<ul style="list-style-type: none">More prefixes: <i>anti-</i>, <i>auto-</i>
6	<ul style="list-style-type: none">The /ɔ:/ sound spelt <i>a</i> before <i>l</i> and <i>ll</i>	<ul style="list-style-type: none">Use the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel

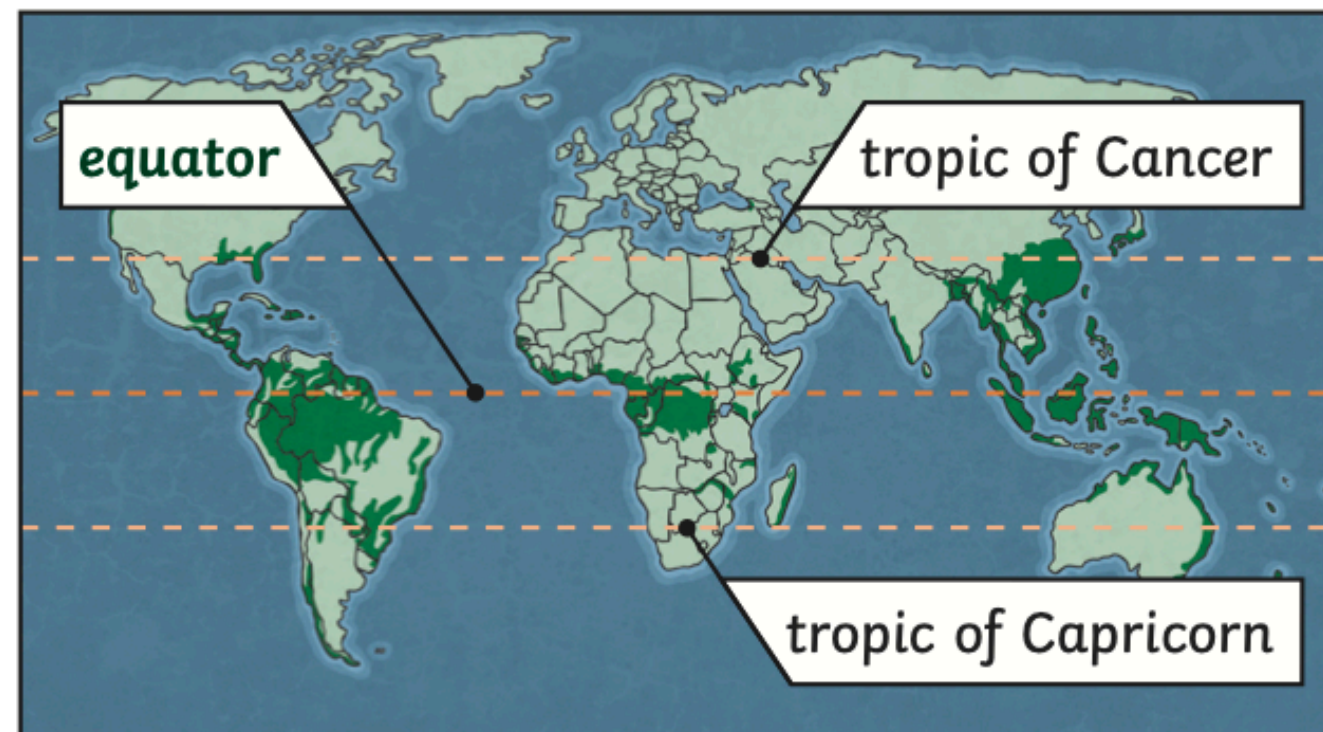
Where in the world?

Where in the World?

Rainforests are found near to the **equator** between the tropic of Cancer and the tropic of Capricorn.

They can be found in every continent except Antarctica.

They are located in countries such as Brazil, India, Peru, Mexico, Australia and Malaysia.



Year 3: Geography Rainforest



Layers of the rainforests and the animals that live there

Rainforests Climate

Climate

The **climate** in the rainforest is the same all year round.

- Average rainfall of 6cm each month
- Usually rains every day
- Hot and **humid**

Deforestation

Deforestation

Trees are cut down:

- to create fields for farming cattle and growing crops,
- to produce timber and wood pulp to make furniture and paper,
- to create space for housing.

Positive Impacts

- Jobs are created in logging and transporting timber and manufacturing products.
- Selling land raises money for local people.

Negative Impacts

- People's homes are destroyed.
- Animals and plants may become extinct through habitat loss.
- Plants that may have been useful could be lost.

Emergent Layer	Canopy Layer	Understorey Layer	Forest Floor
Trees can be up to 60m tall	Trees form a roof over the plants below	Trees grow to less than 4m tall	Very few plants
Lots of sunlight	Lots of sunlight but also plenty of rain	Very little sunlight	Almost no sunlight
Cold and windy	Lots of food for animals	Warm and humid	Leaves and debris decompose quickly
Birds, bats, monkeys and butterflies	Snakes, toucans and tree frogs	Lots of insects	Gorillas, anteaters, leopards and tigers

Key Vocabulary

Climate

The average weather conditions over a long period of time.



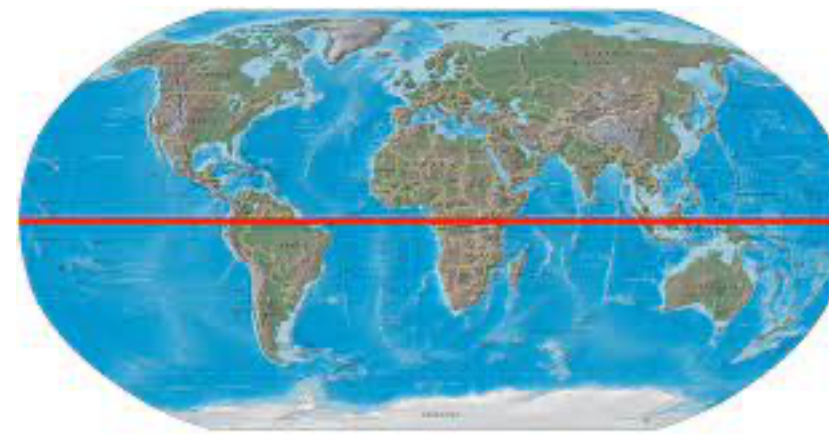
Deforestation

The cutting down and clearing of forests



Equator

An imaginary circle running round the centre of the earth



Humid

Feeling very damp due to water vapour in the air



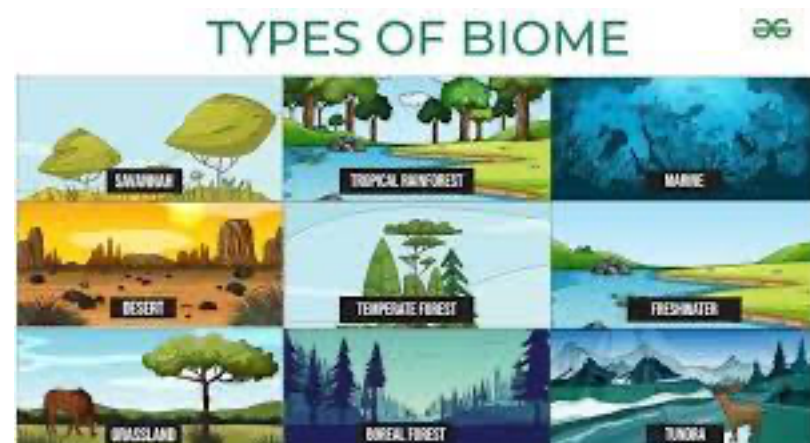
Native Tribes

The original settlers of an area.



Biome

An area of the planet with similar climate and landscape.



Emergent Layer

The top layer of the rainforest this layer gets lots of sunlight.



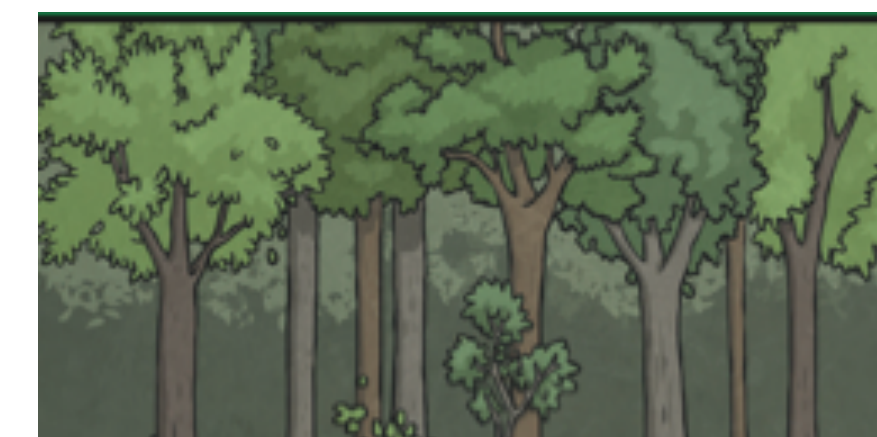
Canopy Layer

The Second layer of the rainforest the trees in this layer make a roof for the plants below.



Understory Layer

Middle layer of the rainforest its very humid in this layer with little sunlight.



Forest Floor

The bottom layer of the rainforest this layer gets almost no sunlight



Fossils

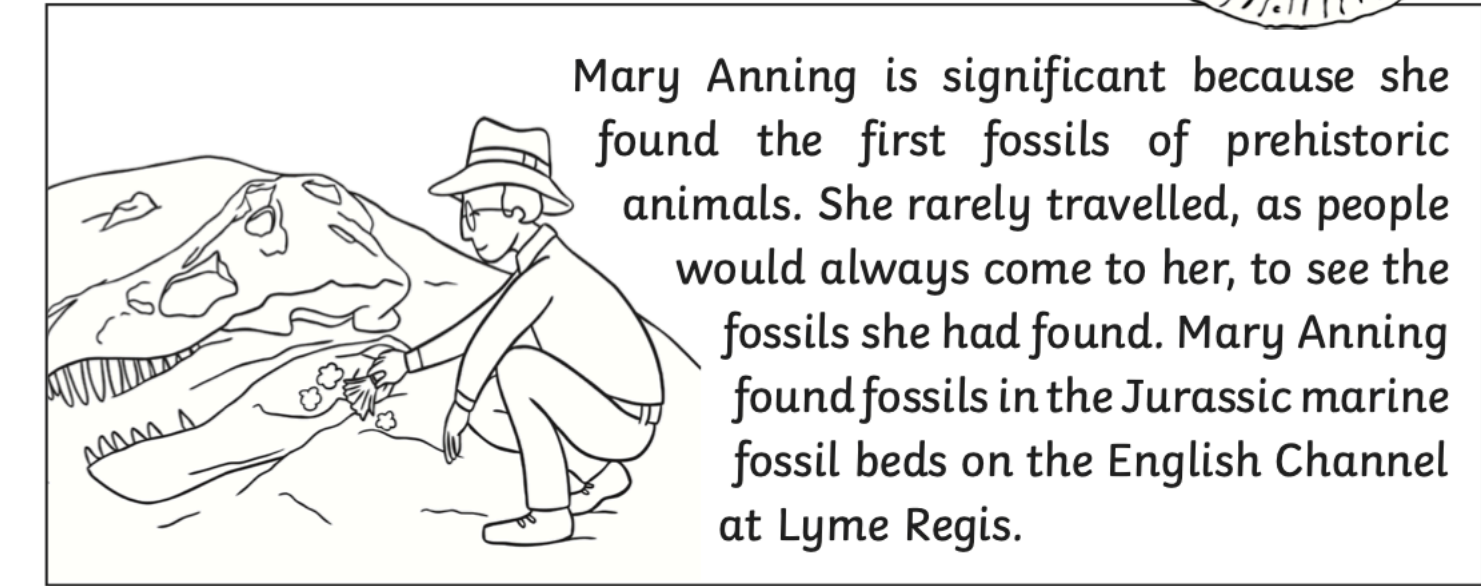
FOSSILS When an animal or plant dies, it usually decays quickly or can be eaten. However, sometimes an animal's body sinks into thick mud where there is oxygen so the remains don't decay or aren't disturbed. The remains rest here for thousands/millions of years with more mud and pressure on them. Minerals in the mud turn the remains to stone.



Year 3: Science Spring 1 -Rocks



Mary Anning



Mary Anning is significant because she found the first fossils of prehistoric animals. She rarely travelled, as people would always come to her, to see the fossils she had found. Mary Anning found fossils in the Jurassic marine fossil beds on the English Channel at Lyme Regis.

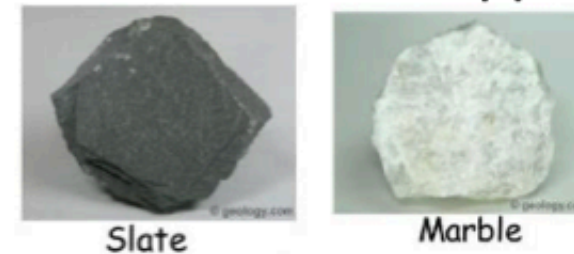
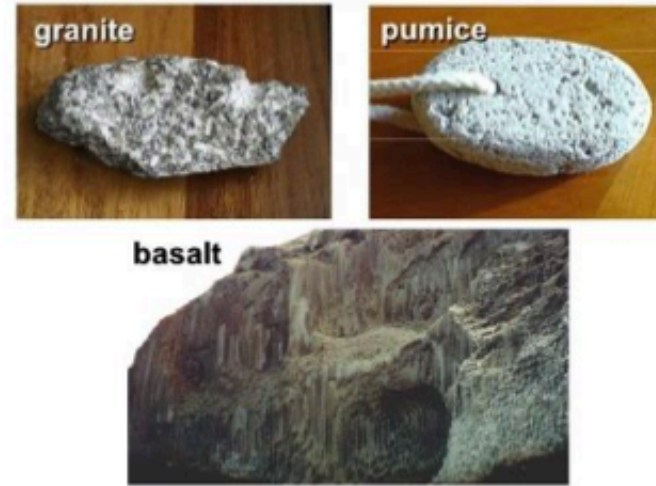
Types of Rocks

TYPES OF ROCKS

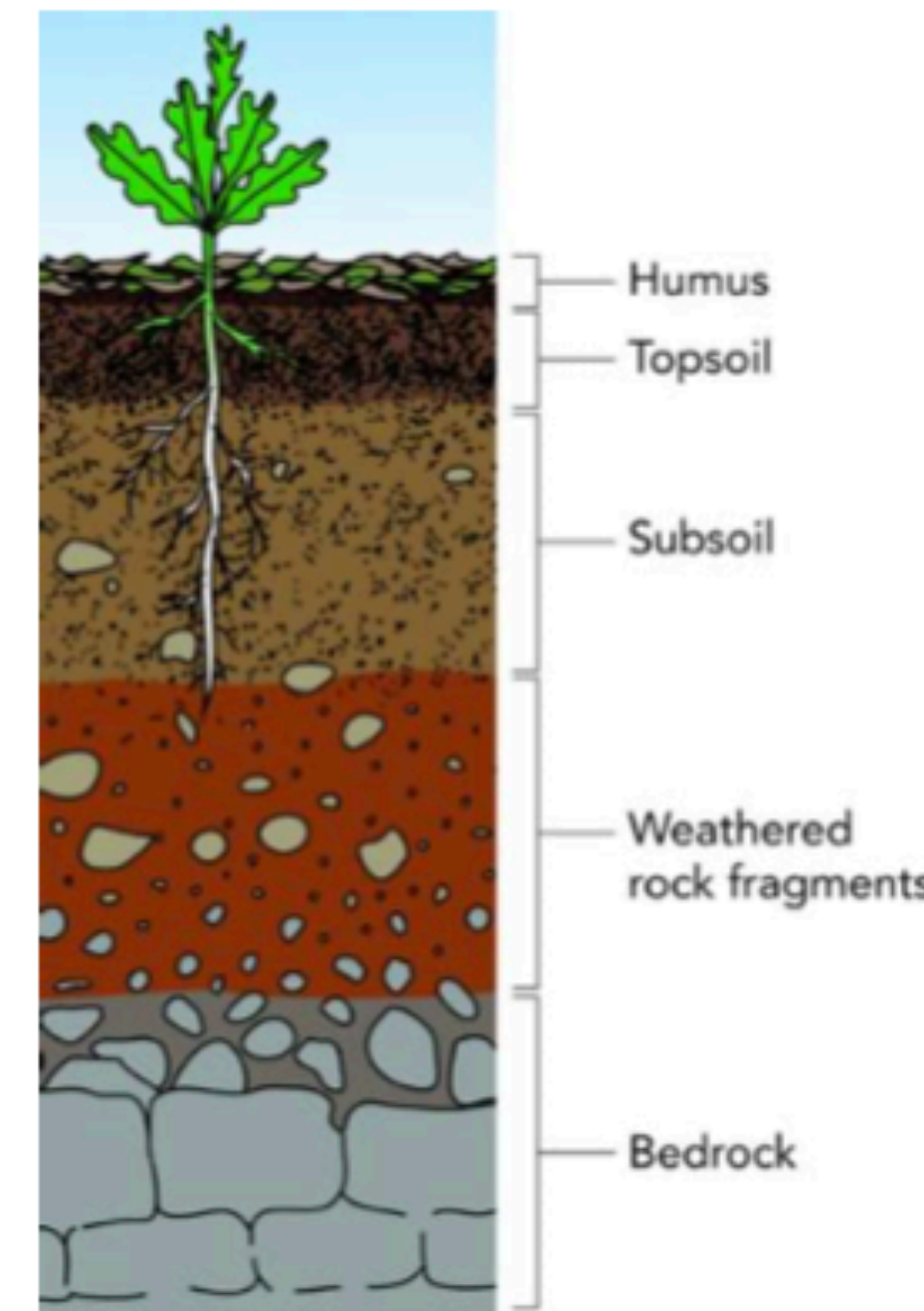
IGNEOUS ROCKS - are very hard, dark and heavy. They are formed when molten magma from a volcano cools down. They tend to have interlocking grains giving the rock a crystalline appearance. **EXAMPLES: granite, basalt, obsidian.**

METAMORPHIC ROCKS - are rocks which have been changed over time by pressure or heat. Fossils can be found in metamorphic rocks if plants and animals have been trapped in the rocks. They are hard but can be damaged by acids. **EXAMPLES: slate, marble**

SEDIMENTARY ROCKS - are formed by sediment (which includes minerals, small pieces of plants and other organic matter) that is deposited over time. The sediment is compressed over a long period of time before it become solid layers of rock. **EXAMPLES: sandstone, limestone, flint, chalk**



Layers of soil



LAYERS OF SOIL

Half of soil is air and water. In soil you can find sand, small stones, bits of leaves and roots. There are also millions of micro-organisms in the soil which help break down the matter and make the soil healthy and full of life.

Key Vocabulary

Rock

Made up of grains that are packed together



Mineral

Solid chemical substances that occur naturally



Fossil

The remains or impressions of a prehistoric plant or animal embedded in rock



Igneous

Lava or magma that has turned from liquid to solid



Metamorphic

An igneous or sedimentary rocks that have been changed by extreme heat or pressure



Sedimentary

A rock formed from build up of sediment at the bottom of rivers and oceans



Sediment

Dead animals, plants or pieces of rocks that settles to the bottom of a liquid.



Magma

Liquid rock inside a volcano



Lava

Liquid rocks which flows out of a volcano

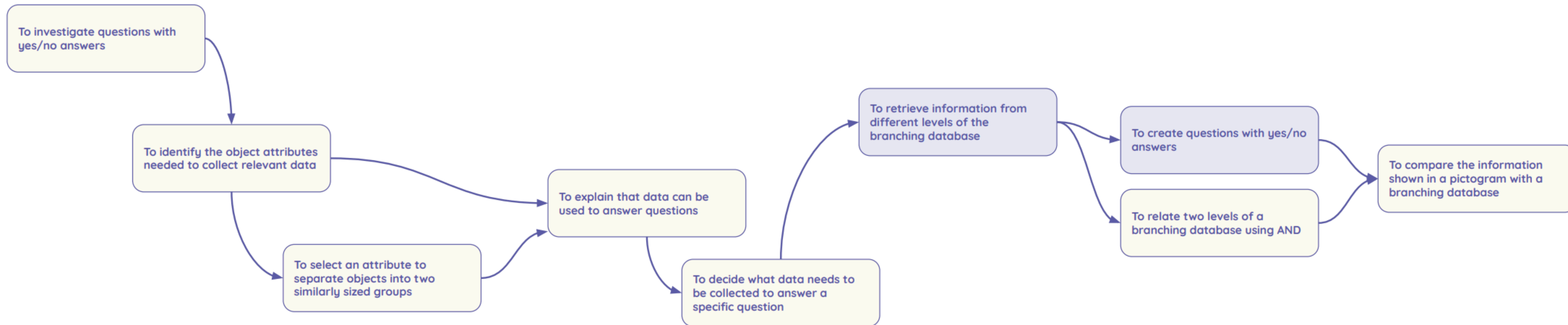


Permeable / Impermeable



Year 3: Computing

Spring 1 - Branching Database



Key Vocabulary

Branching Database

A way of classifying a group of objects.

Data

Facts and statistics collected together that can provide information.

Collate

Collect and combine (texts, information or data)

Field

The group data is organised into.

File

A set of record cards.

Key Knowledge

What is a database?

A database is a computerised system that makes it easy to search, select and store information.

- Databases are used in many different places.
- Your school might use a database to store information about attendance or to store pupil's and teachers' contact information.

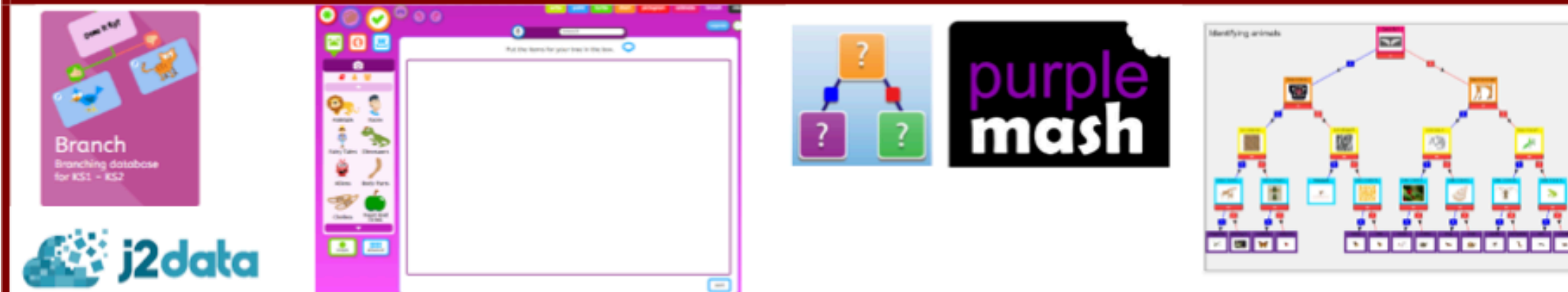
Records and Fields

- Databases store data in tables.
- Tables are made up of fields and records.
- A hospital might use a database to keep records of its patients. A patient's record may contain the follow fields: 1) First name 2) Last name 3) Height 4) Release Date
- A table consists of related records, eg patients, and a record consists of related fields, eg Paul Smith who is 1.8m and was released on 26.01.2019.

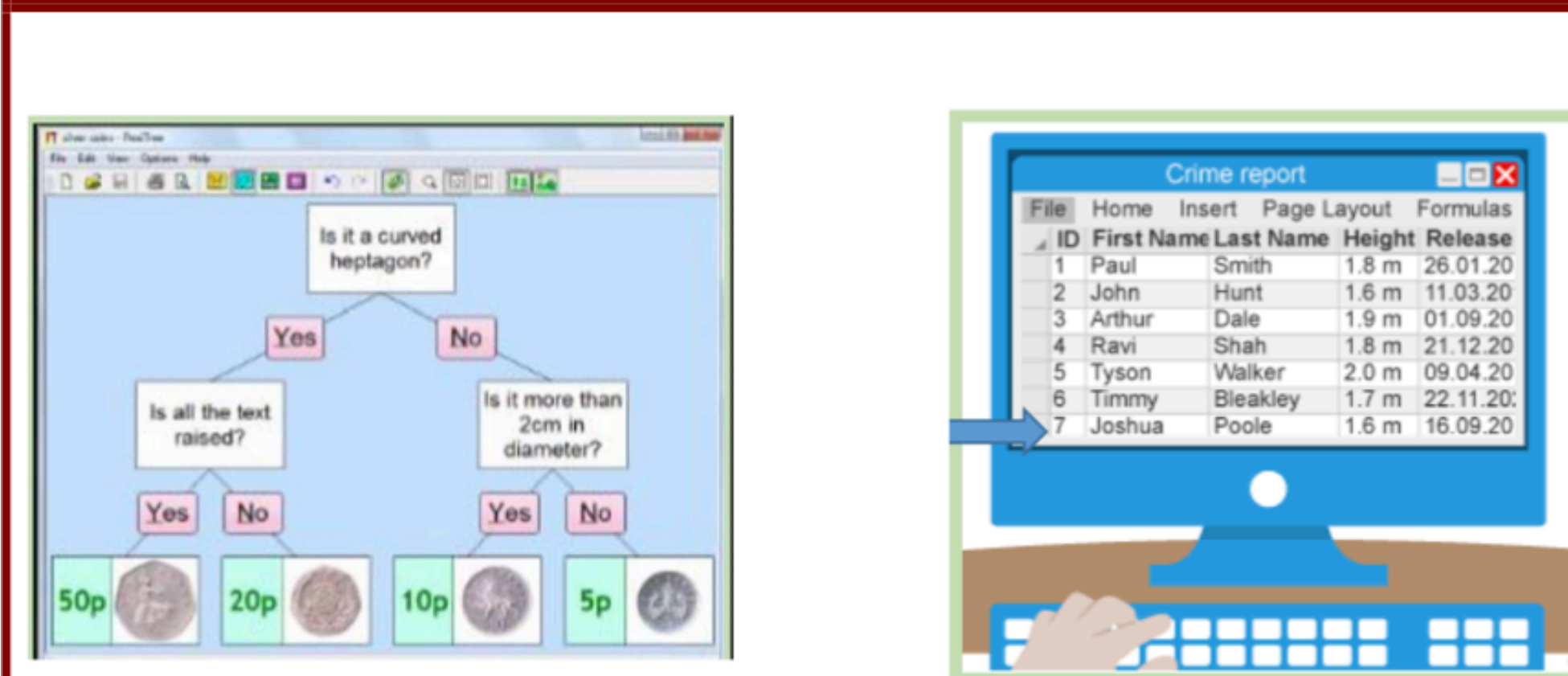
Grouping & Separating

Grouping- Objects can be put into different groups. These groups can be made up of objects that are the same, or that have the same attributes (features)

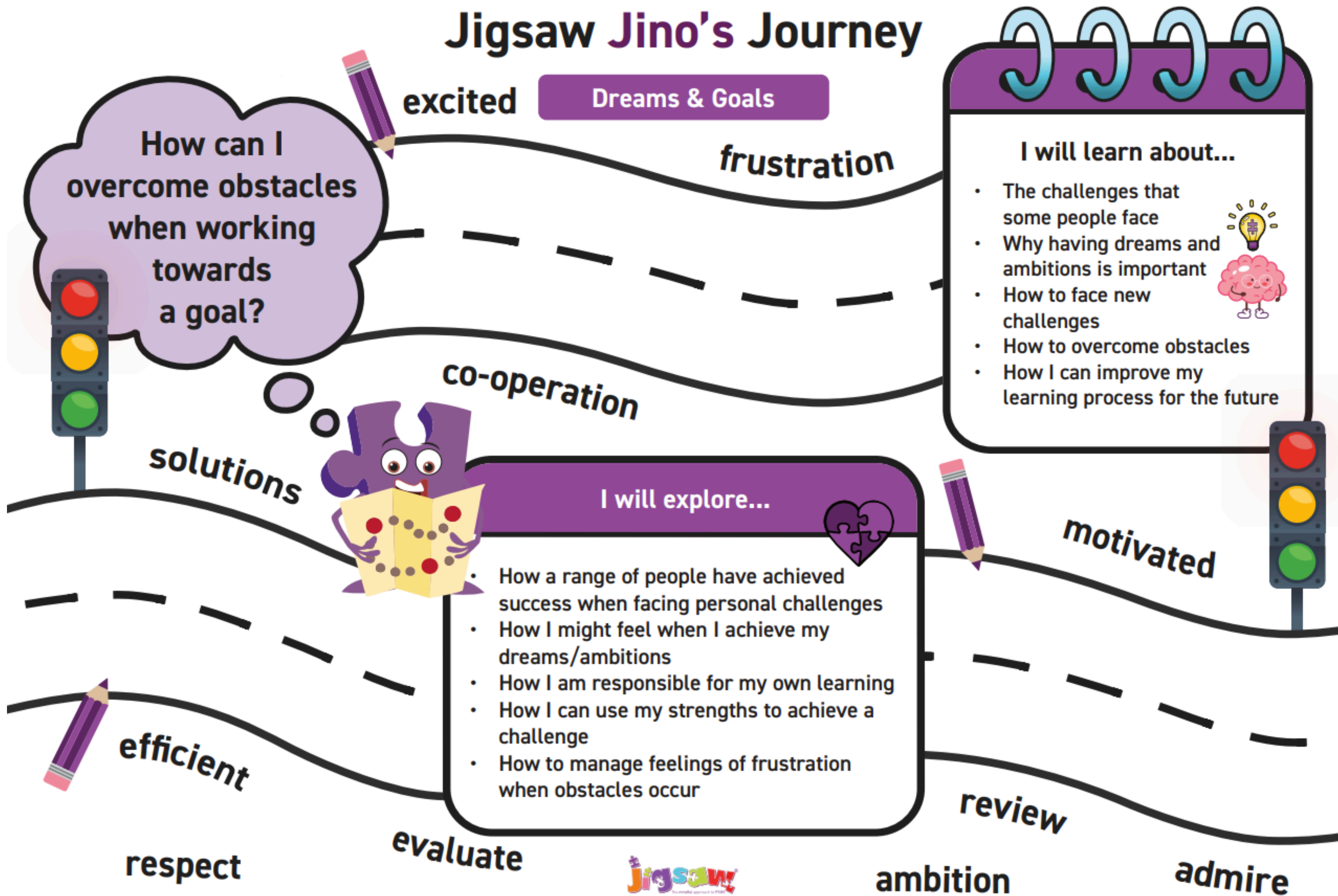
Programs and Apps



Examples of Databases



Jigsaw Jino's Journey



Year 3: Developing singing technique

Vocabulary

Transpose

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



Major

A tonality where the music sounds happy or bright.

Minor

A tonality where the music sounds sad or tense.

Parts

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

Ensemble

A small group of musicians who perform together.

Notation

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

Duration

The length of time a note is played for.



Minim

A note lasting two beats.



Crotchet

A note lasting one beat.



Quaver

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

Instruments

Percussion instruments

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

Body percussion

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



Untuned percussion

Percussion instruments you cannot play a tune on.



Control	To command something to change, such as the direction in which something moves.
Electronic	Devices that have some decision-making capabilities that require a processor.
Function	How an object or product operates or works.
Initiate	To start.
Programming loop	A piece of code that repeats until instructed to stop.
Monitor	To observe and record something over time.
Program	A series of code which instructs an electronic device to perform specific tasks.
Sensor	A tool or device that is designed to monitor, detect and respond to changes.
Simulator	Computer generated imitation of something such as a program test or product prototype.
User	A person that uses something.

Key facts

Smart wearables

A combination of electronics and items that you can wear to help you with day-to-day activities such as purchasing goods.



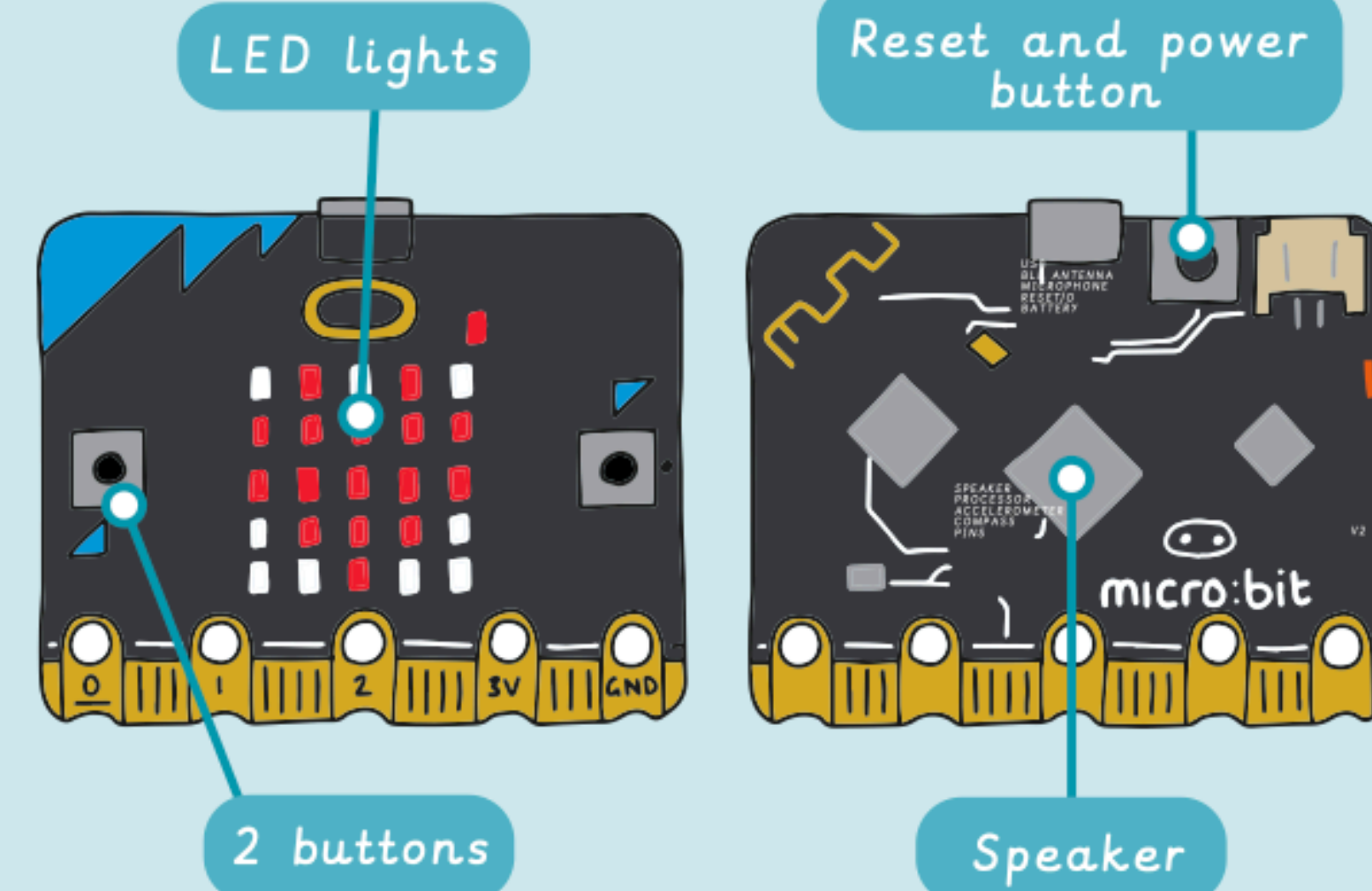
VR Goggles



Smart watch

What is a Micro:bit?

A programmable electronic device, that can be coded to carry out certain functions.



Digital revolution

Since the 1980s, as scientific discoveries come about, technology has continued to develop, becoming more advanced and making everyday tasks easier. This included analogue to digital technologies. It's sometimes known as the Third Industrial Revolution and is still happening today.



Analogue



Digital



rouge
red



bleu
blue



jaune
yellow



vert
green



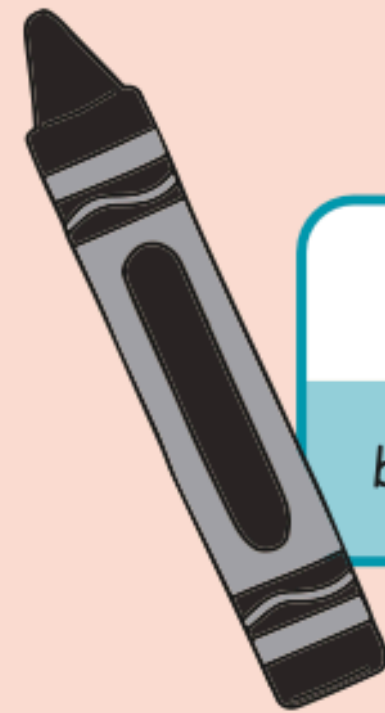
orange
orange



rose
pink



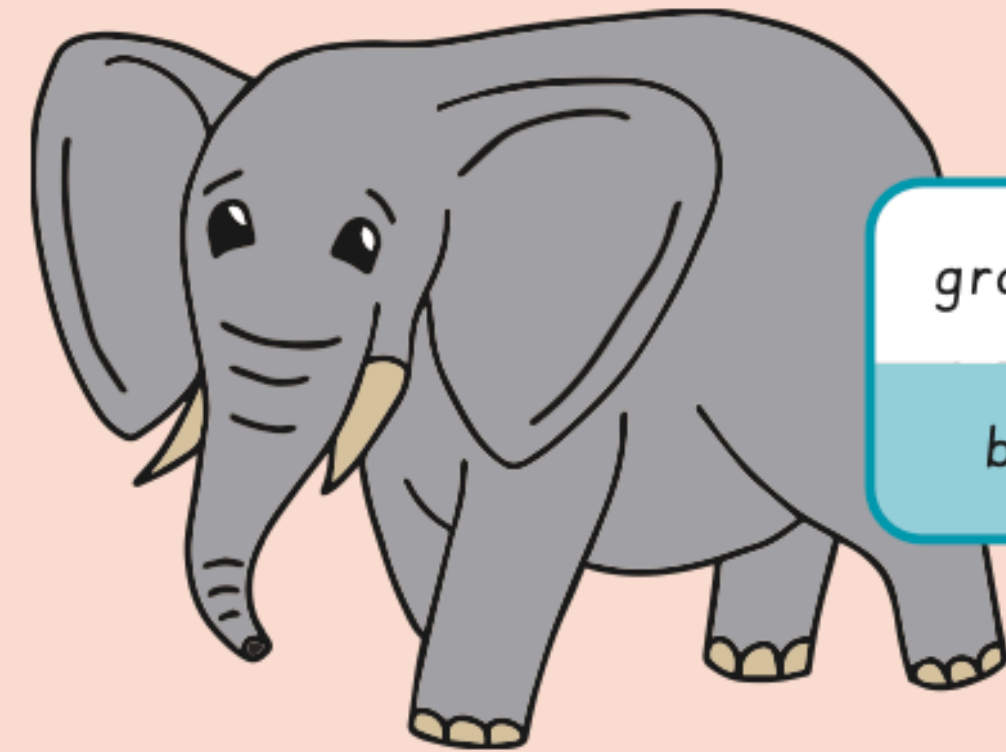
violet
purple



noir
black



blanc
white



grand
big



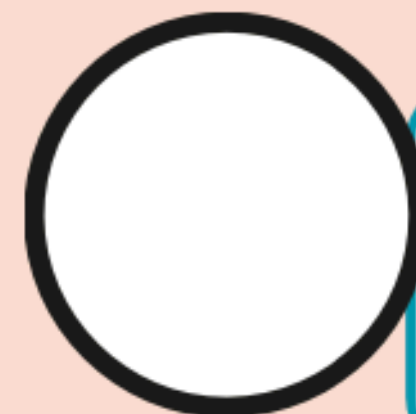
petit
small



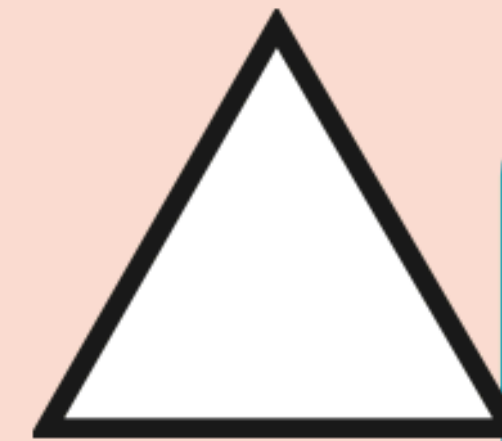
un rectangle
a rectangle



un carré
a square



un cercle
a circle



un triangle
a triangle

Sentence structure and phrases



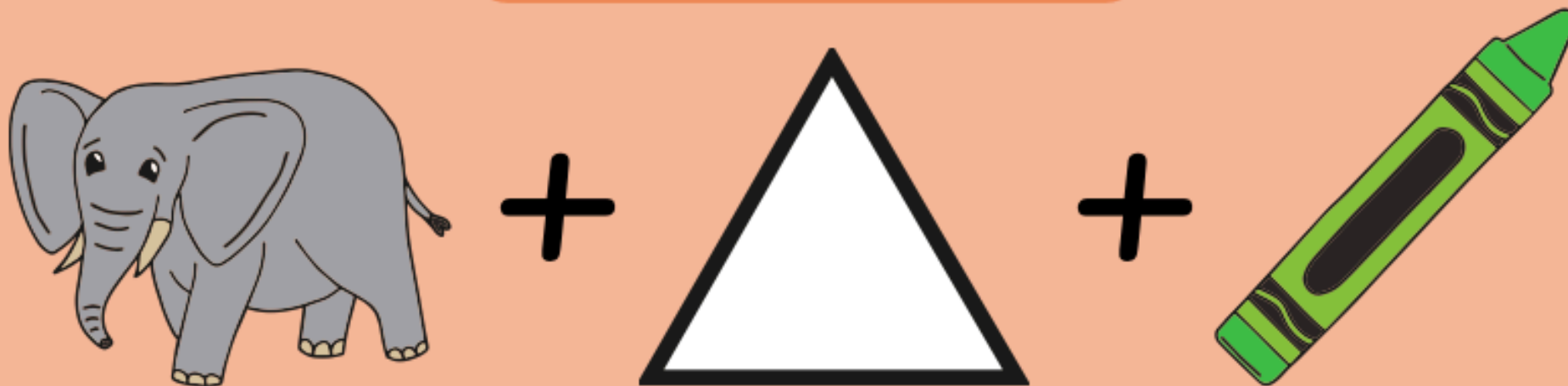
In French, adjectives of colour come after the noun

Shape + Colour



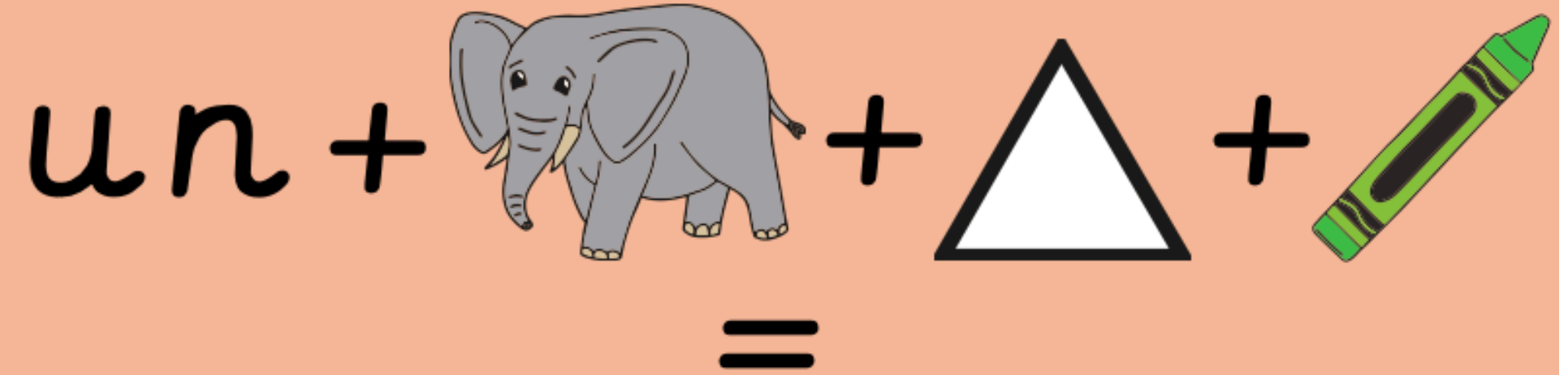
Adjectives of size comes before the noun as in English.

Size + Shape + Colour



Word order to describe a noun

un + size + shape + colour



un grand triangle vert.
a big green triangle

An adjective is a word that describes a noun.

c'est	It is	merci	Thank you
je voudrais	I would like	s'il vous plaît	Please
qu'est ce que c'est ?	What is it?	c'est de quelle couleur ?	What colour is it?

Qu'est ce que c'est ?

What is it?



C'est un grand triangle

It is a big triangle



C'est de quelle couleur ?

What colour is it?



C'est un grand triangle vert

It is a big green triangle



About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

Machines

There are an estimated 10 million factories in the world.

Industrial factories use big machinery to build things such as aeroplanes, cars, computers and electrical goods (like toasters, microwaves and washing machines).

Machines are made up of different parts that make them work and control their movements...

...such as levers, cogs, pistons, pumps and chains.

A trip to...

Dance Actions

LINE DANCING STEPS

Step 1: The Fan counts: 1,2,3,4,5,6,7,8

Step 2: Heel,Toe counts: 1,2,3,4,5,6,7,8

Step 3: Step Kick, Step Touch counts: 1,2,3,4,5,6,7,8

Step 4: Grapevine counts: 1,2,3,4,5,6,7,8

Key Vocabulary

action: the movement a performer uses e.g. travel, jump, kick

canon: when performers complete the same action one after the other

create: to make

dynamics: how an action is performed e.g. quickly, slowly, gently

explore: to try out and discover ideas

expression: actions or gestures used to share thoughts or feelings

extend: to make longer

feedback: information given to make improvements

formation: where performers are in the space in relation to others

interact: to communicate with others

pathway: designs traced in space (on the floor or in the air)

perform: to present to an audience

pose: a position, usually still

timing: moving to the beat of the music

unison: two or more people performing the same movement at the same time

Ladder Knowledge



Actions: If you share ideas with other people in your group and work collaboratively, you can try ideas before deciding on the best actions for your dance.

Dynamics: All actions can be performed differently to help to show effect.

Space: Use space to help your dance to flow.

Relationships: 'Formation' means the same in dance as in other activities such as football, rugby and gymnastics.

Movement Skills

- actions
- dynamics
- space
- relationships

This unit will also help you to develop other important skills.

Social share ideas, respect, collaboration, inclusion, leadership, work safely

Emotional confidence, acceptance, sensitivity, perseverance

Thinking select and apply actions, creativity, observe and provide feedback

Strategies

Use canon and unison to create different effects in your dance. Listen carefully to the music you are dancing to. Dancing with an awareness of the music will make your dance look more complete.

Healthy Participation



You should be bare foot for dance.

Ensure you always work in your own safe space when working independently.

If you enjoy this unit why not see if there is a dance club in your local area.



How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning



Name Dance

How to play:

- Imagine that your body is a paint brush.
- Move as though your body it is writing your name in space.
- Once you have created a movement for each letter, join them all together so that it becomes one dance.
- Add music to your dance and try to move in time to it.

Show your dance to a family member or friend.



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Head to our youtube channel to watch the skills videos for this unit.



@getset4education136

Ladder Knowledge



Throwing:

- Year 3:** throw slightly ahead of a moving target.
- Year 4:** one handed throws are used for speed and accuracy. Keep your elbow high and step with your opposite foot to increase the power.

Catching:

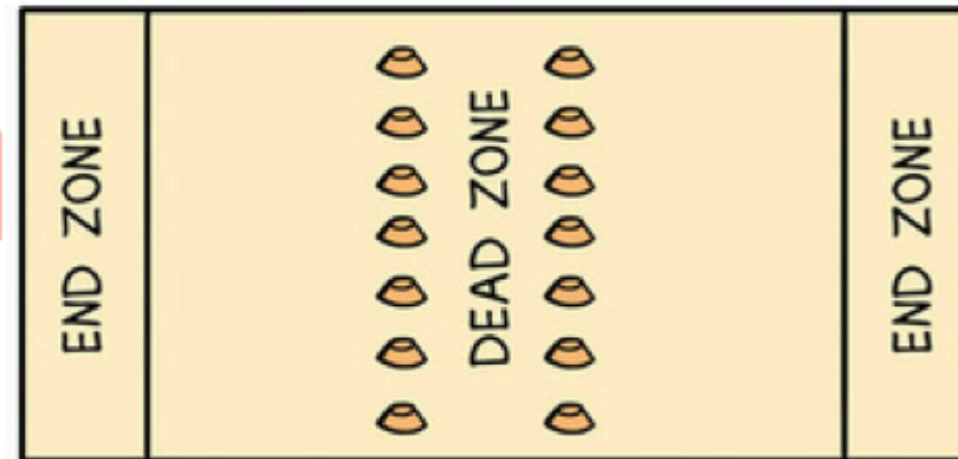
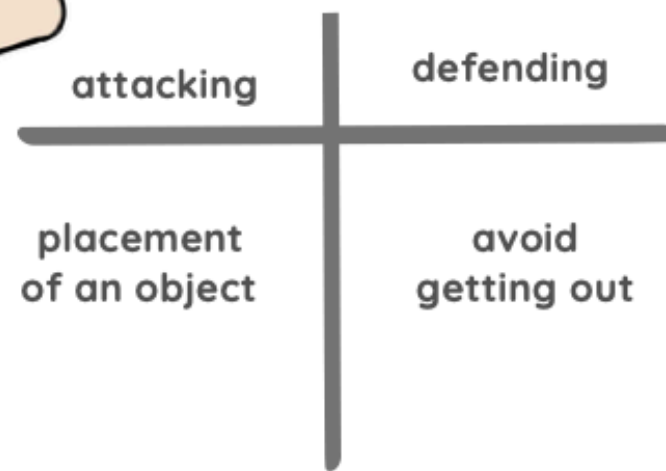
- Year 3:** begin in a ready position to help you react to the ball.
- Year 4:** move your feet to the ball and pull it in to your chest to help you to catch more consistently.

About this Unit

Dodgeball is a target game played between two teams. Players must dodge or catch balls thrown by the opposition whilst attempting to strike their opponents in the same way to get them out.



Key Principles of Target Games (dodgeball, golf)



Dodgeball originated in Africa over 200 years ago!

Movement Skills

- throw
- catch
- dodge
- jump

This unit will also help you to develop other important skills.

Social respect, communication, collaboration

Emotional honesty, perseverance

Thinking comprehension, make decisions, select and apply skills

Rules

OUTS

A player is 'out' when:

- A live ball hits their body (shoulders or below).
- An opposition player catches a live ball they have thrown. So, if a player throws it and their opponent catches it then they are out and one of their opponents' team comes back in.
- Once a player is out, they must leave the court immediately and go to the queue of players already out from their team.

A live ball is one that has not bounced or hit a wall/ceiling.

Tactics

Year 3: using simple tactics will help your team succeed e.g. spread out so that you are harder to aim for.

Year 4: applying attacking tactics will help you to score points and get opponents out. Applying defending tactics will help you to stay in the game.

Healthy Participation



- Unused balls must be stored in a safe place.
- Head shots do not count in dodgeball.

If you enjoy this unit why not see if there is a dodgeball club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Dodge or Catch

What you need: 1 soft ball or a pair of rolled up socks, 2 players.

How to play:

- Players stand 3m apart.
- One player begins as the thrower.
- Thrower tries to hit their opponent below the shoulders to win 1 point.
- If the opponent catches the throw they win 1 point.
- Have 5 turns then change over.



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Key Vocabulary

- accuracy:** how close the object is to the given target
- agility:** the ability to change direction quickly
- avoid:** keep away from or stop
- caught out:** when a player catches an opponent's ball deeming them out
- communicate:** share information
- cushion:** take the power out of an object
- decide:** to choose
- decision:** select an outcome
- hit out:** when a player in dodgeball is hit below the shoulders by a live ball
- opposition:** the other team
- release:** the point at which you let go of an object
- tactic:** a plan or strategy
- tournament:** a competition of more than two teams



Discovery RE Knowledge Organiser Year 3, Spring 1



Religion /Worldview: Christianity	Enquiry Question: Could Jesus heal people? Were these miracles or is there some other explanation?	Age: 7/8 Year Group: 3 Spring 1
This enquiry investigates two miracles of Jesus where healing took place and children evaluate whether they think they were miracles or if there could be another explanation.		

Core Knowledge (see also background information documents)		Link to other aspects of belief	Personal connection / resonance
<p>The concept of Incarnation is that Jesus became man and lived among men and women. As part of his ministry, narrated in the New Testament of the Bible, Jesus performed many miracles.</p> <p>The two included in this enquiry are based on healing (rather than some others which create e.g. food and drink).</p> <p>Jesus uses saliva to heal the man born blind and builds on the faith of the friends to heal a paralysed man.</p>		<p>Trinity – relationship between God (the Father), Jesus (his son) and the Holy Spirit. The three are “consubstantial”, which means that they exist separately and together as one. This gives Jesus the power to perform miracles.</p> <p>Other miracles such as the healing of the dumb man and the other blind man, also show his power to heal.</p> <p>Belief in Jesus being eternal can impact on prayer for miracles. Miracles have been documented by the church in the time since Jesus left the earth.</p>	<p>How do I feel about miracles both then and now?</p> <p>Can I think of any modern-day occurrences which could be described as, or which I believe to be, miraculous?</p>
Key Terms and definitions	History/Context	Impact on believer/daily life	Spiral curriculum link
<p>Incarnation: God as man</p> <p>Disciples: Jesus’ special friends</p> <p>Miracles: acts that Jesus performed during his lifetime which evidence to believers that he was truly God.</p> <p>Pharisee: Strict follower of the Jewish faith</p> <p>Baths: Areas for cleansing near the temple where there would also be beggars asking for money due to afflictions.</p>	<p>The people at the time believed that if parents did wrong (sinned) then children could be born with afflictions, hence the disciples asking about this.</p> <p>Saliva was thought to possess medicinal qualities, but it was not believed by the people of Jesus' day to cure a man born blind, so it was deemed to be a miracle.</p>	<p>Their belief in the Trinity means that Christians understand Jesus to have powers that no ordinary man could, because he is one with God. They may pray to Jesus or God to perform miracles today as they believe he is eternal and with them in their daily lives and can help with problems.</p>	<p>Yr 2 Autumn 1: Jesus’ parables and miracles.</p> <p>The optional Yr 1 Judaism enquiry shows that God (the Father) performed miracles before Jesus was born so this can be linked to the Christian belief that Jesus is his son.</p>

Home learning ideas/questions:
What do we feel about miracles? Can they be explained in any other way? Do we think they ever happen today?