

Year 3

Knowledge Organisers



At South Hill, we have created 'Knowledge Organisers' to help pupils and parents to know what the children will be learning in each of our Foundation subjects. These contain essential vocabulary and facts for each topic.

Please see 'Knowledge Organisers' attached for Year 3 for the Spring term, which will also be in pupil's books and on working walls in school.

YEAR 3 HISTORY – INVADERS OF BRITAIN

What have we learnt in this topic before and what we will learn this year?

In Autumn term, during the topic, you would invade a place like Britain. It is the theme for a Stone Age calendar. Year 3 pupils learn about the Stone Age, Bronze Age and Iron Age.

In Spring term during the topic, you would invade a place like Britain. People came to settle in Britain, starting with the Celts who walked around the time of the Bronze Age. Year 3 will also learn about the Celts, the Romans, the Anglo-Saxons, the Vikings and the Normans.

In Year 4, the children learn about the Roman's and the settlement in Britain in more detail.

In Year 5, the children will learn about how the Vikings gradually took over from the Anglo-Saxons in their invasion of Britain.

Who were some of the invaders of Britain?

Timeline

- 400 BC: The Celts arrived in Britain. They were the first to be there, but they were not the first to be there.
- 55 BC: Julius Caesar invaded Britain. He was the first Roman to invade Britain.
- 43 AD: The Romans invaded Britain. They were the first to settle in Britain.
- 410 AD: The Romans left Britain. They were the first to leave Britain.
- 449 AD: The Anglo-Saxons arrived in Britain. They were the first to settle in Britain.
- 878 AD: The Vikings invaded Britain. They were the first to settle in Britain.
- 1066 AD: The Normans invaded Britain. They were the first to settle in Britain.

How did invaders from the past conquer a country like Britain?

Some of the invaders, like the Celts, travelled from overseas and settled in Britain quite peacefully, spreading out over time. Other invaders were a lot more blood-thirsty. When the Roman's first invaded, they fought many bloody battles against the Celts to claim territory. These were long and grueling battles and meant that the Romans often had to retreat 3 times before they were finally successful. Eventually, the Celts and the Romans lived quite peacefully side-by-side.

The Anglo-Saxons were able to invade quite easily because the Romans had abandoned their position in Britain and returned to Rome to protect it from invaders. Battles would have still been fought against the Celts but it wasn't as brutal as a battle as was to come when the Vikings invaded.

The Vikings were warriors and invaded with force, killing many and looting riches from the people and land. The Anglo-Saxons fought back bravely and managed to hold onto some of their territory in Britain.

The Normans were also Vikings who had settled many years earlier in Normandy in France. They came to Britain to claim the British throne and fought in a fierce battle in Hastings in 1066. This battle is recorded in the Bayeux Tapestry and shows the British King Harold dying after getting hit in the eye by an arrow.

Why would they invade a place like Britain?

- During the Bronze, British was found to have a good harvest of iron and copper used to make bronze which was vital for the time.
- They were driven from their own homelands.
- There was good land for farming rich soil and good livestock.
- Britain had many riches and in places like metal mines that invaders wanted for those.
- Good resources such as tin, copper, gold, ores, coal and slaves.
- Britain was close to other places in Europe (where the Roman Empire was expanding to).

Key Vocabulary

BC, AD, Celts, Picts, Romans, Roman Empire, War ships, Vikings, Bayeux Tapestry, Invaders, Battle of Hastings, Britain.

YEAR 3 DT: ANGLO-SAXON SETTLEMENTS

WHO WERE THE ANGLO-SAXONS?

The last Roman soldiers left Britain in 410. Some people came in ships across the North Sea – the Anglo-Saxons. The Anglo-Saxons were a mix of tribes from Germany, Denmark and the Netherlands. The three biggest were the Angles, the Saxons and the Jutes. The land they settled in was 'Angle-land', or England.

If we use the modern names for the countries they came from, the Saxons were German-Dutch, the Angles were southern Danish, and the Jutes were northern Danish.

Anglo-Saxon children had to grow up very quickly. By the time they were ten, they were seen as an adult. They had to work as hard as any adult and would be punished as adults if they stole.

Girls worked in the home. They were in charge of housekeeping, weaving cloth, cooking meals, making cheese and brewing ale down trees with an axe, plough a field, and use a spear in battle. They also fished and were hunting with other men from the village. Only a few girls and boys learned to read and write. The sons of kings or wealthy families might be taught at home by a private teacher. The only schools might be taught at home by a monk or a priest. Some children lived there to train as monks and nuns.

ATTACHMENT TECHNIQUES

There are many different ways to join materials such as: string, laces, glue, tape and staples.

JOINING TECHNIQUES

- This is a way to connect flat pieces together by making a cut into the side or connecting.
- Once the material has been cut, the next piece of material is slotted inside.
- The children will be attached (pieces together) by making 'tabs' from the bottom, heading to the middle. Each cut needs to be the same size, height and width.
- The sections can be folded out to either create a base or to join materials together.

MAKING HOLES

- If the item is soft and flexible and can be bent, then by folding the material in half and using sharp scissors to cut a small slit in the center, being careful not to cut and the folded edge of the hole.
- If the plastic is hard, such as plastic from a milk jug, push it in to make some space for the hole. An empty space enough to allow the scissors to fit. Cut around the narrow edge of the hole.
- For a thicker layer, you can cut a hole, moving the hole to be placed to make the opening larger than you can use a finger to fit into the hole.

HISTORY OF ANGLO-SAXON SETTLEMENTS

- The Anglo-Saxons came to live in small villages (villages) which were often set up by clearing away a part of a forest.
- The Anglo-Saxons lived in family houses, which were built around a central hall where the village chief lived.
- The Anglo-Saxons had a wooden roof and a water source, such as a well or lake, which would provide drinking water and fish.
- Some buildings were for specific purposes, such as weaving or storage.
- The chief of the village lived in a large house in the center of the village which family groups lived in smaller houses.
- Boys were trained to fight.
- Tools were made with pieces of wood.

Key Vocabulary

Anglo-Saxon settlement, gluing, invaders, holes, setting, weaving, village, straw, chief, cardboard, truss, materials, joining, tab, joints, folded, soft.

YEAR 3 SCIENCE – ANIMALS INCLUDING HUMANS

KNOWLEDGE ORGANISER



What have we learnt in this topic before, what we will learn this year and what will we learn next?

In year 2, we have already learnt in our topic: Animals Including Humans:

- to notice that animals, including humans, have offspring which grow into adults
- to find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Year 3, we will learn in our topic: Animals Including Humans:

- that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- to identify that humans and some other animals have skeletons and muscles for support, protection and movement.

In Year 4, we will learn in our topic: Animals Including Humans:

- to describe the simple functions of the basic parts of the digestive system in humans
- to identify the different types of teeth in humans and their simple functions
- to construct and interpret a variety of food chains, identifying producers, predators and prey.

OFFSPRING AND GROWTH

Animals can be classified as either vertebrates or invertebrates.

Vertebrates are animals that have a backbone inside their body (endoskeleton). The major vertebrate groups include fish, amphibians, reptiles, birds and mammals.

Invertebrates don't have a backbone. They either have a soft body, like worms and jellyfish, or a hard outer casing covering their body (exoskeleton), like spiders and crabs.

ANIMAL CLASSIFICATION



FOCUS SCIENTISTS – Elsie Widdowson and Greg Whyte

Focus Scientists—Elsie Widdowson

Elsie Widdowson (1906-2000) was a British dietician and nutritionist who loved experiments.

She wrote a book which told us for the first time what energy and nutrition was in different foods. She also played a key role in wartime rationing.



Greg Whyte OBE

Whyte (born 1967) is a former Olympian and a sports scientist. He is a Professor in Applied Sport & Exercise Science at Liverpool John Moores University. He is an expert on exercise physiology, sports performance and rehabilitation. He has also been involved with Comic Relief.

Greg



BASIC NEEDS OF SURVIVAL

In order for a car to run it needs petrol. Petrol is fuel for the car. People are more complex than cars. For the human body to function, it needs many different types of fuel in the form of food. The human body needs food for:

- Energy
- To keep warm
- For growth and repair.

We need many nutrients on a daily basis in order to stay healthy. The three main nutrient groups in food are:

- Carbohydrates
- Protein
- Fats

We also need minerals and vitamins. A good balanced diet of fresh food helps to keep us healthy.

Types of Nutrition	
Carbohydrates -Carbohydrates give the consumer energy . -Foods that have lots of carbohydrates in are often called 'starchy' foods. -Carbohydrate-rich foods include pasta, rice, oats, bread, breakfast cereals and barley.	
Protein -Protein helps the body (especially the muscles) to repair itself . -Protein-rich foods include meat, egg & nuts.	Fat -Fats also give consumers lots of energy . However, too much fat is not healthy! -Butter, cakes & fast food contain lots of fat.
Fibre -Fibre helps our digestion system to work well. -Fibre is often found in high-carbohydrate foods like bread, cereal, potatoes, and some fruits.	Vitamins and Minerals -There are many different vitamins and minerals that perform hundreds of roles in the body. -Fruit and vegetables are vitamin/mineral-rich .

SKELETONS AND MUSCLES

Skeletons and Muscles	
Skeleton	Muscular System
-Humans (and many other animals) have a <u>system of bones called a skeleton</u> . -Skeletons help to <u>support</u> your body – they give it its shape. -Skeletons are also important for <u>movement</u> . Muscles are attached to bones. -Finally, skeletons help to <u>protect</u> important parts of the body. E.g. the ribs protect the heart and lungs.	-Humans (and many other animals) also have a <u>system of muscles in their bodies</u> . -The main purpose of muscles is for <u>movement</u> . As they contract, muscles move parts of the body around. -Muscles are also important for maintaining <u>posture</u> , helping humans/ animals to sit, stand, and walk. -Some muscles (e.g. the heart) move by themselves – they are <u>involuntary</u> .



Key Vocabulary

vertebrates invertebrates backbone skeleton muscle contract release nutrition carbohydrate protein fats endoskeleton exoskeleton

YEAR 3 HISTORY – INVADERS & SETTLERS KNOWLEDGE ORGANISER



What have we learnt in this topic before and what we will learn this year?

In Year 3, we will learn about some of the main groups, from the Picts through to the Normans, who invaded and settled in Britain. We will learn about how these groups conquered Britain and how this shaped and changed the country.

In Year 4, we will continue looking at the theme of 'invasion' by looking more in depth at 'The Roman Empire' and learning why the Romans were so successful and how they have helped shape Britain today.

In Year 5, we will further our understanding of invasion by revisiting and looking more in depth at how the Vikings invaded and took over from the Anglo Saxons.

Who were some of the invaders of Britain?

		
Picts	Celts	Romans
		
Anglo Saxons	Vikings	
		
	Normans	

Timeline

5000 BC The Picts (painted people) had territory in Britain. They were thought to be descendants of an Iron Age tribe.	55 BC Romans invaded Britain. Celts and Romans worked together against enemies.	407 AD Anglo Saxon Invasion. Celts pushed into smaller territories.	1066 AD Norman Invasion.
9000 BC Groups of early people live in Britain (Stone Age).	2000 BC Celts came to Britain. Picts got pushed further into the North - what we now know as Scotland.	122 AD Hadrian's wall was built to keep out the Picts. Forts built to keep out Anglo Saxons.	800 AD Viking Invasion.

How did invaders from the past conquer a country like Britain?

Some of the invaders, like the Celts, travelled from overseas and settled in Britain quite peacefully, spreading out over time. Other invaders were a lot more blood thirsty!

THE ROMANS When the Romans first invaded, they fought many bloody battles against the Celts to claim territory. These were long and gruelling battles and meant that the Romans attempted to invade 3 times before they were finally successful.	THE VIKINGS The Vikings were warriors and invaded with force, killing many and looting riches from the people and monasteries. The Anglo-Saxons fought back bravely and managed to hold onto some of their territory in Britain.
THE ANGLO-SAXONS The Anglo-Saxons were able to invade quite easily because the Romans had abandoned their position in Europe to return to Rome to protect it from invaders. Battles would have still been fought against the Celts not as fiercely as when the Vikings came.	THE NORMANS The Normans were also Vikings who had settled many years earlier in Normandy in France. They came to Britain to claim the British throne and fought in a fierce battle in Hastings in 1066. This battle is recorded in the Bayeux tapestry.

Why would they invade a place like Britain?

There are many reasons for groups to want to invade Britain:

- During the Bronze age, Britain was found to have good reserves of tin and copper used to make bronze which was vital for the time
- Groups were sometimes driven from their own homelands.
- There was good land for farming (rich soil and good livestock)
- Britain had many riches held in places like monasteries that invaders wanted for trade
- Good resources such as crops, cloth and slaves
- Britain was close to other places in Europe (where the Roman Empire was expanding to)



Key Vocabulary

BC	AD	Celts	Picts	Romans	Anglo-Saxons	Vikings	Normans	invasions	invaders	battle
resources	settlements	journey	Roman Empire	war ships	Bayeux Tapestry	Battle of Hastings	Britain			



YEAR 3 GEOGRAPHY – EARTHQUAKES AND VOLCANOES KNOWLEDGE ORGANISER

What have we learnt before in Geography and what we will learn next?

In Year 1, through the topic 'Wherever the weather', we learnt about **weather** and how people have to adapt to it in the clothes they wear.

In Year 2, in the topic 'Where in the world?' we look at different weather around the world we look out how the weather varies across different continents in the world.

In Year 3, during the Spring term, we will start to look at more extreme weather and the impact this has on the humans that live there.

In Year 6, we will look at different Biomes and how the weather changes across them.

How are Volcanoes Made?

Volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing magma (molten rock) to sometimes erupt through it. When the magma cools it hardens into solid rock which gives a volcano the mountainous shape.



- Active volcanoes have erupted in the last 10 000 years.
- Dormant volcanoes haven't erupted in the last 10 000 years but may erupt again.
- Extinct volcanoes aren't expected to erupt again.

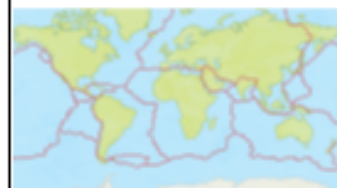
How does Extreme Weather Affect Humans?

Earthquakes can cause lots of damage to roads, buildings and property which can mean people have to leave their homes for a while or even forever as whole towns can be destroyed. This has a massive impact on people who live in areas prone to earthquakes - physically, emotionally and financially. They are also responsible for many deaths around the world each year.



Volcanoes can also affect humans tragically, meaning they have to leave their homes or are even killed by eruptions. Poisonous gases are often released in eruptions which can have devastating consequences for people's health. Approximately 350 million people live within "**danger zones**" of an active volcano.

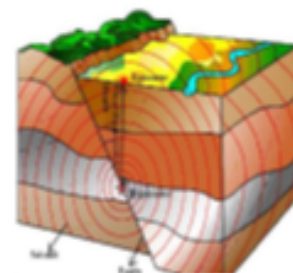
How do Earthquakes Happen?



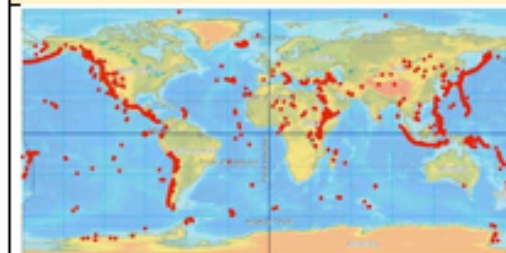
The earth is divided into tectonic plates. Earthquakes are caused when the earth's tectonic plates suddenly move. They may rub alongside each other for a long time until pressure forces them to jolt apart, causing massive tremors (violent shaking of the ground) which can cause great destruction.

Earthquakes can cause huge waves in the ocean called **tsunami**. Scientists use seismic waves to measure how big an earthquake is. They use a device called a seismograph to measure the size of the waves. The size of the waves is called the **amplitude**. The magnitude is measured using the Richter Scale.

The largest earthquake ever recorded in the world was in Chile in 1960. It measured a 9.6 on the Richter Scale.



Where are Some of the World's Most Famous Volcanoes?



The red dots show some of the world's active volcanoes.

The world's largest active volcano is Mauna Loa in Hawaii. Standing a whopping 4,169m tall, this geological giant last erupted in 1984.

In A.D. 79, the Italian town of Pompeii was destroyed and buried by a volcano called Mount Vesuvius. Incredibly, the ash deposits preserved the town and the remains of the people within it. Today, it's one of Italy's most popular historical sites!



Mount St Helens in the USA and Krakatoa in Indonesia are also famous volcanoes.

Key Vocabulary

Volcano Earth's crust Magma Active Dormant Extinct Earthquakes Tectonic plates Tremors Tsunamis Seismograph Magnitude
Richter Scale Ash Mouna Loa Mount Vesuvius Mount St Helens Krakatoa

YEAR 3 ART – WATERCOLOUR LANDSCAPES

KNOWLEDGE ORGANISER



What have we learnt before in Art and what we will learn next?

In Year 2, we practised our painting and sketching skills by looking at the work of Andy Warhol and by drawing self-portraits.

In Year 3, we will focus on the artist 'Thomas Moran' and create our own watercolour landscapes, depicting natural disasters. We will focus on creating textures and using a background wash.

In Year 4, we will further develop our sketching skills to show facial expressions and body language. We will use marks and lines to create texture and reflections, as well as learning to mix our own colours (including skin tones).

THOMAS MORAN

Thomas Moran (1837 - 1926) was an American print maker and painter. He was naturally artistic growing up and started his career as a wood engraver's apprentice. In his spare time, he started to enjoy painting watercolours. He then worked on illustrations for publications.



In 1862, he travelled to England and encountered the work of J.W.



Turner who was famed for his watercolour landscapes. This inspired Moran to pursue his interest in watercolour painting, particular focusing on landscapes.

BACKGROUND WASH

A background wash can be applied before you start building detail and texture onto your landscape. It will reflect the background skyline or earth of your chosen landscape.



It can be done by mixing the colours you require with more water than usual and painting across the sheet of paper. Remember not to make it too dark or your final detail may struggle to be seen when you start applying it.

Key Vocabulary

- Thomas Moran
- watercolour
- landscape
- background wash
- brush
- water
- mood board
- mixing
- texture
- wet on wet
- blending
- dry on dry
- hatching
- stippling
- ink wash
- skyline
- sketching

CREATING TEXTURES

We can use a variety of techniques to create texture in our artwork.

TEXTURE USING WATERCOLOUR	TEXTING USING SKETCHING
<p>Wet on Wet</p>	<p>Hatching</p> <p>Contour Hatching</p> <p>Cross Hatching</p>
<p>Blending</p>	<p>Random Hatching</p> <p>Stippling</p> <p>Ink Wash</p>
<p>Dry on Dry</p>	

MOOD BOARD

When working towards a final piece, a mood board can be used to practise and develop ideas.



These often include an original picture that inspired the piece and a rehearsal of brush techniques, colour mixing and sketches as well as the reason behind your choices. This gives an intention for the final piece.

They are effectively a practise of everything you will include in your final piece all dotted around on the page.

YEAR 3 DT- ANGLO-SAXON SETTLEMENTS

KNOWLEDGE ORGANISER



What have we learnt before in DT and what we will learn next?

In Year 2, we learnt about shell structures by constructing our own moving emergency vehicle using bold colours. We learnt how to attach axles and wheels and reinforced the chassis to make it strong.

In Year 3, we will revise our knowledge of Freestanding structures. We will design and construct our own Anglo-Saxon village using different types of joins and learn how to make holes.

In Year 4, we will learn about Frame structures and we will build a stand to make a 'Panathenaic stadium' using frames, concertinas and triangles to reinforce the structure.

HISTORY OF ANGLO-SAXON SETTLEMENTS



- The Anglo-Saxons chose to live in small villages which were often set up by clearing away a part of a forest.
- The Anglo-Saxons lived in family houses, which were built around a central hall where the Village Chief lived.
- The Anglo-Saxons positioned their villages near a water source, such as a river or lake, which would provide drinking water and fish.
- Some buildings were for specific purposes, such as weaving or storage.
- The Chief of the village lived in a large house in the centre of the village whilst family groups lived in smaller houses.
- Roofs were thatched and walls were made with planks of wood.

REVISION OF FREESTANDING STRUCTURES

Structures are things that are built for a purpose. Structures can be large (eg. buildings and bridges) or small (eg. chairs and tables).



- Freestanding structures are structures that can stand up without being attached to something else.
- Freestanding structures need to support their own weight and also the weight of the things/people using them.
- So that they can do this, Freestanding structures need to be well-designed; strong, rigid and stable.

Key Vocabulary

Freestanding structure	rigid	stable	stand up	support	weight	joining techniques	cut and slot	tabs	reinforce		
cut	slide	holes	soft	flexible	fold	scissors	opening	scissors	flexible	building	village

JOINING TECHNIQUES

There are many different ways to join materials such as using the following joining techniques: Flange, L-Brace, folds, tie, cut and slot and tabs.

Cut and slot

- This is a way to connect flat pieces together by making a cut into the side of the material (normally wood or cardboard).
- Once the material has been cut, the next piece of material is slotted inside.



Tabs

- This is another way to connect pieces together (normally wood or cardboard) by making 'tabs'.
- To make tabs, make small cuts from the bottom, heading to the middle. Each cut needs to be the same size, height and width.
- Then, the sections can be folded out to either create a base or to join materials together.



MAKING HOLES

Holes can provide a way for us to create openings in models and products for a variety of purposes. This could be to create openings such as doors and windows. There are a number of ways to make holes, depending on whether the material is stiff or flexible.



- Flexible material: Using sharp scissors, cut a small slit in the center, being careful not to cut past the marked edge of the hole.
- Rigid materials: Punch 2 or 3 holes close together to make an opening large enough to stick the scissors tip in. Cut around the marked edge of the hole.



COMPUTING: CREATING MEDIA KNOWLEDGE ORGANISER

Overview

bright buttons bulletin



Desktop Publishing

- Desktop publishing is when we create documents using page layout software.
- We can use desktop publishing to make things like newsletters, brochures, magazines and newspapers.
- Some examples of software that we can use for desktop publishing are Microsoft Publisher, Adobe Spark and Canva.
- When using desktop publishers, we consider how images and text are laid out the page in an eye-catching and appropriate format.

Layout of A Page

When desktop publishing, we consider how we can lay out a page in the most interesting, eye-catching, and appropriate ways, to suit our purpose and audience.

The title should be large, bold and clear. It is normally the largest text on the page.

Consider which font you will use – different fonts create different ideas and feelings.

What is the main story of the magazine? How can you sum the story up in a few words?



Think about how different colours make us think and feel.

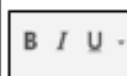
Think about where you will put the date and price of the magazine – this is important information!

Magazines are normally in portrait orientation. Think about how you lay out text and images.

Text Tools

The toolbar is the set of icons and buttons that are at the top of the page in a desktop publisher. You should already know some of these from your earlier study:

These tools can change the text.



The **B** makes the text **Bold**.

The *I* writes the text in *italics*.

The U underlines the text.



Clicking on this icon allows you to change the size of the text. After pressing the icon, you will see a list of numbers. The larger the number selected, the bigger your text will be.



Clicking on this icon allows you to change the font (style) of the text. Most desktop publishers have many styles to choose from.



Clicking on this icon opens the text colour tool. It allows you to change the colour of the text. There are often many colours to choose from.



The undo tool reverses the last thing that you did. If you make a mistake, the undo tool can help you to get it back to how it was.

Image and Layout Tools



Templates have a pre-arranged layout, colour scheme and style that you can adapt for your needs!



-The styles tool is a real time saver. You get to choose a number of different features, e.g. fonts and colours, and it will apply the rules to the whole document.



-Text boxes allow you to type text anywhere on the document. The box itself can be coloured. You can make the text box as large or small as you want, and rotate it using this symbol.



-This tool lets you insert pictures into your document. You can select pictures already on your computer, or search the internet for pictures. Pixabay contains lots of pictures that you can legally use in publications.

Important Vocabulary

Publishing

Text

Images

Font

Templates

Orientation

Placeholders

Software

Purpose

Audience

COMPUTING: DATA AND INFORMATION KNOWLEDGE ORGANISER

Overview

Branching Databases:



- Data is raw numbers and figures. Information is what we can understand from looking at data.
- Objects can be organised into groups, based on what they are or their different attributes.
- Branching databases can help us to identify objects within sets of data. They are useful when we want to classify objects (consider objects within a certain group).

Grouping and Separating

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



Computers can help us by allowing us to put different objects into groups.

-**Yes or No Questions:** Questions that require yes and no answers can be useful for helping us to find out the attributes of different objects. For example:

- Is it big? (size)
- Is it red? (colour)
- Is it made of plastic? (material)
- Is it heavy? (weight)



-**Multiple Groups:** Sometimes, we need to split objects into more than two groups, and so one yes or no question alone is not enough. For example, we may wish to classify animals into the different animal types (mammals, birds, reptiles, amphibians, fish, etc.). We may ask multiple yes or no questions, such as 'does it lay eggs?' 'does it have hair or fur?' etc.

Branching Databases

-**Branching Databases:** A branching database (sometimes known as a binary tree) is a way of classifying a group of objects. If it has been designed correctly, a branching database can be used to help someone identify one of the objects.



-**Creating Branching Databases:** Programs such as *Zafra* can help you to create branching databases. Firstly, you need to select which objects you would like to use in your database. You can then type in 'yes' or 'no' questions to sort your objects. Add as many questions as needed until all of the objects are sorted individually.



Structuring Branching Databases

-Remember that for your branching database to be effective, the strength of the questions that you ask is hugely important. Your questions need to separate different objects based on their attributes. E.g. the question 'does it have stripes?' would separate the animals below. You should also carefully consider the order that you ask questions.



Presenting Information

-Both pictograms and branching databases can be used in order to **answer questions and solve problems**. -You should know which is best to use in different situations. E.g. a pictogram is best to show the favourite colour of children in the class, whilst branching diagrams are best to identify different types of minibeasts.



Important Vocabulary

Information

Data

Attributes

Group

Branching

Database

Multiple

Classify

Structure

Present

Prior Learning

Practised and put together a performance. Performed using facial expressions. Perform with a prop.

Unit Focus

Building stylistic qualities through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work.

We are learning...

1. to perform a dance phrase inspired by the ocean's depths.
2. to use improvisation to create a longer movement phrase.
3. to use dynamics in a short group dance to show travelling on the ocean.
4. to perform as a class to show the damage that can be caused to the ocean.
5. to work as a group to develop a dance representing the ocean.
6. to prepare our group dance for the final performance.

Key Questions

1. How can we use improvisation to show water in different states?
2. What do group dynamics bring to a dance?
3. What does the phrase 'opposing dynamics' mean?

Equipment

Music player, scarves (optional), floor markers.

Vocabulary

Solo, duo, categories, dynamics, phrases, timings, layers, harm, pollution, zones, ocean, sea, travel, improvise.

Concepts

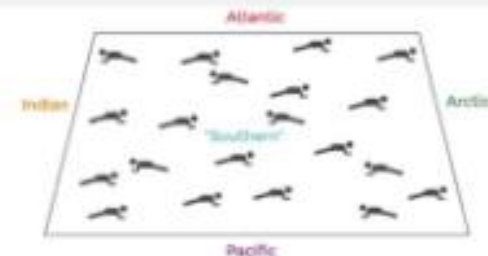
- Exploring a theme or topic in depth to bring it to life through dance.
- How solo, paired and group work can be used to different effect.

Assessment Overview

Head - Contribute ideas to the structure of the dance.

Hand - Attempt to perform with a sense of dynamics.

Heart - Can decide with others which floor patterns /pathways to follow.



Prior Learning

Experienced different types of small-sided invasion games. Able to throw and catch in a variety of ways. Able to work with others in small teams.

Unit Focus

Perform basic netball skills such as passing and catching using recognised throws. Implement the basic rules of netball.

We are learning...

1. to perform quick, accurate chest passes.
2. to use dodging to get free from our opponent.
3. to catch a netball.
4. to use a bounce pass to feed a goal shooter.
5. to throw for distance using a shoulder pass.
6. to collect a loose ball.

Key Questions

1. When would we use a bounce pass?
2. How can we create space?
3. What is the 1m distance rule?
4. How does netball differ from other invasion games?

Equipment

Netballs, bibs, cones, hoops, netball posts (junior height if possible).

Vocabulary

Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, shoot, rules, improve.

Rules

- If the ball goes off the court, a throw-in is taken by the team who didn't throw or knock the ball out of court.
- If a player breaks the rules, the umpire will give a pass or shot to the other team.

Assessment Overview

Head - Show an understanding of the role of a goal shooter.
Hand - Pass the ball in a variety of ways.
Heart - Create opportunities as a team to score.



Prior Learning

Taken part in a range of PE games and activities. Followed simple instructions and applied rules. Worked collaboratively as a pair and in a small group. Used and applied simple diagrams with pictures and symbols.

Unit Focus

Work with others to solve problems. Describe their work and use different strategies to solve problems. Lead others and be led. Differentiate between when a task is competitive and when it is collaborative.

We are learning...

1. to use clear communication, strength and flexibility to complete a task.
2. to work with others to complete map-reading tasks.
3. to draw and create a clear route on a map for others to follow.
4. to work with others and identify what went well and what we could do to improve.
5. to use the outside of the foot to control the ball and dribble.
6. to safely take part in trust-based activities.

Key Questions

1. What does trust mean?
2. How did you work together to decide on the layout of your station?
3. Do the symbols give us any clues as to what real-life object/area they might represent?

Equipment

Variety of ropes, hoops, bean bags, a range of sports equipment, teaching resource cards, soft balls, bibs/bands.

Vocabulary

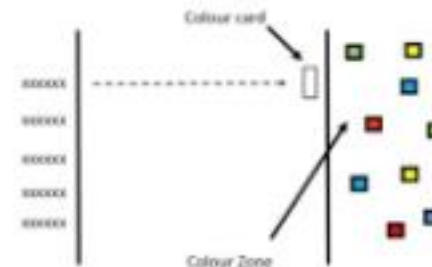
Maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust.

Concepts

To problem solve, you need to think through possible problems before arriving at a solution. Children should take on the point of view of every team member.

Assessment Overview

Head - Use acquired skills to create maps and directions.
Hand - Perform with strength, stamina and endurance in more physical tasks.
Heart - Can work with others to solve problems.



Prior Learning

They are able to make it difficult for their opponent to score a point. Begun to choose specific tactics. Transferred net/wall skills. Improved agility and coordination and use in a game.

Unit Focus

To identify and describe some rules of tennis. Serve to begin a game and explore forehand hitting.

We are learning...

1. to use the ready position to return a ball.
2. to hit the ball to different parts of the court using a forehand hit.
3. to perform an underarm serve to start a rally.
4. to move towards a ball to return it over the net.
5. to play cooperatively with a partner to keep the ball moving over the net.
6. to perform forehand hits to score points in a competition.

Key Questions

1. What is the role of an umpire?
2. What skills/techniques have you been using to score points against your opponent?
3. How did you try to improve your performance when playing different players?

Equipment

Tennis racquets, nets, sponge balls, tennis balls, cones, hoops.

Vocabulary

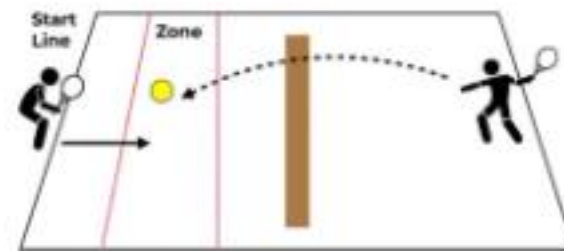
Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm.

Rules

- Play rules where if the ball is hit out of the playing area, the point is awarded to the other player.
- If the ball bounces more than once on your side, the opponent gets the point (you can adapt this to two bounces if necessary).

Assessment Overview

Head - Keep Count/score of a game.
Hand - Show tennis-ready position.
Heart - Play against an opponent.



Year 3 French - Spring 1



Language
French



Teaching Type:
Early Language

Unit:
Les instruments

Unit Objective:

To say what instrument you play in French

By the end of this unit we will be able to:

- Name and recognise up to 10 instruments in French.
- Attempt to spell some of these nouns with their correct definite article/determiner in French.
- Learn how to say I play an instrument in French.

Skills we will develop:

To work on improving memory skills. Learning to recognise and learn cognates such as **triangle**, **piano**, **clarinette** first. Starting to build a short phrase in French using personal pronoun (**je**), conjugated verb 1st person verb (**joue**), and partitive article (**du, de la or des**). Choosing and ordering these words accurately.

Activities we will complete:

A number of activities with speaking, reading, listening and written tasks to help learn and retain the new vocabulary including word puzzles, word searches, crosswordsto help the final task of recalling from memory in oral and written form **je joue** plus the partitive article/determiner and an instrument.

Grammar we will learn & revisit:

Nouns, definite articles/determiners and high frequency verb 'jouer' in first person singular only. Using a noun (instrument) with the correct definite article and 1st person singular of verb to play (**jouer**) **je joue**. Learning that nouns in French can have different articles based on their gender (masculine/ feminine nouns) and plurality. Introduction to three definite articles **le, la** and **les** ('l' is not seen in this unit). Learning how to categorise nouns in French by their determiner, gender and plurality.

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Vocabulary from the 'I Am Learning French' unit.
- What a noun and article/determiner is in English.
- What a verb is in English.



Phonics & pronunciation we will see:

Recommended phonics focus: CH OU ON OI

- OU sound in **joue**
- ON sound in **non** & **violon**
- **Contractions & Silent letters**. When the preposition **de** is followed by the definite article **les** it becomes **des** but the 's' in **des** is silent.
- **Nasal sounds**. Starting to explore the four French nasal sounds (**on, un, in** and **an**). These sounds do not exist in English and are made through the nose not the mouth! Words like **violon** and **instruments**.

Vocabulary we will learn & revisit:

10 common instruments with their appropriate definite article first and then in a short phrase using the partitive article. First person conjugation of the verb **jouer** (**je joue**). All listed on the Vocabulary Sheet.



Year 3 French - Spring 2



Language
French

Teaching Type:
Early Language

Unit:
Les formes

Unit Objective:

To remember and name 10 common shapes and count from 1-5 in French.

By the end of this unit we will be able to:

- Name, recognise and remember up to 10 shapes in French.
- Attempt to spell some of these shapes in French.
- Attempt to remember which shapes are **un** or **une**.
- Revise and/or learn numbers 1-5 in French.

Skills we will develop:

Working on being able to pronounce and remember new words in French using clear colourful images of the shapes to help us. Learning our first words in French and learning to remember the article/determiner alongside the noun. Using what we know in English to help us. Working on remembering the shapes in French over a longer period of time.

Activities we will complete:

Lots and lots of different speaking and listening tasks to help us remember the ten shapes in French. Learning to work with a partner and using mini flash cards to play games that will help us remember. Learning and/or revising numbers so we can work towards saying how many sides some of the shapes have in French.

Grammar we will learn & revisit:

Nouns, gender & articles/determiners. In this unit we will be exploring that the word for a/an in French can be either **un** and **une** (these words are articles/determiners and tell us if the noun, the shape, is either a masculine or feminine noun. In French this is called the gender of the noun). We will learn that it is important to remember which shapes are **un** and which shapes are **une**. We will see this a lot as we learn more French!



It will help if we already know:

- Vocabulary from the 'I Am Learning French' unit, especially numbers 1-5.

Phonics & pronunciation we will see:

Recommended phonics focus: CH OU ON OI

- **OI** sound in **étoiles**
- **Silent letters.** We will see that the letter 's' is not pronounced in **triangles** and all the other shapes when they are in plural form. We will learn that when 's' is a final consonant it is nearly always a silent letter in French.
- **Liaison.** The normally silent 'x' in **deux** is pronounced in **deux ovales** but the 'x' almost sounds like a 'z'. This happens often in French when a word ending in 'x' is followed by a word starting with a vowel. We will learn in later units that this is called 'liaison'.
- **Guttural 'R':** Becoming more familiar with the French 'r' sound as seen in **cercle**. Made from the back of the mouth, not the front.

Vocabulary we will learn & revisit:

The nouns and determiners/articles for 10 common shapes and numbers 1-5 in French. All listed on the Vocabulary Sheet.