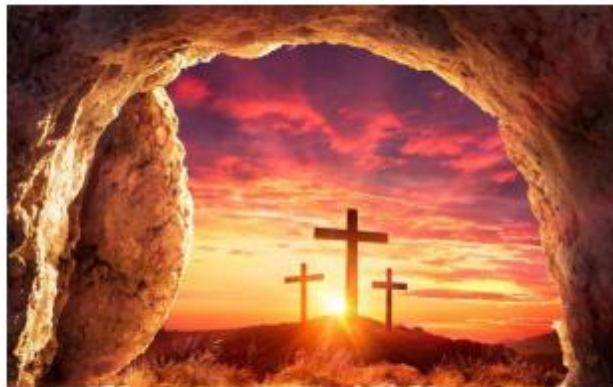


Year 3 R.E. – Giving All - Approximately 4 weeks of learning time

Terminology	Definition
Self-giving	The act of willingly giving your time, energy, support and love to help other people.
Courage	The ability to do something that frightens one; bravery.
Ash Wednesday	A day of repentance, when Christians confess their sins and profess their devotion to God.
Holy Week	The last week of the Christian season of Lent- the week leading up to Easter.
Fasting	Abstinence from food or drink or both for health, ritualistic, religious, or ethical purposes.
Alms giving	The act of donating money or goods to the poor or performing other acts of charity.
Resurrection	The rising of Christ from the dead.



Scripture

Luke 41:4 The Temptation of Jesus
Mark 2:26-32 Jesus in the Garden of Gethsemane



Prior learning	
The children have completed topics on advent and the eucharist	
RE objectives	<ul style="list-style-type: none"> • pupils will ask and respond to questions about their own and others' experience and feelings of how people give themselves for others (Luke 41:4 The Temptation of Jesus) • Pupils be able to retell the story of Jesus in the Garden of Gethsemane (Mark 2:26-32) • Pupils will explore the religious symbols/ actions of a believer during Lent. • Pupils will explore how the beliefs of a Christian affect their actions and give reasons for these actions. • Pupils will express a viewpoint and preference

Age Related Standards

-Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used (AT1)

Use religious vocabulary (AT1)

Make links between a source, beliefs and life, giving reasons for actions and choices (AT1)

Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used. (AT1)

Express a preference (AT3)

Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose (AT2)

Use a given source to support a point of view (AT3)

Year 3 R.E. –Islam- Approximately 4 weeks of learning

Terminology	Definition
Mosque	A Muslim place of worship.
Allah	The Arabic word of God. According to the Qur'an, Allah is the creator and judge of humankind, omnipotent, compassionate and merciful.
Makkah	The holiest city of Islam. The birthplace of Muhammad, containing the Kaaba.
Qur'an	The Islamic sacred book, believed to be the word of God as dictated to Muhammad and written in Arabic.

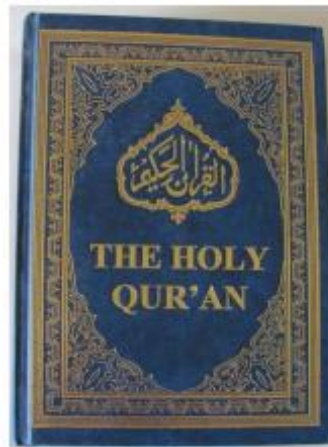


Prior learning

The children have already learnt about Judaism and would have learnt the basics of Islam in year 2.

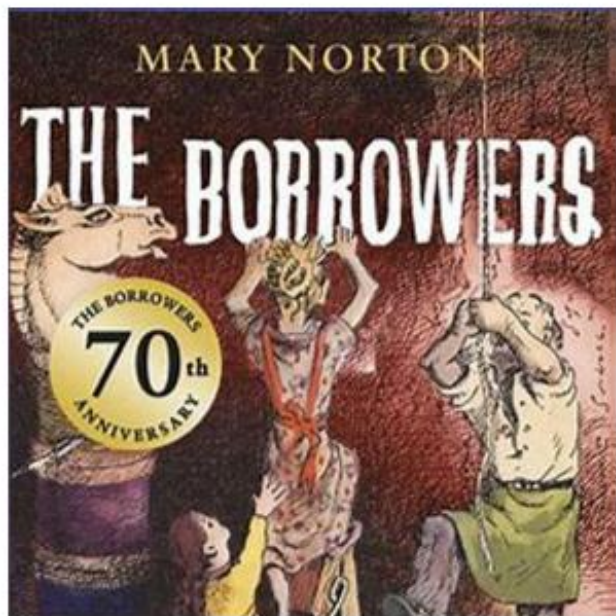
RE objectives

- Pupils will name and describe some religious actions and symbols.
- Pupils will describe the importance of the Mosque as a special place of worship.
- Pupils will identify and describe similarities and differences between Islam and Christianity.
- Pupils will be able to explore the significance of daily prayer.



Year 3 English: The Borrowers by Mary Norton (Approximately 3 weeks of learning)

Terminology	Definition
Haste	Speed or hurry usually careless
Forage	To look through or search for what one needs or wants
Ponder	To think about something deeply and carefully



Prior learning	The children have read four fiction books and two poems previously in the year
Reading	<ul style="list-style-type: none">• Analyse how tension is created through the language used by the writer• Make predictions about what will happen to the characters• Identify and analyse differences deliberately drawn out by the author• Identify and discuss ambiguity in texts, especially the ending.
Writing	<ul style="list-style-type: none">• Develop characters created by the author• Consider a range of options for an ending• Use the ideas in the text to develop their own ideas• Utilise the story structure to create an effective ending• Tie up loose ends and create a sense of resolution.
Grammar	<ul style="list-style-type: none">• Paragraphs to divide their ideas and move the narrative on• Sentence length to create a drop in cadence in their writing and indicate an ending• Use commas to support them in slowing the pace of their writing• Carefully selected adverbs of time and place to indicate an ending
Oracy	<ul style="list-style-type: none">• Deliberately alter their tone to indicate the ending of a story• Initially, copy the teacher's use of a drop in cadence to indicate the completion of a narrative• Use pauses and a slow pace effectively without support• Consider options to select an ending and remain consistent in their language choice.

Year 3 English: The Treasures by Clair Bevan (approximately 3 weeks of study)

Terminology	Definition
Treasures	Someone or something that is greatly valued or admired
Screeeched	A harsh, high pitched sound or noise
Scent	A smell that something gives off
Flow	To move in a smooth and steady stream
Minnow	A small fish that lives in fresh water.



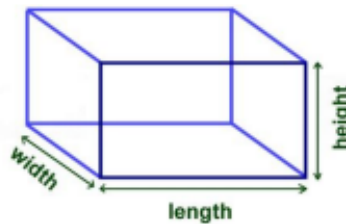
Prior learning	The children have read five books and two poems previously in the year.
Reading	<ul style="list-style-type: none">• Perform poems using two voices to show an awareness of the structure of the poem• Identify the reporting clauses used by the poet to convey meaning• Identify interrogatives and why they are repeated throughout the poem• Analyse where the poet subverts the regular structure to emphasise the voice of the child and key message
Writing	<ul style="list-style-type: none">• Mirror the style of the poem• Deliberately select structural features• Vary the reporting clause choosing synonyms to emphasise the character of the speaker.
Grammar	<ul style="list-style-type: none">• A new line for each speaker within a creative poetic context• Correctly punctuated speech with commas used accurately
Oracy	<ul style="list-style-type: none">• Perform own two voice poem• Pose a question using high rising intonation• Respond appropriately in the second voice emphasising the verb of speech.

Year 3 Mathematics: Measurement – Approximately 6 weeks of learning time.

Terminology	Definition
Capacity	The amount something can hold
Mass	The amount of matter an object contains
Volume	The amount of space a 3D shape takes up
Length	Identifies the distance between two points
Weight	How heavy something is



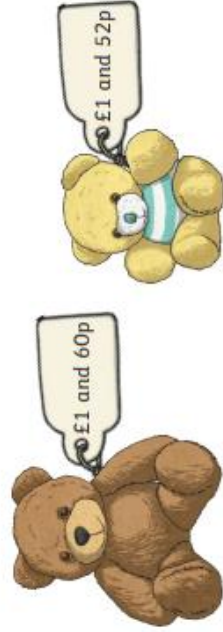
Prior learning	The children have covered area and perimeter in the shape topic
Math learning objectives	Pupils should be taught:
	<ul style="list-style-type: none"> To measure and compare, length, mass and volume To measure the perimeter of simple 2D shapes To add and subtract amounts of money to give change, using both £ and p in practical contexts To tell and write the time from analogue clock and 12 hour and 24 hour To read and use Roman numerals from I to XII To estimate and read time with increasing accuracy to the nearest minute; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight To know the number of seconds in a minute and the number of days in each month, year and leap year To compare durations of events



Key Vocabulary		UK Coins							
amount									
change		one penny coin	two pence coin	five pence coin	ten pence coin	twenty pence coin	fifty pence coin	one pound coin	two pound coin
coin		UK Notes							
combinations									
convert		five pound note	ten pound note	twenty pound note	fifty pound note				
note		Pounds and Pence				Convert Pounds and Pence			
pence									
penny		£3 and 25 pence		£52 and 13 pence		120 pence 100 pence is £1. 120 pence is £1 and 20 pence.			
pounds									
value									

Money

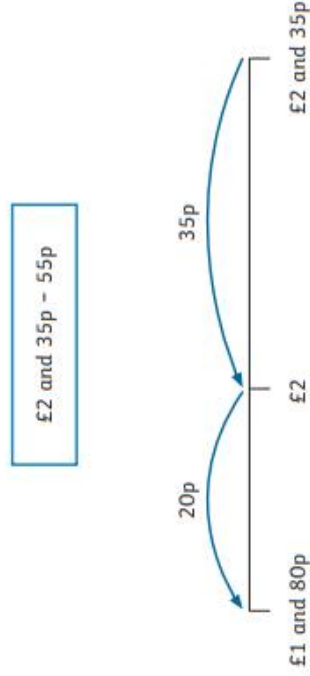
Adding Amounts



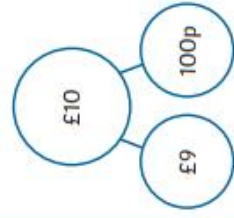
?	
£1 and 60p	

£1 and 60p + £1 and 52p
There is £2 and 112p.
112p is £1 and 12p.
Altogether there is £3 and 12p.

Subtracting Amounts



Giving Change



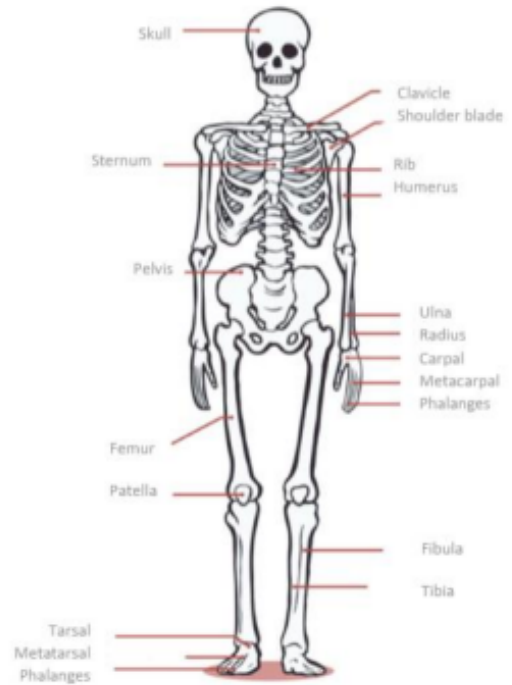
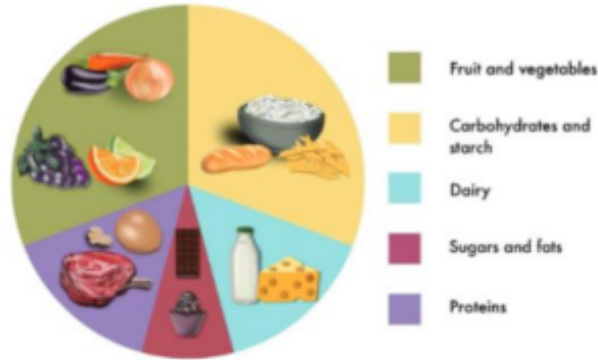
£9 - £5 = £4
100p - 67p = 33p
£4 and 33p change



Knowledge Organiser

Year 3 Science: Biology- Animals including Humans (Approximately 6 weeks of learning time).

Terminology	Definition
Carnivore	An animal that feeds on other animals
Consumer	An organism that cannot produce its own food and must eat other plants and/or animals to get energy
Herbivore	An organism that mostly feeds on plants
Omnivore	An organism that eats plants and animals
Collagen	Protein molecules made up of amino acids
Exoskeleton	A rigid external covering for the body in some invertebrate animals



Prior learning Children will have existing knowledge of animals from Key Stage 1. They learnt to identify and name a variety of animals in Year 2, and they have learnt what animals need to survive.

Science objectives

How do living things get energy?

What do we need to eat?

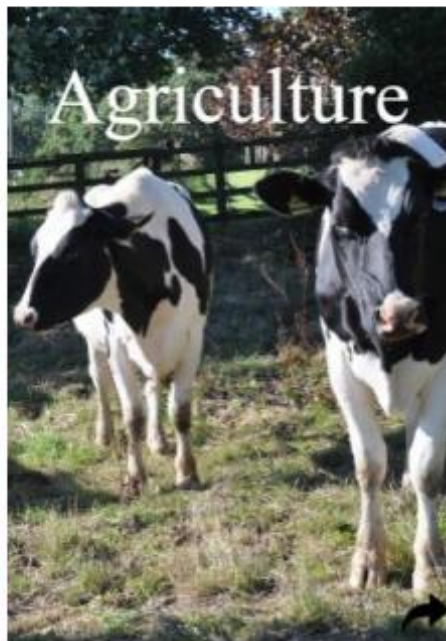
How much food is enough food?

What bones are in the human body?

Are human and animal bones the same?

How do animals move?

Year 3 Geography – Agriculture - Approximately 5 weeks of learning time



Terminology	Definition
agriculture	The way farmers produce our food
arable	Farming that involves growing crops such as wheat and barley
pastoral	Farming that uses animals such as cows, pigs and sheep
Seasonal food	Food that only grows in a particular season and is not available in the UK all year round
organic	Food produced without the use of pesticides and fertilisers. Organic farming is more difficult so organic produce is more expensive
pesticides	Chemicals sprayed on to crops that kill insects to yield a better harvest
fertilisers	Chemicals that increase the nutrients in the soil to yield a better harvest
dairy	Farmers that keep cows that produce milk



Prior learning

Pupils studied Rivers, Mountains and Settlements earlier this year.

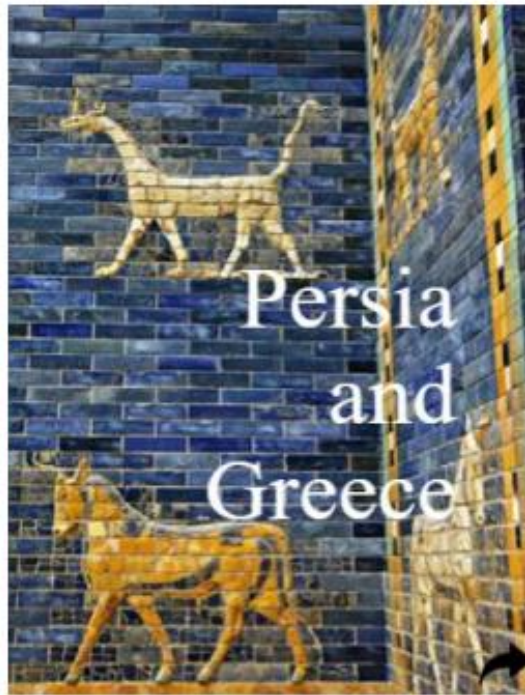
Geography objectives

Disciplinary focus: interaction - How are we connected to farmers?

1. What is Agriculture?
We are learning the key characteristics of agriculture
2. Arable Farming
We are learning which geographical features create favourable conditions for arable farming
3. Pastoral Farming
We are learning which geographical features create favourable conditions for pastoral farming
4. Changing Landscape
We are learning how farming changes the landscape
5. Food Affects Farming
We are learning how the food we eat affects farming
6. Sheep Farming in Wales
We are learning why Wales is perfect for sheep farming



Year 3 History – Persia and Greece- Approximately 6 weeks of learning time



Prior learning

Pupils studied Ancient Egypt, Cradles of Civilization and The Indus Valley so have some knowledge of BCE era.

Terminology	Definition
Empire	An area made up of several kingdoms or nations
Babylon	An ancient city on the Euphrates River of great wealth and beauty, famous for its hanging gardens
Satrapy	A twentieth of Darius' empire, each run by a satrap
Polis	Greek word for citystate; a place is self governing, making their own laws, taxes etc
Zeus	The most important of all the Greek gods, often depicted holding a lightning bolt
Olympus	The mount where the 12 most important gods lived
Alpha	The first letter of the Greek alphabet
Beta	The second letter of the Greek alphabet
Homer	A famous storyteller from ancient Greece
Iliad	A story written by Homer about the Trojan war
Achilles	A strong Greek soldier who refused to help the Greek army
Besiege	To surround a place with armed forces in order to capture or force their surrender



History objectives

Disciplinary focus: similarity and difference: Why did Persia and Greece go to battle?

1. The King of Kings
We are learning why King Cyrus' son, Darius, was known as the 'king of kings'
2. The Persian Empire
We are learning how King Darius organised and ruled the Persian Empire
3. The Greek City-State
We are learning the similarities and differences and the Greek city-states
4. Greek Gods and Goddesses
We are learning the religious beliefs of the ancient Greeks
5. Greek Language and The Iliad
We are learning the significance of Homer's story, 'The Iliad'
6. The Greek and Persian Wars
We are learning the outcomes of the Battles of Marathon, Thermopylae and Salamis



Year 3 DT: Textiles, Weaving - Approximately 5 weeks of learning time

Terminology	Definition
Loom	An apparatus for making fabric by weaving yarn or thread
Warp	The threads stretched vertically on a loom, over and under which other threads (the weft) are passed to make cloth.
Weft	The crosswise threads on a loom that are passed over and under the warp threads to make cloth
Pattern	A repeated decorative design
Weaving	The craft or action of forming fabric by interlacing threads
Fringe	An ornamental textile trim applied to an edge of a textile item



Prior learning

The children have completed a topic before Christmas about making gingerbread houses so have a basic understanding about how to construct a product

DT objectives

- Pupils to research woven materials. They will be provided with both online sources and physical examples to handle and explore
- Pupils will use a variety of materials to weave. This includes paper, wool, fabric and willow
- Pupils will learn how to follow instructions to weave with confidence and control
- Pupils to evaluate their final products for their design and strength

Year 3 Computing: Branching Databases- Approximately 6 weeks of learning time

Terminology	Definition
Database	A structured set of data held in a computer, especially one that is accessible in various ways.
Tree structure	A structure in which there are successive branching or subdivisions
Branching database	Made up of questions that have yes or no answers.

Prior learning	Children have learnt how to be safe online and how to create a simple stop frame animation
Computing objectives	<ul style="list-style-type: none">• Children will start to explore questions with yes or no answers, and how these can be used to identify and compare objects• Children will learn how to arrange objects in a tree structure and will continue to think about which attributes the questions are related to• Children will learn how to use an online database tool to arrange objects into a branching database, and will create their own questions with yes or no answers• Children will be able to explain why questions need to be in a specific order and will compare their efficiency of different branching databases• Children will independently create a branching database that will identify a given object• Children will compare two ways of presenting information



Year 3 Music – Treble Clef and the Stave and Composition in the Treble Clef - Approximately 5 weeks of learning time

Terminology	Definition
Treble Clef	A clef placing G above middle C in the second lowest line of the stave
Giant Stave	The two part staff used in piano music, consisting of the treble staff on top and the bass staff on the bottom
Rhythm	A strong, regular repeated pattern of movement or sound
Melody	A sequence of single notes that is musically satisfying
Notes	A notation representing the pitch and duration of a musical sound
Composition	A piece of original music that has been created



Prior learning	Last term the students learnt about Mozart and classical music
Music Objectives	<ul style="list-style-type: none">• To learn notes on treble clef using a giant stave• To draw notes on a stave• To draw a treble clef and notes on lines and spaces of the stave• To compose a rhythm in either 3/4 or 4/4 time• To develop rhythm into a melody and notate on treble clef• To perform composed melody in treble clef

