



METROPOLITAN BOROUGH OF CALDERDALE
Woodhouse Primary School

Daisy Road, Brighouse, West Yorkshire HD6 3SX
Tel : 01484 714750
Email: admin@woodhouse.calderdale.sch.uk



Headteacher: **Mrs Anne Crane**
Deputy Headteacher: **Mrs Smaldon**
Assistant Headteacher: **Mr Freeman**

Y3 Curriculum information: Spring 1

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>Class reader for the half term: The Worst Witch Class text: The Worst Witch</p> <p>This half term, we will be writing about a broomstick journey with a focus on fronted adverbials and direct speech. We will be introduced to direct speech for the first time and will explore the rules for punctuating speech accurately. During our speaking and listening week, we will present our self-studies to the rest of the class and provide feedback to our peers.</p>	<p>In this half term, we will be learning how to divide using the bus stop method. We will then learn how to find fractions of amounts using bar models before learning the method. Once fluent in these methods, we will apply them to word problems and reasoning problems.</p>



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We are also studying:

RESPECT	Pupils will know	Key Vocab
<p><u>Living in the Wider World</u></p> <p><u>Belonging to a community</u></p> <p>Children will learn about the values of rules and laws, rights, freedoms and responsibilities.</p> <p><u>Media Literacy and Digital Resilience</u></p> <p>Children will learn how the internet can be used positively for leisure, school and work. They will also explore strategies to recognise whether something they see online is accurate. Children will learn how to make safe reliable choices from search results.</p>	<ul style="list-style-type: none">• That images and information online can be altered or adapted and the reasons why this happens.• The importance of keeping personal information private online.• The reasons for rules and laws in wider society• The importance of abiding by the law and what might happen if rules and laws are broken.• About common myths and gender stereotypes related to work and give an example.	<ul style="list-style-type: none">• community• society• rules• laws• abiding• rights• responsibilities• online• altered• personal information• stereotypes



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RE	Pupils will know	Key Vocab
<p><u>How are beliefs expressed through arts?</u> Children will learn about what spirituality is and how this can be expressed in different ways. They will explore the following questions:</p> <p>-What is spirituality? -How do Christians use visual art to express their beliefs? -How do Muslims use words to express their beliefs? -How can music inspire us? -How can dance express faith?</p>	<ul style="list-style-type: none">• The meaning of spirituality and how it can be expressed.• That art, pictures, music and dance are some ways in which some faiths represent their beliefs.• That some faiths do not believe in using images of prophets/leaders and instead use patterns/calligraphy to express spirituality.• Ways in which people can be spiritual without being religious e.g. taking time to appreciate something naturally beautiful or amazing.	<ul style="list-style-type: none">• spirituality• express• beliefs• values• faith• Prophets/leaders• calligraphy



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<u>Science</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Animals including Humans</u></p> <p>Children will begin by exploring the 7 life processes and how they apply to all living things. They will learn about nutrition and the importance of a nutritionally balanced diet. Following on from this, children will look at skeletons and muscle groups and will think about their function. Children will be able to locate the main organs and their functions within the human body.</p>	<ul style="list-style-type: none">• How to name the nutrients found in food (including: carbohydrates, fats, protein, vitamins and minerals, dairy)• What a balanced diet needs and can describe a balanced diet• The names of many bones in the human body (including: skull, spine, ribs, pelvis)• That the function of a skeleton is to support, protect and aid movement• That muscles and joints help them to move• The names of the main organs in the body (including: brain, heart, lungs, stomach, small intestine, large intestine)	<ul style="list-style-type: none">• life processes• nutrition• balanced diet• skeleton• muscles• organs• protect• move• support• organs• skull• spine• ribs• pelvis• brain• heart• lungs• stomach• small intestine• large intestine



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<u>Art and Design</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Prehistoric Painting</u> Children will create a textured background using chalk, charcoal and natural objects such as seeds and leaves to represent a cave wall. They will then use simple shapes to draw a wild animal over the cave wall.</p>	<ul style="list-style-type: none">• How to use simple shapes to scale up a drawing to make it bigger• How to create a textured background using different materials• To know how to make natural paints	<ul style="list-style-type: none">• Texture• surface• rubbings• shading• Natural• prehistoric
<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Simulations</u> Children will find out what a simulation is and understand the purpose of simulations. They will explore a simulation and discuss the effects of the choices they make.</p>	<ul style="list-style-type: none">• Children will know that a computer simulation can represent real and imaginary situations• Children can use a simulation to try out different options and to test predictions.• Children can create their own [simple] simulation.	<ul style="list-style-type: none">• Simulations• Choices• Advantages• Disadvantages• Situations• Predictions



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Geography	Pupils will know	Key Vocab
<p>Who lives in Antarctica? Children will learn about the climate, landscape and human and physical features in Antarctica. They will learn about the activities and research that takes place in Antarctica and talk about why Antarctica has no permanent residents. Finally, the children will learn about Shackelton's expedition before planning their own expedition around the school grounds.</p>	<ul style="list-style-type: none">• The world's different climate zones (equatorial, tropical, hot desert, temperate and polar)• That the countries near the equator have less seasonal change than those near the poles• That the equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres• That lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian• That lines of latitude are invisible lines on the globe that determine how far north or south a location is from the equator• That the eight points of a compass are north, south, east, west, north-east, south-east, north-west and south-west	<ul style="list-style-type: none">• Antarctica• Climate• Landscape• Latitude• Longitude• Equator• Northern Hemisphere• Southern Hemisphere• Compass• Polar• Expedition



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French	Pupils will know	Key Vocab
<p><u>Les commanders dans la classe</u> <u>Classroom commands</u> Children will learn how to ask basic questions in the classroom such as:</p> <ul style="list-style-type: none">- Can I tidy my things up?- Can I take my jumper off?- Can I go to the toilet?- Can I open/close my book? <p>Children will then be able to listen to and understand the response 'yes you can' or 'no you can't'.</p>	<ul style="list-style-type: none">• How to make basic requests in the classroom (E.G. 'Can I go to the toilet?')	<ul style="list-style-type: none">• Je peux (Can I)• La main (your hand)• Vos cahiers (your book)• Vos affaires (your things)• Votre nom (your name)• Mon pull (my jumper)• Aux toilettes (the toilets)• Oui (yes)• Non (no)
Music	Pupils will know	Key Vocab
<p><u>Reggae Song</u> Children will listen and appraise Bob Marley's 'Three Little Birds' before learning to sing and compose with the song. Children will explore the pulse, rhythm and pitch of the music whilst continuing to learn the Year 3 music vocabulary.</p>	<ul style="list-style-type: none">• How to sing in unison accurately at a given pitch• How to use musical vocabulary to explain what they like and dislike about a piece of music• How to recognise elements of music (pitch, tempo, dynamics)• The style indicators of reggae music	<ul style="list-style-type: none">• Pentatonic scale• Ostinato• Solo• Melody• Performing• Crotchet• Minim• Rhythm grids• Reggae



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<u>PE</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Fitness DVD (indoor)</u> Children will watch and take part in various fitness DVD's before working in groups to create their own fitness video. They will need to include a range of different exercises and explore patterns in the movements they have chosen.</p> <p><u>Cricket (outdoor)</u> Children will practise running, jumping, throwing and catching skills. They will learn and practise the overarm bowling technique and apply this when playing mini games. Children will also learn how to use different field techniques when playing as part of a team.</p> <p><u>Swimming</u></p>	<ul style="list-style-type: none"> • How to follow a routine • To use varied exercises in their routine • How to create a routine for novice pupils • How to deliver the ball using an overarm throw • How to receive a ball and pass to another teammate quickly • Different field techniques required in a game of cricket • How to enter and exit the water from the side • How to submerge their head under the water and blow bubbles 3 times or more. • How to swim 5m on their front and back quickly • How to push and glide on their front and back • How to turn from their front to back and return to a vertical position. 	<ul style="list-style-type: none"> • Co-ordination • Unison • sequence • cricket • overarm • teamwork • fielding • bowling • technique • enter, exit • submerge, • front, back • water, glide • vertical position