



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 an adventurous broomstick journey with a focus on 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>How do creation stories help people understand the world?</p> <p>This unit follows Pathway 6: The Big Picture. Pupils will learn about the views of different religions/beliefs regarding the origins of the world. It will consider how these stories have impacted upon the faiths in the past, and how relevant they are today. It will allow pupils to compare and contrast the different creation stories.</p> <p>Religions studied: Judaism, Islam, Sikhism, Hindu Dharma and a non-religious perspective on these stories.</p>	<ul style="list-style-type: none">• How to re-tell a range of creation stories, making links between them.• How ideas are expressed about creation and suggest meanings for the stories.• How to express different views and ideas about helping to look after the world around them.	<ul style="list-style-type: none">• _Creation• Creator• Responsibility• Stewardship• Truth• Science• Big Bang• Evolution• Theory
Science	Pupils will know how to	Key Vocab
<p>The 'Rocks' unit takes children through six lessons where they learn how to compare and group together different kinds of rocks based on their appearance and simple physical properties. They</p>	<ul style="list-style-type: none">• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	<ul style="list-style-type: none">• extrusive igneous rock• igneous rocks• intrusive igneous rock



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learn how to describe, in simple terms, how fossils are formed when things that have lived are trapped within rock and finally they learn how to recognise that soils are made from rocks and organic matter.	<ul style="list-style-type: none"> • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> • magma • metamorphic rock • sandstone • limestone • sedimentary rock • appearance • texture • erosion • fossil • extinct • sediment • decompose
<u>Art and Design</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<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.	use simple shapes to scale up a drawing to make it bigger create a textured background using different materials how to make natural paints	



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Computing	Pupils will know	Key Vocab
<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.	<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
Geography	Pupils will know	Key Vocab
<u>Who lives in Antarctica?</u> 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	<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	<ul style="list-style-type: none">• Antarctica• Climate• Landscape• Latitude• Longitude• Equator• Northern Hemisphere



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<p>expedition before planning their own expedition around the school grounds.</p>	<ul style="list-style-type: none"> • 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"> • Southern Hemisphere • Compass • Polar • Expedition
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? 	<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)



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<p>- Can I open/close my book? 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"> • Oui (yes) • Non (no)
<p>Music</p>	<p>Pupils will know</p>	<p>Key Vocab</p>
<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
<p><u>PE</u></p>	<p>Pupils will know</p>	<p>Key Vocab</p>
<p><u>Gymnastics (Indoor)</u> Children will learn how to perform jumps with half turns and will practice the teddy bear roll. Once confident, children will perform sequences on mats using a range of shapes and their newly learnt jumps and rolls.</p>	<ul style="list-style-type: none"> • How to perform a variety of shapes with good control • How to perform a straight jump with a half turn • How to perform a Teddy bear roll • How to Perform Point and Patch balances • How to Perform a short sequence on mats (using levels directions control) 	<ul style="list-style-type: none"> • Patch Point • Quarter Turn • Half Turn • Perform • Teddy Bear • Travelling



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Orienteering (Outdoor)

We will use our map skills to collect equipment and make silly faces based on our map card. We will then use maps to hide cones in designated areas for our partners to find. Eventually, we will use our maps to complete various exercises at different stations and record our results.

Swimming

- How to Hopscotch on throw down feet
- introduction to hurdle step onto apparatus

Outdoor:

- How to follow a map independently
- How to follow a map independently against a certain time limit and guide a partner to a location
- 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.

• **Create**

- **Map**
- **Location**
- **Direction**

- enter, exit
- submerge,
- front, back
- water, glide
- vertical position