



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: Autumn 2

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>Class reader for the half term: You're a Bad Man Mr Gum! – Andy Stanton</p> <p>Class text: Stone Age Boy – Satoshi Kitamura</p> <p>This half term we will be using our class text 'Stone Age Boy' to write our own narrative of a character's adventure back in time to the Stone Age. We will focus on using fronted adverbials and expanded noun phrases in our narratives to make it interesting and engaging.</p>	<p>In this half term, we will be learning and applying the column addition and subtraction methods with exchanging. We will learn each method and ensure that we can use them fluently before applying them to a range of word problems and reasoning questions.</p>



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We are also studying:

RESPECT	Pupils will know	Key Vocab
<p><u>Respectful relationships</u></p> <p>Pupils will learn about different types of bullying (including cyberbullying), the impact of bullying and how to get help.</p> <p><u>Online relationships</u></p> <p>Pupils will learn that the same principles apply to online relationships as to face-to-face relationships, the rules for keeping safe online, how to recognize risks, harmful content and how to report them.</p> <p>Pupils will also learn about the importance of self-respect and showing respect to others, both face to face and online. Children will explore and provide examples of how respect can be shown and earned.</p>	<ul style="list-style-type: none">• About the impact of bullying (including online) and the responsibilities of bystanders to tell a trusted adult• That images and information online can be altered or adapted and the reasons for why this happens• About the importance of self-respect and respecting others• How to show respect to others and how respect can be earned	<p>bullying cyberbullying online respect self-respect trusted adult bystander risks report</p>



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RE	Pupils will know	Key Vocab
<p><u>How do Jews use stories to remember God's covenant?</u></p> <p>This unit focuses on what it is like to be Jewish: exploring the covenant with God; exploring beliefs about God; about how ideas of God are expressed in stories, celebration, ritual and action; about Moses as a key leader in the Jewish tradition; about the Torah as sacred text; about the great festivals of Pesach, and the weekly celebration of Shabbat, illustrating how Jewish people try to live. This unit gives the children opportunities to explore how religious texts can be a source for learning and for beliefs. The lessons offer experiences of looking at and examining texts from within the Jewish tradition, so that children develop their enquiry skills, asking and reflecting on a range of questions.</p>	<ul style="list-style-type: none">• That a covenant is a special promise between God and people.• How to re-tell some Jewish stories and consider their importance.• How Jews express their faith through rituals and actions.• How to express ideas about the actions and practices which demonstrate belonging to a community.	<p>Moses Abraham Exodus Hebrew covenant Torah Ark Sabbath / Shabbat Passover / Pesach, Mezuzah Kosher Seder Prayer Belief worship</p>
Science	Pupils will know	Key Vocab
<p><u>Animals including humans</u></p>	<ul style="list-style-type: none">• Identify that animals, including humans, need the right types and amount of nutrition, and that they	<ul style="list-style-type: none">• nutrition• carbohydrate



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The 'Animals including humans' unit takes children through six lessons where they learn how to: identify 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. They also learn how to identify that humans and some other animals have skeletons and muscles for support, protection and movement.

cannot make their own food; they get nutrition from what they eat

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
-

- protein
- vitamin
- mineral
- nutrition label
- portion
- energy
- balanced diet
- vertebrate
- invertebrate
- endoskeleton
- exoskeleton
- hydrostatic
- skeleton
- humerus
- ulna
- radius
- tibia
- fibular
- skull
- rib cage
- spine
- muscle



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		<ul style="list-style-type: none"> • contract • hamstrings • biceps • diaphragm
<u>Design Technology</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Cross-stitch and appliqué</u> Children will learn how to apply two new sewing techniques – cross-stitch and appliqué. They will then use these new skills to design and make a cushion.	<ul style="list-style-type: none"> • How to use cross-stitch to joint two pieces of fabric together • How to use applique stitch • How to design, cut and shape a template • How to thread needles and tie knots with greater independence 	<ul style="list-style-type: none"> • appliqué • cross-stitch • fabric • running stitch • patch • thread • embellish • template • cotton
<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Email</u> Children will learn how to use 2Email to respond to others and send appropriate emails using the address book.	<ul style="list-style-type: none"> • How to open an email and respond to it • How to write an email to someone from the address book • How to add an attachment to an email • How to use email safely 	email respond, recipient subject



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		attach file
<u>History</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u> Children will be able to accurately place BC and AD on a timeline and understand that prehistory happened a long time ago. They will be able to use a range of artefacts to make predictions about the past but will also be able to explain the limitations of archaeological evidence. Children will be able to talk about the changes between the Stone, Bronze and Iron Ages and will be able to state which age they would prefer to live in, providing evidence for their choice.	<ul style="list-style-type: none"> • That history is divided into periods of history • That BC means before Christ (used to show years before the year 0) and AD means Anno Domini (used to show years from the year 1AD) • That prehistory is divided into the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods • That Stone Age, Bronze Age, Iron Age periods are named after the materials that were commonly used to make tools • That archaeological evidence can be used to find out about the past • That change can be brought about by advancements in materials • That change can be brought about by advancements in trade 	BC (Before Christ) AD (Anno Domini) Stone Age Bronze Age Iron Age Prehistory Palaeolithic Mesolithic Neolithic Trade Tools Evidence Stonehenge Flint Tin Copper Bronze Iron
<u>French</u>	<u>Pupils will know</u>	<u>Key Vocab</u>



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Numbers and Months of the Year Children will be able to recall numbers 1-10 fluently in French and will begin to learn numbers 11-31. They will be able to ask, 'How old are you?' and 'When is your birthday?' and provide an answer to each question.	<ul style="list-style-type: none"> • Numbers 1-10 in French • How to say 'I am ____ years old' in French • How to say 'My birthday is...' in French • How to ask, 'How old are you?' in French • How to ask, 'When is your birthday?' in French • 	Quel âge as-tu? Quelle est la date de ton anniversaire? J'ai _____ ans Mon anniversaire c'est le...
Music Children will continue to learn and explore the Year 3 music vocabulary and nearer the Christmas period, they will learn the Christmas songs for their visit to Church.	Pupils will know <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) 	Key Vocab Pentatonic scale Ostinato Solo Melody Performing Crotchet Minim Rhythm grids
PE	Pupils will know	Key Vocab
Dodgeball (indoor) Children will learn how to throw a ball accurately and dodge a ball successfully. They will learn to accept the rules of the game and compete fairly.	<ul style="list-style-type: none"> • How to throw a ball with good accuracy and technique • How to dodge and avoid the ball • How to block the ball 	Throw Control Focus Ready position Grip



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Football (outdoor)

Children will learn how to stop and a pass a ball accurately before attempting to dribble and turn with some control. Children will then practice kicking a stationary ball past a goalkeeper and attempt a standing tackle before applying their skills to match scenarios.

Swimming

- How to catch the ball in ready position
- How to play and accept rules

- How to stop and pass a ball using inside of feet
- How to dribble and turn with some control
- To attempt a standing tackle 1 v 1
- How to kick a stationary ball past a goalkeeper
- Apply skills to match play and accept rules

- 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.

Block
Defender

Control
Passing
Tackle
Stationary
Throw in
Defending
Attacking