



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 2

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>Class reader for the half term: Arthur and the Golden Rope – Joe Tood Stanton and Ocean meets Sky – The Fan Brothers Class text: Shackleton's Journey – William Grill</p> <p>Over the first three weeks, we will be writing a letter from the perspective of being on Shackleton's ship to Antarctica. We will be focusing on including key features of a letter as well as using expanded noun phrases. In the last two weeks, we will explore the poem 'The Sound Collector' before writing our own poem in the same style.</p>	<p>In this half term, we will be focusing on fractions and measurement. We will begin by learning how to recognise and find fractions which are equivalent, compare fractions and add and subtract fractions with the same denominator. We will begin our 'measures' unit of work by measuring and comparing length.</p>



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We are also studying:

RESPECT	Pupils will know	Key Vocab
<u>Living in the Wider World</u> <u>Money and Work</u> Children will explore the different job sectors and will identify a range of jobs within each sector. They will talk about common myths and gender stereotypes related to work and will learn how to challenge these through examples of role models in a variety of jobs. Children will set goals that they would like to achieve this year and will create steps which will help them to achieve their goals	<ul style="list-style-type: none">• about the different job sectors and a range of jobs within each sector• about the common myths and gender stereotypes related to work• how to set achievable goals and create small steps to achieve these goals	<ul style="list-style-type: none">• job sector• myths• gender stereotype• goals• achievable• skills• teamwork• decision-making



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<u>RE</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<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 - Christianity, Judaism, Islam, Sikhism and Hindu Dharma</p>	<ul style="list-style-type: none">• How to re-tell a range of creation stories, making links between them.• How to express ideas 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• Truth• Science - Big Bang• Theory
<u>Science</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p>The 'Forces and magnets' unit takes children through six lessons where they will explore forces and magnets.</p>	<ul style="list-style-type: none">• Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance• Compare how things move on different surfaces• Describe magnets as having 2 poles	<ul style="list-style-type: none">• Force• Friction• Motion• Texture• Magnet



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	<ul style="list-style-type: none"> • Predict whether 2 magnets will attract or repel each other, depending on which poles are facing • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • Describe magnets as having two poles 	<ul style="list-style-type: none"> • Attract • Repel • Magnetic field • Non-contact force • Magnetism • Compass • Orienteering
<u>Design Technology</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<u>Cooking and Nutrition – Eating Seasonally</u> Children will learn that fruits and vegetables grow in different countries based on their climates. Children will create healthy recipes using seasonal ingredients and prepare the food safely. They will make fruit skewers and a savoury tart.	<ul style="list-style-type: none"> • that not all fruits and vegetables can be grown in the UK. • that each country has its own climate. • that these climates enable different fruits and vegetables to grow. • How to consider hygiene when preparing food. • How to use cooking equipment safely. 	Climate Diet Imported Ingredients Natural Recipe Seasonal seasons
<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>



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Coding Children will learn what a flowchart is and how flowcharts are used in computer programming. They will then practice using timers and repeat commands to run, test and debug programs. After, they will use their skills to design an interactive scene.	<ul style="list-style-type: none"> • How to read and explain a flowchart • How to create a program using timers and repeat commands • How the turtle object moves • How to consider nesting when debugging 	<ul style="list-style-type: none"> • Flowchart • Timer • Repeat command • Nesting • Program
History <u>Why did the Romans settle in Britain?</u> The unit will begin with children learning about when the Romans first invaded Britain and the reasons for the invasion. They will then investigate why the Roman army was so successful, look at a range of artefacts and discuss what they tell us about life in Roman times and explain how the Romans have impacted life in Britain today.	<u>Pupils will know</u> <ul style="list-style-type: none"> • that archaeological evidence can be used to find out about the past • about the expansion of empires and how they were controlled across a large empire • some reasons why empires fall/collapse • that there were different reasons for invading Britain • that there are varied reasons for coming to Britains • that the Roman invasion led to a great increase in British trade with the outside world • about achievements and inventions that still influence our lives today from Roman times 	<u>Key Vocab</u> <ul style="list-style-type: none"> • Romans • invasion • empire • Celts • settlers • armour • shield • pilum • gladius • scutum • tunic • caligae (sandals)
French <u>Les commanders dans la classe</u> <u>Classroom commands</u>	<u>Pupils will know</u> <ul style="list-style-type: none"> • how to say and respond to basic classroom commands such as: stand up, sit down, look, 	<u>Key Vocab</u> Asseyez-vous (Sit down) Levez-vous (Stand up)



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Children will understand and be able to say basic classroom commands such as: stand up, sit down, look, listen, repeat, put your hand up, write your name, tidy your things away and open/close your book.	listen, repeat, put your hand up, write your name, tidy your things away and open/close your book.	Écoutez/Regardez/Répétez (Listen/Look/Repeat) Levez la main (Put your hand up) Écrivez votre nom (Write your name) Rangez vos affaires (Tidy away your things) Ouvrez/fermez vos cahiers (Open/Close your books) s'il vous plaît. (please.)
Music	Pupils will know	Key Vocab
<u>Dragon Song</u> Children will learn to sing the 'Dragon Song' by Joanna Mangona and Pete Readman. This is a song about kindness, respect, friendship, acceptance and happiness. They will learn how to sing harmonies in two different parts before using recorders and glockenspiels.	<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 	<ul style="list-style-type: none"> • Pentatonic scale • Ostinato • Solo • Melody • Performing • Crotchet • Minim • Rhythm grids
<u>PE</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
		Reggae



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Indoor - Dance Romans

Children will practice roman formations and add attacking and defending moves to the backing of a gladiator battle soundtrack. They will add levels, canon moves, unison moves to represent different movements such as volcanic eruptions, thunder and earthquakes.

Outdoor – Tag Rugby

Children will learn how to move with a ball in their hands and pass backwards and sideways. They will practice moving into spaces to avoid defenders through a range of dodging techniques. They will begin to apply their skills to a game situation.

- how to perform with a sense of timing and expression
- how to choose an action and try to move in unison or canon with a partner
- how to use movements based on a theme to create a dance performance
- how to use different energies in my dance

- know that I can use a dodge to get away from a defender and find a space
- know that when I am attacking, my team needs to keep possession and attempt to score
- know when defending, I need to stop the opposition scoring and attempt to win back possession
- Understand some very basic tactics and begin to use these in a variety of game situations

Unison
Energy
Canon
Expression
Feedback
Formations
Pathways

Tagging
Handover
Passing try
Acceleration
Horizontal
Smile
Defending
Attacking



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Swimming

- 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.

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