



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: Summer 2

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>Class reader for the half term: Krindlekrax Class text: The Black Hat (Maia Walczak) and The Yellow Bag</p> <p>This half term, we will write an Egyptian non-chronological report using the features of headings and subheadings to structure the text. After this, we will write a narrative based on The Black Hat and Yellow Bag book. We will continue to use a wide range of conjunctions to extend our descriptions and be encouraged to use prepositions at the start of sentences.</p>	<p>In Maths, children will be identifying horizontal, vertical, parallel and perpendicular lines in 2D shapes. We will be focusing on reading time, with increasing accuracy, to the nearest minute. Children will use vocabulary us as: <i>o'clock, am/pm, morning, afternoon, noon and midnight</i> and will compare duration of events.</p>



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We are also studying:

RESPECT	Pupils will know	Key Vocab
<p><u>Health and Wellbeing</u> <u>Physical Health and Mental Wellbeing</u> In this unit, we will explore a range of strategies that can be used to support our physical and mental health. We will talk about the importance of regular exercise and how this supports our mental and physical health. We will also identify a range of different emotions and talk about how all humans experience these in relation to different experiences and situations.</p> <p><u>Keeping Safe</u> Children will learn how to identify typical hazards at home, in school and within the local environment. We will discuss the importance of following safety rules from parents and other adults. Children will learn about road, rail, fire and water safety.</p>	<ul style="list-style-type: none">• The importance of building regular exercise into daily and weekly routines and how to achieve this• What constitutes a healthy diet and explain this• How to identify healthy and unhealthy choices (For example: regular exercise, eating a balanced diet, personal hygiene)• How to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety	<ul style="list-style-type: none">• Mental wellbeing• Physical health• Exercise• Balanced diet• Hazard• Safety• Risk• Risk assessment• Hygiene• Balanced diet



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RE	Pupils will know	Key Vocab
<p><u>What do creation stories tell us about our World?</u> We will explore creation stories from Christianity, Judaism, Islam and Sikhism. We will consider how these stories have impacted upon the faiths in the past, and how relevant they are today. We will then compare and contrast the different creation stories.</p>	<ul style="list-style-type: none">• That people have different views on how the World was created and that some views are religious and others are non-religious.• That all faiths believe that the world should be respected and cherished.• The similarities and differences between two of the creation stories and the importance of them.	<ul style="list-style-type: none">• Creation• Creator• Responsibility• Interpretation
Science	Pupils will know	Key Vocab
<p><u>Rocks and Soils</u> Children will look at a range of rocks and will compare and group them based on their appearance and properties. They will learn how fossils are formed and where they can often be found within the environment.</p>	<ul style="list-style-type: none">• The names of some types of rock and will give examples of their physical features• How a fossil is formed• That soils are formed from rocks and living/dead matter• That the Earth is made from rocks and minerals and can label crust, mantle, inner core and outer core• That there are different types of rock: igneous, sedimentary and metamorphic	<ul style="list-style-type: none">• Rocks• Soils• Appearance• Properties• Fossil• Earth• Crust• Mantle• Inner core, Outer core• Igneous, Sedimentary, Metamorphic



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<u>Art and Design</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Sculptures – Constructing a castle</u> Children will design a castle with key features and label it with the 2D shapes they will need to create these features. They will construct a range of 3D geometric shapes using nets to make features such as turrets and drawbridges. They will use materials and shapes to create a stable castle.</p>	<ul style="list-style-type: none">• How to design and label a castle• How to construct a range of 3D geometric shapes• How to make facades from a range of recycled materials• The importance of strength and stiffness in structures.	2D 3D Castle Shape Net Structure Design
<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p>This half term we will recap on our Online Safety and touch typing units. We will continue learning how to type with two hands and ensure we are using the correct fingers for each row of the keyboard. We will continue to be confident in demonstrating how we can keep ourselves and others safe online.</p>	<ul style="list-style-type: none">• How to keep safe online• To use two hands to type at the keyboard• How to type with accuracy and suitable pace	Home, top and bottom rows Keyboard Password Appropriate Reliable Permission



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History	Pupils will know	Key Vocab
<p><u>What did the Ancient Egyptians believe?</u> Children will learn about who the Egyptians were and when they lived. They will be able to identify ancient Egyptian gods and goddesses and will discover why the Egyptians built the pyramids. To complete the unit, children will refer back to, and reflect on, the key question 'What did the Ancient Egyptians believe?'</p>	<ul style="list-style-type: none"> • That significant archaeological findings are those which change how we see the past • That 'historically significant' events are those which changed many people's lives and had an impact for many years to come • That there are different beliefs in different cultures, times and groups • About the achievements of the Ancient Egyptians 	<ul style="list-style-type: none"> • Afterlife • Book of the Dead • Civilisation • Historically significant • Immortal • Mummification • Preserve • Ra • River Nile • Sarcophagus
French	Pupils will know	Key Vocab
<p><u>Stories, Songs and Music</u> <u>La chenille qui fait des trous</u> <u>(The Very Hungry Caterpillar)</u> Children will listen to the short story 'The Very Hungry Caterpillar' in French. They will be able to recognise vocabulary relating to food, days of the week and numbers. They will listen to, and be able to perform, the song 'J'ai Faim'.</p>	<ul style="list-style-type: none"> • The days of the week in French • How to say at least 3 different food items in French 	<ul style="list-style-type: none"> • J'ai faim • Je veux • Je veux manger • Du fromage • Du lait • Du pain



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Music	Pupils will know	Key Vocab
<p><u>Reflect, Rewind and Replay</u> This unit of work consolidates all our learning over the year. Each week, we will listen and appraise a new song before using a range of instruments to play to the rhythm of the song. Children will explore the pulse and tempo of the music.</p>	<ul style="list-style-type: none"> • How to recognise elements of music (pitch, tempo, dynamics) • How to use musical vocabulary to explain what they like and dislike about a piece of music • How to play simple rhythmic patterns with a steady pulse • How to clap a steady pulse of increasing or decreasing tempo 	<ul style="list-style-type: none"> • Rhythm • Tempo • Pitch • pentatonic scale • ostinato • solo • melody • performing
PE	Pupils will know	Key Vocab
<p><u>Indoor: Circuits</u> Children will complete a range of exercises in a circuit to improve their strength and cardio. Each week children will record their reps per station and try and beat their score the following week. Children will work in partners to compare their performances.</p> <p><u>Outdoor: Athletics</u> Children will practice throwing a javelin thinking about their body posture and pushing forward from</p>	<p><u>Indoor:</u> the importance of daily exercise and the different components of a circuit (core strength, cardio and lower body strength).</p> <p><u>Outdoor:</u></p> <ul style="list-style-type: none"> • how to throw a javelin • how to perform a long jump • how to take part in a team relay 	<p>Circuit Strength Repetition Rest Cardio</p> <p>Javelin Long jump Team relay</p>



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a low to high position to release the javelin.
Children will practice jumping and landing on two feet and in teams of four will practice how to pass a baton in a relay race whilst moving forward.

Swimming

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