

H HOOK JUNIOR

S C H O O L

Year 3 Autumn Term 2023 - Learning Overview Summary

Inspire, Learn and Achieve

**Key Concepts: Roles and Responsibilities,
Change, Cause and Consequence**

English

As readers and writers we will immerse ourselves in the beautifully illustrated non-fiction text on *The Magic and Mystery of Trees* where we will learn the skills of retrieval and inference during guided reading lessons. In English, we will explore the classical text of *The Secret Garden* (revised by Geraldine McCaughyran) where the children will write a setting description using prepositions to link sentences together. Following this, we will write a diary entry from Colin Craven's perspective, telling his father all about his discovery of the hidden wonders of the garden. Through our links with the horticultural club, we will write instructions on how to plant cress seeds using fronted adverbials and time subordination in order to vary our sentence openers. Finally, we will study Malala's *Magical Pencil* in guided reading lessons and write our own biographies on this inspirational education activist. Our poetry unit on Caribbean Wind will enable us to read, write and perform our own poems, learning how to use personification to create imagery.

Maths

As mathematicians we will be reading, writing, ordering and comparing numbers up to 1000 in context. We will then build upon our number bonds to learn a range of mental methods for addition and subtraction through problem solving. Following this, we will then learn the formal written method for addition. After this, we will be practising our multiplication facts for the 2, 4 and 8 times tables using the children's secure foundation of doubling.

Computing

As computer scientists we will understand how to use a computer responsibly and effectively and know how to accurately save work. Our online safety lessons will help us understand how to keep ourselves safe when communicating online.

Science

As scientists we will build upon our prior learning in Year 1 on plants. By the end of the unit, we will be able to identify and describe the functions of the different parts of a plant as well as the requirements for life and growth. Then we will investigate how plants create their own food (also known as photosynthesis) and investigate the life cycle of plants including pollination and seed dispersal.

MFL

As linguists we will begin learning a new language by listening attentively to spoken language and show understanding by joining in and responding. We will practice correct pronunciation and intonation, learning simple words and phrases all about ourselves in French.

Music

As musicians we will learn the difference between pulse and rhythm and understand how sound is made in a range of woodwind instruments, including the recorder.

History

As historians we will be exploring the question, 'How did life change between the Neolithic and the Iron Age?' Through exploring Prehistoric Britain, we will consider how it changed and the impacts it had on our country.

Geography

As geographers we will be exploring our local area of Hook, including the school ground environmental quality, as well as identifying the human and physical features. This will allow us to understand the push/pull factors of living in Hook, including environmental changes.

Religious Education

As citizens, we will explore the concept of neighbour, looking at the story of The Good Samaritan and investigating its hidden meaning. We will then focus on understanding prayer rituals within Christianity and Hinduism. After this, we will look at the symbol of light focusing on the importance of advent.

PSHE

As British citizens we will develop our knowledge and understanding on the differences between growth and fixed mindsets. Additionally, we will explore what positively and negatively affects physical, mental and emotional health with a focus on how the media can impact this. Collaboratively, we will learn some self-care techniques such as physical exercise, the importance of good sleep, relaxation and good friendships.

Design & Technology

As designers we will investigate different greenhouse structures. Following this, we will plan, create, exhibit and evaluate our own mini greenhouses.

Art

As artists we will explore the work of Vanessa Stone who was inspired by nature. She created tree cuttings and worked with the use of perspective to create artwork using our natural landscape.

Physical Education

As athletes we will consolidate our invasion skills within football. We will also have weekly gymnastics or dance lessons consolidating and improving the quality of actions, body shapes and balances, including partner balances.

Geography - Hook – Our local area (Year 3)

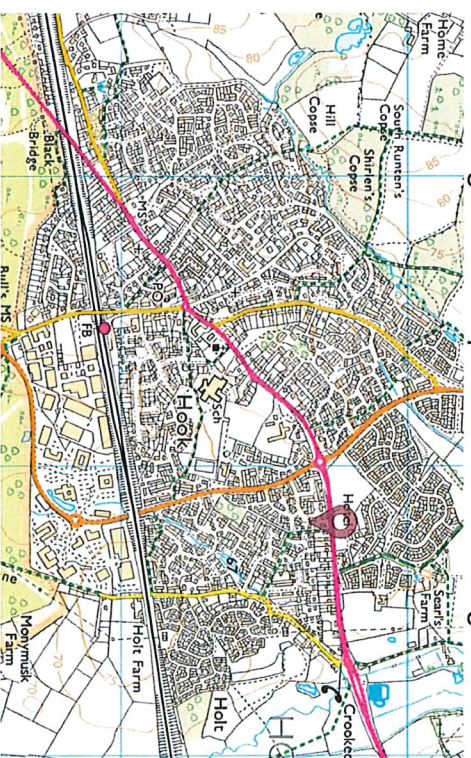
What I should already know

- Human and physical features of the infant school grounds
- We go to school in Hook which is a village



Key concepts- What I will know by the end of the unit

- Locate Hook on a map and describe the location using 4 compass points
- Identify some symbols on an OS map
- To collect data about the local area and present this in our books
- To complete an environmental quality survey to identify my favourite place in the school grounds
- To use images and maps to observe changes to Hook over time



Glossary of terms	Or translation of key vocabulary and a picture
4 compass points	North, East, South, West
OS Map	Ordnance Survey map uses symbols and grid references to show human and physical features of an area
Environmental Quality Survey	Uses an observer's judgements to assess the quality of an area against a scale
Location	A particular place or position
Human Features	Features made by humans e.g. buildings, roads, transport
Physical Features	Natural features e.g. trees, rivers, mountains

Name of Unit - History – Iron Age Britain (Year 3)

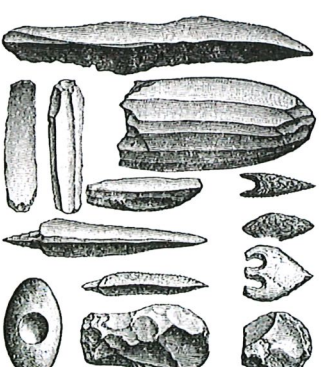
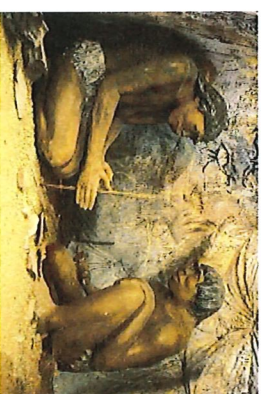
What I should already know

- How to visualise a scale of time using a timeline.
- What do we do in History?



Key concepts- What I will know by the end of the unit

- What resources (tools/clothes/weapons/jewellery) people had at this time.
- How humans skills developed to survive and thrive.
- How humans built shelter and where they lived.
- What the farming and technology improvements were.
- How religions and beliefs changed.



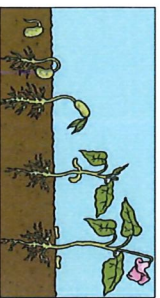
Glossary of terms	Or translation of key vocabulary and a picture
Neolithic	The later part of the Stone Age.
Settlement	A place where people establish a community.
Nomadic	Someone/something who wanders – they have no permanent home.
Artefact	An object made by a human being with historical significance.
Chronology	Past dates and events in history.
Characteristic	A feature or quality belonging to a certain place or person.

Name of Unit – Science - Plants (Year 3)

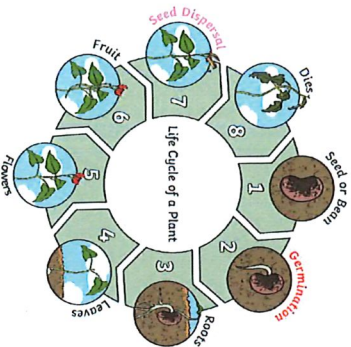
What I should already know

Key Stage 1 (Year 2 knowledge)

Plants grow from seeds, beans or bulbs.



Life cycle of a seed:



Key concepts- What I will know by the end of the unit

How Water Moves through a Plant

1. The **roots** absorb water from the soil.
2. The **stem** transports water to the **leaves**.
3. Water **evaporates** from the **leaves**.
4. This **evaporation** causes more water to be sucked up the **stem**.

The water is sucked up the **stem** like water being sucked up through a straw.

water

light

food and nutrients from the soil

air

room to grow

What Does a Plant Need to Grow?

Different plants vary in how much of these things they need. For example, cacti can survive in areas with little water, whereas water lilies need to live in water.

Glossary of terms	Or translation of key vocabulary and a picture
Roots	These anchor the plant into the ground and absorb water and nutrients from the soil
Stem	This holds the plants up and carries water and nutrients from the soil to the leaves. A trunk is the stem of a tree
Leaves	These make food for the plant using sunlight and carbon dioxide
Flowers	These make seeds to grow into new plants. Their petals attract pollinators to the plant
Nutrients	These substances are needed by living things to grow and survive. Plants get nutrients from the soil and make their own food in their leaves
Evaporation	When liquid turns into a gas

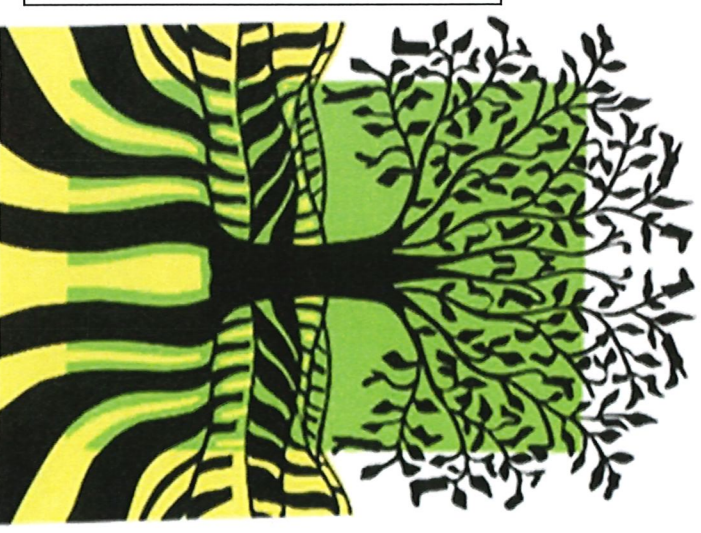
Name of Unit – Art - The Magic of Trees (Year 3)

What I should already know

- ♣ how to use a range of materials and tools creatively to design and make products
- ♣ how to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ♣ how to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Key concepts- What I will know by the end of the unit

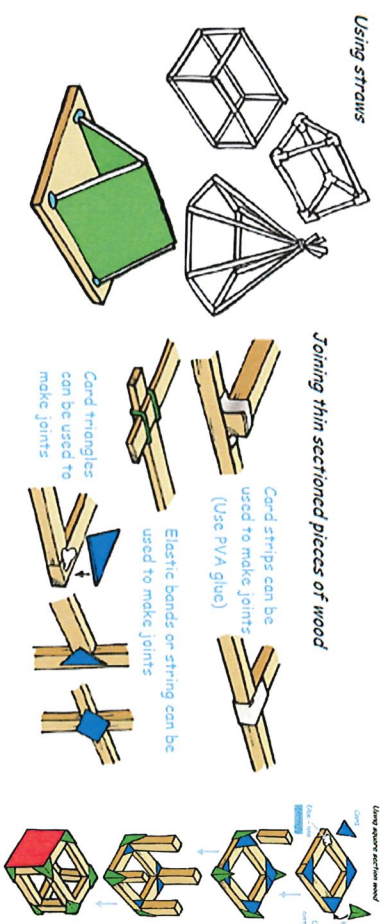
- ♣ how to draw from direct observation
- ♣ how to evaluate the work of a successful artist and use it as inspiration for my own work
- ♣ refine my skills using a variety of media and tools



<u>Glossary of terms</u>	<u>Meaning</u>
medium	A material used e.g. paint
mixed media	A variety of materials used e.g. paint and pastel
composition	The arrangement of images/mark making on the page to create a complete image
background	Furthest away
middle ground	centre
foreground	Closest to viewer
horizon	Where sky meets the land
blending	Combining / merging colours or tones together
layering	Multiple media placed on top of each other with parts of the image from each layer showing through
mark making	Variety of ways we can make marks using different tools e.g. straight lines, stippling
tonal scale	Dark through to light

Name of Unit: Design and Technology – Frame Structure – Greenhouses (Year 3)

<p>What I should already know</p> <p>How to build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>How to explore and use mechanisms in their products.</p>	<p>Key concepts - What I will know by the end of the unit</p> <ul style="list-style-type: none"> • To understand how to strengthen 3-D frameworks. • To understand and use appropriate tools, materials, components and techniques and use them. • To demonstrate how to use skills in using different tools and equipment safely and accurately. • To construct products using permanent joining techniques. • To know and use technical vocabulary relevant to the project.
<p>Glossary of terms</p> <p>Frame Structure</p> <p>Mark Out</p> <p>Modelling</p> <p>Triangulation</p> <p>Design Criteria</p> <p>Assemble</p>	<p>Or translation of key vocabulary and a picture</p> <p>A rigid support structure that gives shape and forms support for its parts.</p> <p>Measure and draw marks when you want to cut or saw your material.</p> <p>The process of making a 3-D representation of a structure or product.</p> <p>The use of triangular shapes to strengthen a structure.</p> <p>The goals that a project must achieve in order to be successful.</p> <p>To put together (construct) all the parts of your final product.</p>



Name of Unit- PSHE Growth Mindset (Year 3)

What I should already know

First PSHE topic of KS2.

Key concepts- What I will know by the end of the unit

Children will learn all about what a growth mindset and what a fixed mindset is. They will look at how it feels to fail, what happens to your brain when you learn, how making mistakes are part of the learning process.

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Glossary of terms

Or translation of key vocabulary/ picture

Growth mindset

a belief that you can develop your skills and talents through hard work, the right strategies, and guidance from others

Fixed mindset

a belief *that* describes people who see their qualities as fixed traits that cannot change *and who are more likely to give up*

Determination

a positive emotional feeling that involves persevering towards a difficult goal in spite of obstacles.

Resilience

the process and outcome of successfully adapting to difficult or challenging life experiences/ not giving up

Barrier

a circumstance or obstacle that keeps people or things apart or prevents progress.

Name of Unit – RE – Neighbour (Christian tradition) (Year 3)




What I should already know

In KS1 the enquiry into what it means to live a religious and non-religious life will be concerned with enquiring into concepts common to all people (A concepts), where children will engage within their own experience. KS1 Children will be introduced to terms specific to religions (eg Shabbat) but the focus for enquiry into concepts will be rooted in their own experience.

Key concepts- What I will know by the end of the unit

- To know what 'neighbour' means.
- To identify ways in which we can be a good neighbour.
- To sort and justify your opinions about neighbour.
- To know the story of 'The Good Samaritan' and understand the hidden meaning.

The Good Samaritan
Jesus told a story about a man who was walking on a road.

		
Suddenly, robbers attacked the man. They beat him left the poor man lying on the road.	A priest walked by the man and left him on the road	A man who worked at the temple walked past and left him on the road.
A Samaritan went past. Samaritans hated Jews.	He helped the man feel better. He took him to an inn on his donkey.	This story tells people to treat other people how they want to be treated.



Glossary of terms	Or translation of key vocabulary and a picture
Neighbour	A person who lives near another.
Support	To agree with and give encouragement to someone or something because you want him, her, or it to succeed.
Samaritan	A person who is generous in helping those in distress.
Parable	A simple story which has a special religious or moral meaning at the end.
Belonging	A person who is part of, or a member of, a group.
Community	A group of people living in a particular area.

Name of Unit – Music – Recorders (Year 3)

What I should already know









How to play a range of rhythms using the following notations.

crotchet	1 beat		
quaver	$\frac{1}{2}$ beat		

That volume (dynamics), pitch, and duration can be altered to create new melodies.

Key concepts- What I will know by the end of the unit

How to play a range of songs using up to 5 notes on the recorder using the following note lengths.

Note Lengths			
Name	Length	Note symbol	Rest symbol
Semi-brave	4 beats		
minim	2 beats		
crotchet	1 beat		
quaver	$\frac{1}{2}$ beat		

What the inter-related dimensions of music are and how they impact upon a performance.

Inter-related dimensions of music	
Pulse	The heartbeat or steady beat of a piece of music.
Rhythm	The combination of long and short notes to create a pattern.
Pitch	How high or low a note is.
Dynamics	How loud or quiet music is.
Tempo	How fast or slow a piece of music is.
Timbre	The quality and character of the sound.
Structure	How the sections of a piece are ordered.
Texture	Layers of sound in the music.
Notation	Ways to visually represent music.

Glossary of terms Or translation of key vocabulary and a picture

Sea shanty A song originally sung by sailors whilst performing physical labour together.

Stave/staff A set of 5 horizontal lines and 4 spaces which show the pitch of a note.

staccato To play each note sharply

legato To play each note smoothly.

Name of Unit: Computing – Search Engines (Year 3)

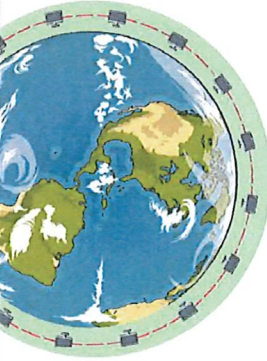
What I should already know:

- I may have already had experience using a search engine at home
- I will have used the Internet before in Year 2

Key concepts- What I will know by the end of the unit

The Internet

The Internet is a network of computers connected to each other all around the world. The concept of the Internet was created by Robert Kahn and Vinton Cerf. You can access the Internet by connecting many digital devices to it, such as laptops, computers, tablets, smartphones, smartwatches and gaming consoles.



Stop and Think - Don't Choose the Weakest Link!


When making searches online, be sure to check the reliability of the link by:

1. checking there is an s at the end of the **https://**;
2. looking for a padlock;
3. looking at a web page's URL and checking the top-level domain (.com, .co.uk, .org, .net);
4. checking the name of the **website** to see if it is one you have heard of before, such as BBC Ritesize or National Geographic.

How Do Search Engines Work?


When looking for something like an image, a request is sent in a packet to a web server. Each computer has its own **IP address** which is like a postcode. Requests can be made by fibre-optic cables under the sea (submarine cables) or via satellite. The web server can then send the information back to your computer.

Wireless technology can also be used to connect to the Internet which uses radio signals to send and receive data via a router.






Using the Internet

Bookmarking is where you can save a **web page** you'd like to revisit by clicking on the star in the address bar. Microsoft refer to this as a favourite.



There are different ways to **copy and paste** from a web page.

- Press Ctrl and C to copy and Ctrl and V to paste.
- Right-click and copy, right-click and paste.
- Use the Snipping Tool on your device.
- Right-click and save the image, then insert it into a document.

Glossary of terms	Or translation of key vocabulary and a picture
Internet Protocol address	Each computing device that connects to the Internet has something called an Internet Protocol address (IP address). This is its own unique address which is made up of numbers.
Internet Service Provider (ISP)	A company that provides access to the Internet either using cables, such as fibre-optic or copper or using wireless technology.
Search engine	A search engine is a service you use on the Internet to help you find information via the World Wide Web.
Web browser	A web browser allows you to access the Internet, including search engines and other web pages.
Web page	This is a specific page that is viewed on a web browser by entering a URL address. It can display text, images and hyperlinks to other pages.
Website	This is a collection of web pages grouped together.
World Wide Web	The World Wide Web is a collection of web pages found on a network of computers
Uniform Resource Locator (URL)	This is the address given to find web pages on a web browser.



Name of Unit: Getting to Know You (Year 3 Autumn)

What I should already know

When pupils come from the Infant School, they will not have any prior knowledge of MFL teaching.

There is an independent French Club at the Infants, which some may have attended.

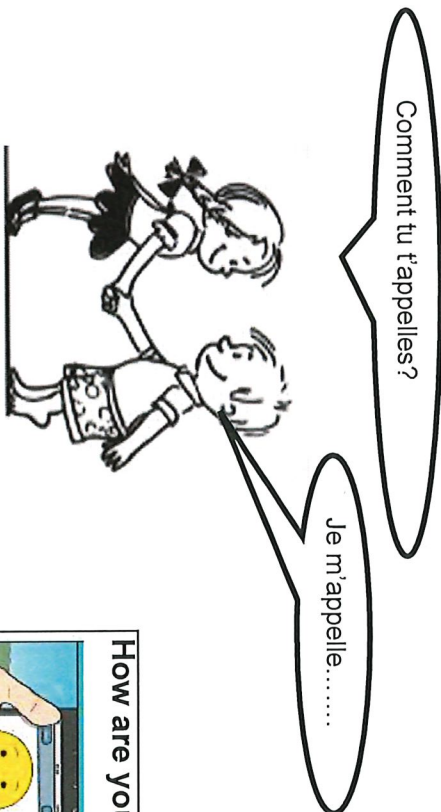
Key concepts- What I will know by the end of the unit

- To develop my understanding of France
- To greet people
- To introduce myself - to give my name and age
- To discuss how I am feeling

Greetings

Bonjour ! Hello!	Salut ! Hi!	Au revoir ! Goodbye!
Bonsoir ! Good evening!	Bonne nuit ! Good night!	Bon week-end ! Have a nice weekend!
À bientôt ! See you soon!	À demain ! See you tomorrow!	À tout à l'heure ! See you later!
Monsieur (m) Mr	Madame (f) Mrs	Mademoiselle (f) Miss

What's your name? My name is....



How old are you? I am.....



How are you feeling?

(ça va) très bien very well	(ça va) bien good/fine	comme ci, comme ça not bad/okay
ça ne va pas très bien not very well	ça va mal bad/not well	Et toi ? And you?

Numbers

