HOOK JUNIOR SCHOOL

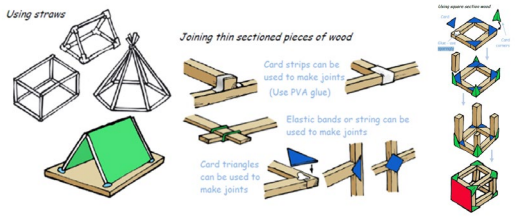
Name of Unit: Design and Technology – Frame Structure – Greenhouses (Year 3)

What I should already know

- How to build structures, exploring how they can be made stronger, stiffer and more stable.
- How to explore and use mechanisms in their products.

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

- To understand how to strengthen 3-D frameworks.
- To select from and use appropriate tools to measure, mark out, cut, shape and join construction materials to make frameworks with support.
- To use equipment safely and accurately with some support.
- To construct products using permanent joining techniques.
- To explain who Decimus Burton and Peter Van de Toorn Vrigthoff is and the influences of their work.
- To identify the strengths of final product using given questions linked to the original design criteria.



Influential Focus Designer:

Peter van de Toorn Vrijthoff (Architect)

The Glasshouse at RHS Wisley was designed by Peter and it contains 110 tonnes of curved glass.

Glossary of terms	Or translation of key vocabulary and a picture
frame structure	A rigid support structure that gives shape and forms support for its parts.
mark out	Measure and draw marks when you want to cut or saw your material.
modelling	The process of making a 3-D representation of a structure or product.
triangulation	The use of triangular shapes to strengthen a structure.
design criteria	The goals that a project must achieve in order to be successful.
assemble	To put together (construct) all the parts of your final product.

HOOK JUNIOR SCHOOL

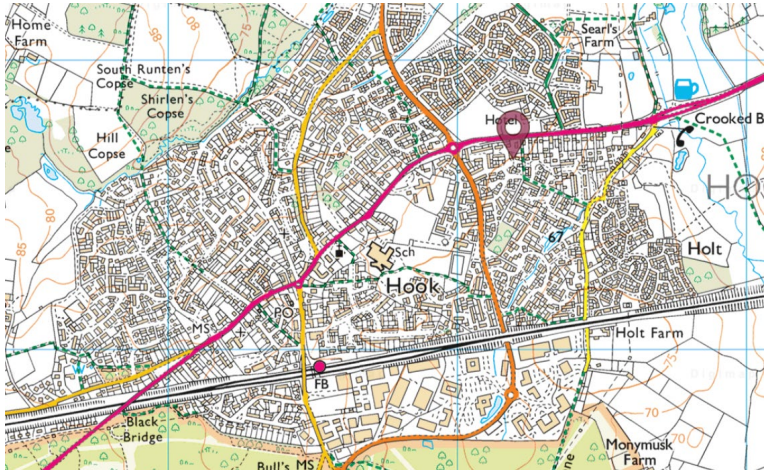
Geography - Hook – Our local area (Year 3)

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 locate and identify points on an OS maps using 4 figure grid references
- To collect data about the local area and present this in our books
- To complete create a map of and identify my favourite place in the school grounds



Glossary of terms	
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
4 figure grid reference	The use of ‘eastings’ and ‘northings’ to locate and find places on maps
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

HOOK JUNIOR SCHOOL

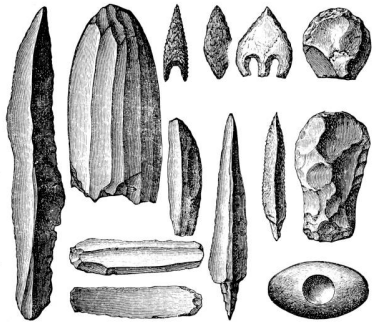
Name of Unit - History – Iron Age Britain (Year 3)

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.

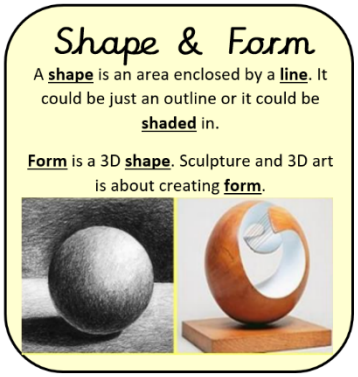


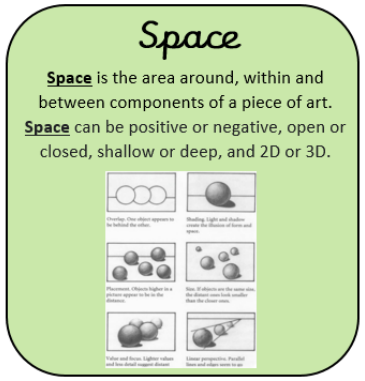
Glossary of terms	Or translation of key vocabulary and a picture
Neolithic	The later part of the Stone Age.
settlement	A place where people establish a community.
nomadic	Someone/something who wanders – they have no permanent home.
artefact	An object made by a human being with historical significance.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

HOOK JUNIOR SCHOOL

Art – The Magic of Trees (Year 3)

Key element(s)





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

♣ how to use a range of media (oil pastels, acrylic paint, watercolours)

♣ how contemporary artists use shape and space in their work, considering how to use this in my own work.

♣ how to use foreground, middleground and background to create perspective.

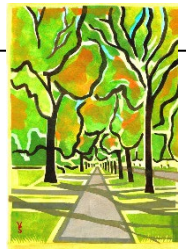
Key artist(s)

Name: Vanessa Stone

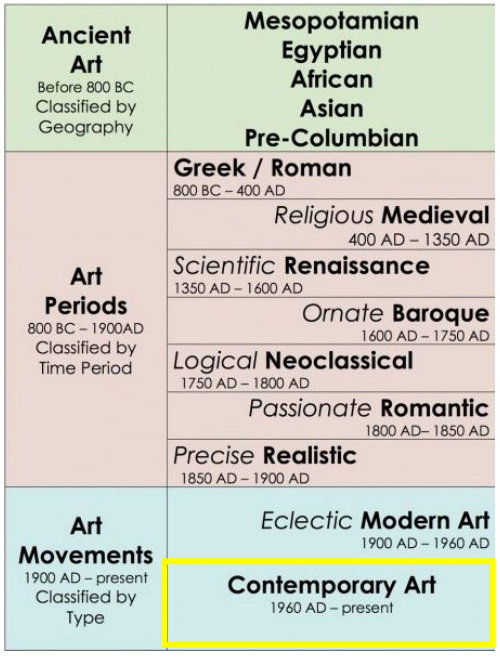
Era: Contemporary

Nationality: English

Known for creating landscapes and using vibrant colour.



Glossary of terms	Meaning
elements	The different visual parts of art
shape	An area enclosed by a line
space	3D art, through sculpture or the illusion of 3D on a 2D surface
composition	The arrangement of elements to create a complete image.
2D	2-dimensions, has only width and height
3D	3-dimensions, has width, height and depth
foreground	Appears closest to the viewer.
middleground	Appears at a middle distance.
background	Appears furthest away from the viewer.
blending	Merging colours or tones together.
layering	Different media places on top of each other.



Outcomes

HOOK JUNIOR SCHOOL

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

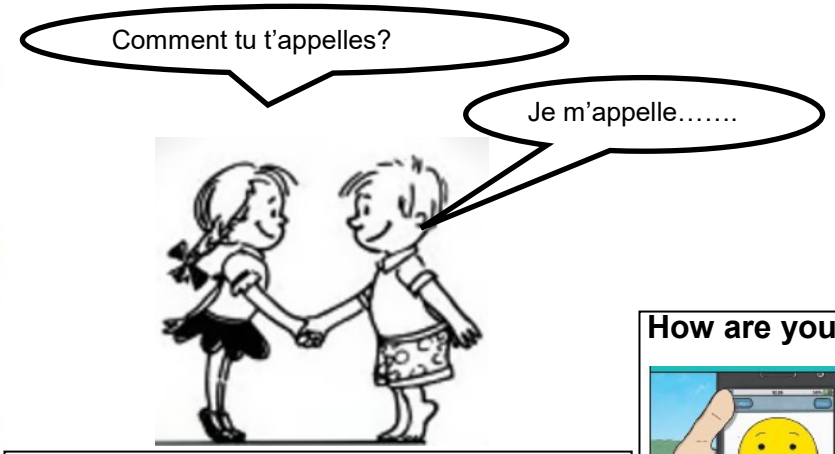
- To develop my understanding of France
- To greet people
- To introduce myself - to give my name and age
- To discuss how I am feeling

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

f=feminine m= masculine

What's your name? My name is….



How old are you? I am…..

Numbers

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?

HOOK JUNIOR SCHOOL

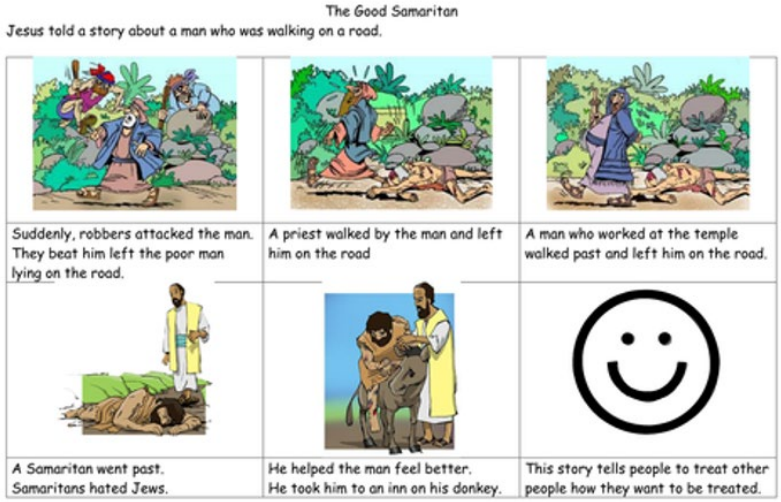
Name of Unit – RE – Neighbour (Christian tradition) (Year 3)

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 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.



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.

HOOK JUNIOR SCHOOL

Name of Unit – Computing – Online Safety

What I should already know:

I will have already looked at online safety in all year groups so far. I should know what bullying is, how this affects someone and how to get help. I might have spoken about how bullying looks online and how to deal with this.

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

I can describe appropriate ways to behave towards other people online and why this is important.

Online Bullying

I can give examples of how bullying behaviour could appear online and how someone can get support.

Online Bullying

I can say what harmful online behaviour looks like

I can describe methods people may use to bully others including online and offline methods

I can provide simple examples of where online bullying can take place and what it might look like

I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.

Online Relationships

I can explain what it means to 'know' someone.

I can give different examples of how well I know people eg friends, family, teachers.

I can explain the differences between 'knowing' someone online compared to offline

I can explain how someone's feelings can be hurt by what

Online Relationships

I can describe how it might feel if I/someone else has their feelings hurt by something someone says online

I understand that when people talk online, it is different to communicating face to face and that sometimes people act differently online

I understand that sometimes people say or write things online which are not meant as it seems

Glossary of terms	Or translation of key vocabulary
online	If you are online you are connected to the internet and can share data with other computers.
online safety	Internet safety is all about staying safe online and being aware of any potential risks we might face, which include malware, scams, and cyberbullying.
cyberbullying	Bullying behaviour which takes places through the use of electronic means, such as through e-mail, mobile phones or posts on a social network
block	To stop someone from contacting you on a chat service; people that are blocked cannot reach you online through that particular chatting service.

HOOK JUNIOR SCHOOL

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.

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.

HOOK JUNIOR SCHOOL

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	½ 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	½ 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.

HOOK JUNIOR SCHOOL

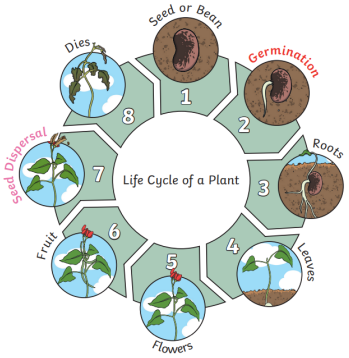
Name of Unit – Science - Plants (Year 3)

What I should already know

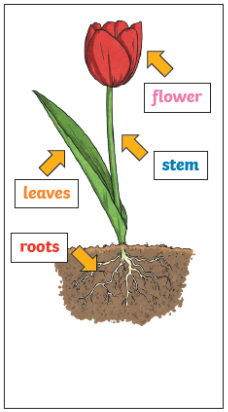
Key Stage 1 (Year 2 knowledge)

Plants grow from seeds, beans or bulbs.

Life cycle of a seed:

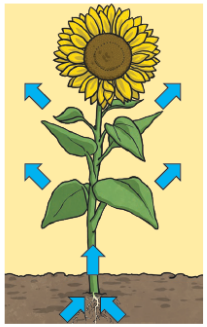


Key concepts- What I will know by the end of the unit



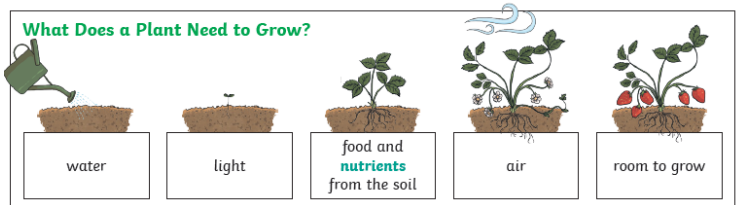
How Water Moves through a Plant

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.

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