

Structures – Constructing a Castle

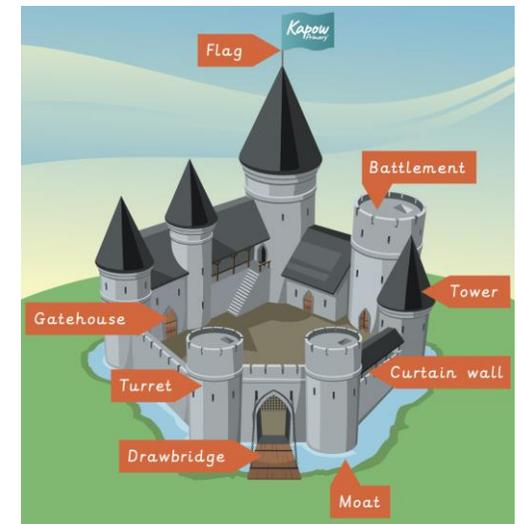
Essential Vocabulary	
Façade	The front of a structure
Feature	A specific part of something
Net	A 2D flat shape that can become a 3D shape once assembled
Recyclable	Material or an object that, when no longer needed, can be made into something new.
Scoring	Scratching a line with a sharp object into card to make the card easier to bend.
Tab	The small tabs on the net template that are bent and glued down to hold the shape together.
Stable	Object does not topple over
Evaluate	When you look at what went well with your product and what can be improved.

Links to Prior Learning
<ul style="list-style-type: none"> In year 2, children made a chair for a baby bear. They explored what shapes are best suited to make a structure stable and that materials can be manipulated to improve strength and stiffness.

Key Knowledge
<ul style="list-style-type: none"> To understand that wide and flat based objects are more stable. To understand the importance of strength and stiffness in structures. To know the following features of a Castle: flags, towers, battlements, turrets, curtain walls, moat, drawbridge and gatehouse – and their purpose. To know that a façade is the front of a structure. To understand that a Castle needed to be strong and stable to withstand enemy attack.

Key Skills
<ul style="list-style-type: none"> Designing a castle with key features to appeal to a specific person/purpose. Drawing and labelling a castle design using 2D shapes. Designing and/or decorating a Castle tower on CAD software. Constructing a range of 3D geometric shapes using nets. Creating special features for individual designs. Making façades from a range of recycled materials. Evaluating own work and the work of others based on the aesthetic of the finished product and in comparison to the original design. Suggesting points for modification of the individual designs.

Key Questions
What materials can be joined easily?
What can help you cut better?
What inspires you when junk modelling?





Year 3- Painting, Steve Mbatia

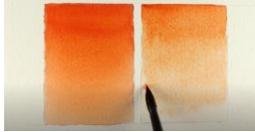


Lime Tree Primary Academy
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Essential Vocabulary	
Primary colours	Primary colours are basic colours that can be mixed together to produce other colours. They are red, yellow, blue.
Secondary colours	These are colour combinations created by the equal mixture of two primary colours.
Gradient	Gradually transitioning from one hue to another, or from one shade to another, or one texture to another.
Colour block	Contrasting blocks or panels of solid, typically bright colour.
Water colour	Artists' paint made with a water soluble binder and thinned with water rather than oil
Collage	A piece of art made by sticking various different materials together.

Key Knowledge
<ul style="list-style-type: none"> • Steve Mbatia was born in 1963, in Kenya. • Steve is inspired by what he sees around him- especially by the wildlife. • He changes his media style. From collages to watercolors, charcoal, oils and sculptures. • For his animal paintings, he gets inspiration from watching the annual wildlife migration at the Maasai Mara in the Ngorongoro and Amboseli areas.

Key Questions
<ul style="list-style-type: none"> • Who is Steve Mbatia? • What has inspired him to paint? • How do you make the colour green? • How do different colours make you feel? • What is collaging?

Key skills
<p>Mixing colours</p>  
<p>Collaging</p> 
<p>Washes</p> <p>Graded wash. Flat wash</p>  

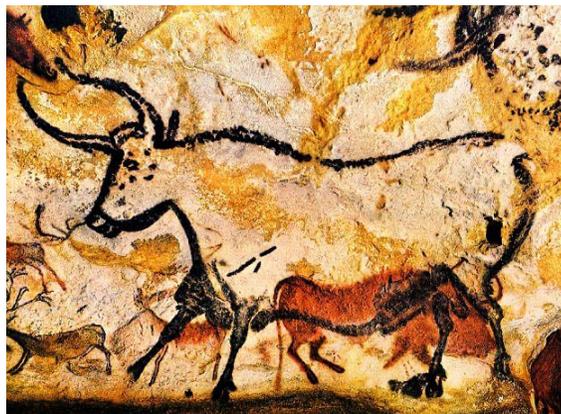
Links to Prior Learning
<ul style="list-style-type: none"> • Year 1- painting cubism • Year 2 painting portraits

Essential Vocabulary	
Palaeolithic	The Palaeolithic Age is the name we give to the period which extends from the earliest known use of stone tools.
Mesolithic	The Mesolithic period is known as the middle stone age. Humans were hunter-gatherers and had to catch or find everything they ate.
Neolithic	The term Neolithic or New Stone Age is used to describe the time when people started farming.
Forts	A place that's made strong and secure enough to be defended during a war
Tribal	A tribe is a group of people who live and work together. A tribe has a common culture, dialect and religion.
Settlement	Places where people live and sometimes work.

Key Knowledge
<ul style="list-style-type: none"> The Stone Age was a very long period of time when early humans made tools and weapons from stone. During the Bronze Age, people developed the technology to make bronze. This was used to make bronze tools, containers and jewellery. During the Iron Age, technology developed further across many aspects of life. People began to make tools and weapons from iron Stonehenge is a historic site and monument that was started in the New Stone Age. Archaeologists have been able to work out lots about what life was like in the Stone Age, Bronze Age and Iron Age using evidence from artefacts.

Key Questions
<ul style="list-style-type: none"> What is the periodisation of history? How did the changes across the Palaeolithic impact peoples lives? How did the changes across the Mesolithic impact peoples lives? How did the changes across the Neolithic impact peoples lives? What makes Star Carr significant? Which period of the Stone Age would you rather live in and why? How much progress has been made from the Stone Age to the Bronze Age? How much progress has been made from the Iron Age different to the Bronze Age and the Stone Age?

Links to Prior Learning
<ul style="list-style-type: none"> Children will continue to develop their knowledge and understanding of the chronology of British History.



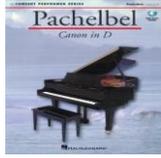
The Music Year Theme: Classical Music (Autumn 1) and Happy Holidays! (Autumn 2)

Essential Vocabulary	
Pulse	The regular heartbeat of the music; its steady beat
Rhythm	Long and short sounds or patterns that happen over the pulse.
Pitch	The position of the note.
Call and response	Two separate musical phrases, the second one responds to the first.
Tempo	The speed of music; fast, slow or in between.
Dynamics	How loud or quiet the music is

Key Questions
Listening
<ul style="list-style-type: none"> • What is the mood/feeling of pieces of the piece of music? • Who is the composer/writer? • Which genre is the piece of music?
Singing
<ul style="list-style-type: none"> • What are the key principles to warming up our voices? • Is your voice ready for singing? Why/why not?
Perform (vocal)
<ul style="list-style-type: none"> • How can you engage with the audience to enhance the quality of your performance? • What were your reflections on the live/recorded performance?

Links to Prior Learning
In Year 2 (Summer term), children learned to structure their musical ideas such as using echo and simple question/answer phrases in song. Children learned to create music to respond to a non-musical stimulus.

Key Knowledge
<ul style="list-style-type: none"> • Recognising the varying dynamics in pieces of music and demonstrating them by responding to a leader's directions and visual symbols during singing. • Knowledge of various cultures and genres of music such as Baroque, Romantic and Disco.

Wider Opportunities	
Listening suggestions for this term	
	Canon in D by Pachelbel
	Swan Lake by Tchaikovsky
	A Holly Jolly Christmas by Burl Ives
Music groups in our local area	
<ul style="list-style-type: none"> • Trafford Music Service (choirs and instrument lessons) • Sale Youth Choir • One Education Music Centre • Greater Manchester Music Hub 	

Netball



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Essential Vocabulary	
Position	Understanding where different positions in High 5 can play on the court.
Passing	Accuracy in passing and predicting where the ball will go are keys to playing well.
Shooting	How your team score goals in netball, by feeding the circle, getting the ball to your attackers for them to shoot and score
Court	A netball court is divided into thirds. Netball is played on either a hard or soft court with scoring hoops or "rings" at both ends.
Officiate	Umpires take control, ensure fair play,
Defend	To gain possession of the ball from the attacking team through an interception.
Attack	From the centre pass up to shooting, the ball should be passed between the players of a team, strategically avoiding the players of the opposing team and a goal should be scored by shooting the ball

Key Knowledge
<ul style="list-style-type: none"> Which type of passing technique to use A good starting position when defending To pass within 3 seconds of receiving the ball That I need to pass in front of my team-mates so they can run on to the ball. The correct technique for shooting How to officiate. How to be involved in the game even when not on court and take on added roles and responsibilities within the game.

Key Questions
<ul style="list-style-type: none"> Do you understand how to work alongside others when attacking and defending? Can you recognise success in yourself and others? Do you understand the rules of High 5 and could you explain to others? How can you improve your shooting? How can you improve your defending? How can you make your pass accurate? Which pass works when?

Key Skills
<ul style="list-style-type: none"> Send a netball accurately in a variety of ways Pass under pressure Attack by being fluid in my positioning, using the width and passing quickly. Shoot using good technique. Play in a game showing a range of skills and awareness of where I can go on court Play a game of High 5, abiding by the rules of the game. Take up multiple roles within the game. Track an opponent on court. Demonstrate the school games values of passion, self-belief, respect, honesty, determination and teamwork.

Links to Prior Learning
<ul style="list-style-type: none"> Passing with accuracy in Key Stage 1 Pass the ball consistently with control from Key Stage 1 Manage my feelings and behaviour well from Key Stage 1



Year 3 – Autumn 2 - P.E



ROCKS



Essential Vocabulary

Igneous rocks	When molten magma cools, igneous rocks are formed.
Sedimentary	Sometimes, pieces of rocks that have been weathered are found at the bottom of lakes, seas, and rivers. This is called sediment. Over millions of years, layers of this sediment builds up forming sedimentary rocks.
Fossils	Fossils are formed when the tough bones and teeth in animals, and the woody part of plants are preserved. Other fossils are made from imprints in surrounding sedimentary rock such as footprints or imprints from shells.
Soil	Soil is made from pieces of rock, minerals, decaying plants and water. When rock is broken down into small grains, soil is formed.

Key Questions

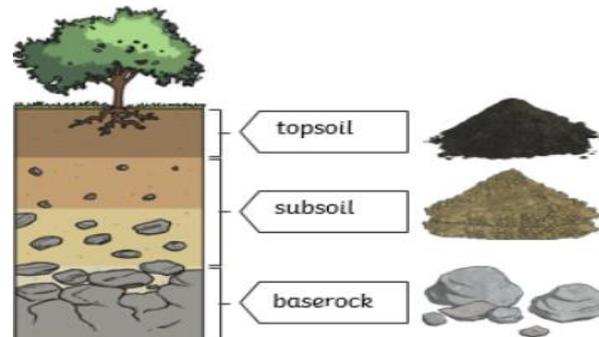
- Are all rocks the same?
- How is a fossil made?
- What is soil?
- What are the names of different types of rocks?

Key Knowledge

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
Recognise that soils are made from rocks and organic matter.

Links to Prior Learning

Natural materials are materials which are found in nature. Man-made materials are materials which have been produced by humans (Year 1)
Describe some processes and changes in the natural world (Year 1)
Waterproof materials do not let water pass through it.
Absorbent materials soaks up liquid easily (Year 2)



Enquiry Skills – Science Disciplines

Asking relevant questions and using different types of scientific enquiries to answer them.
Setting up simple practical enquiries, comparative and fair tests.
Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units.
Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
Identifying differences, similarities or changes related to simple scientific ideas and processes.
Using straightforward scientific evidence to answer questions to support their findings.

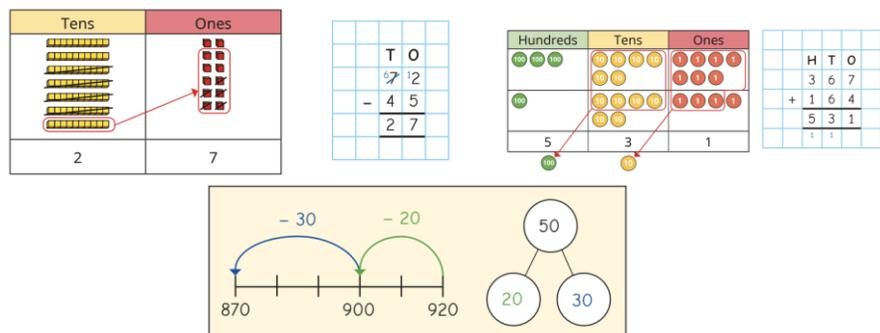
Addition and Subtraction - Number

Essential Vocabulary	
Total	Including everything added together
Addition	The action or process of adding something to something else
Subtraction	To take away from something else to decrease the size, number or amount
Mental method	Calculating problems without writing anything down
Formal method	A systematic method that is written down
Column method	A mathematical method of calculation where the numbers to be added or subtracted are set out above one another in columns
Exchange	A ten in one place can be exchanged for ones in the next place to the left. (E.g 10 hundreds could be exchanged 1 thousand)

Our Small Steps of Learning	
Step 1	Apply number bonds within 10
Step 2	Add and subtract 1s
Step 3	Add and subtract 10s
Step 4	Add and subtract 100s
Step 5	Spot the pattern
Step 6	Add 1s across a 10
Step 7	Add 10s across a 100
Step 8	Subtract 1s across a 10
Step 9	Subtract 10s across a 100
Step 10	Make connections
Step 11	Add two numbers (no exchange)
Step 12	Subtract two numbers (no exchange)
Step 13	Add two numbers (across a 10)
Step 14	Add two numbers (across a 100)
Step 15	Subtract two numbers (across a 10)
Step 16	Subtract two numbers (across a 100)
Step 17	Add 2-digit and 3-digit numbers
Step 18	Subtract a 2-digit number from a 3-digit number
Step 19	Complements to 100
Step 20	Estimate answers
Step 21	Inverse operations
Step 22	Make decisions

Key Questions	
•	Which is the whole and which are the parts?
•	If you know 7 ones minus 3 ones is equal to 4 ones, then what is 7 tens minus 3 tens?
•	If you know $3 + 4 = 7$, what is $300 + 400$?
•	What is the inverse of adding/subtracting?
•	What is the next multiple of 100 after 425?
•	How can you partition 289?
•	Does it matter which column you subtract from first?
•	Does it matter which number you write at the top when using the column method for subtraction?
•	How can you show that you have exchanged 10 ones in your written calculation?
•	How can you write this calculation using the formal written method?
•	If you cannot exchange from the tens, what should you do?
•	Why do we use estimates?

Links to Prior Learning	
•	Number bonds in Key Stage 1 and EYFS.
•	Adding and subtracting mentally in Year 2



The visual aids include:

- Base ten blocks representing 2 tens and 7 ones.
- A columnar subtraction problem: $\begin{array}{r} \text{T O} \\ 12 \\ - 45 \\ \hline 27 \end{array}$
- A place value chart with Hundreds, Tens, and Ones columns, showing 5 hundreds, 3 tens, and 1 one.
- A columnar addition problem: $\begin{array}{r} \text{H T O} \\ 367 \\ + 164 \\ \hline 531 \\ 11 \end{array}$
- A number line showing a jump from 870 to 900 (-30) and then to 920 (-20).
- A number bond showing 50 split into 20 and 30.

Key Knowledge	
•	Add and subtract numbers mentally
•	Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
•	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
•	Estimate the answer to a calculation and use inverse operations to check answers
•	Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

Multiplication and Division - Number



Essential Vocabulary	
Multiply	increase greatly in number or quantity by the same amount
Divide	Separate into equal groups
Sharing	Splitting into equal parts or groups
Grouping	Creating groups of equal amounts
Remainder	a part of something that is left over when other parts have been completed
Repeated addition	Adding equal groups multiple times
Array	Arrangement of objects, pictures, or numbers in rows and columns

Our Small Steps of Learning

- Step 1 Multiplication - equal groups
- Step 2 Use arrays
- Step 3 Multiples of 2
- Step 4 Multiples of 5 and 10
- Step 5 Sharing and grouping
- Step 6 Multiply by 3
- Step 7 Divide by 3
- Step 8 The 3 times-table
- Step 9 Multiply by 4
- Step 10 Divide by 4
- Step 11 The 4 times-table
- Step 12 Multiply by 8
- Step 13 Divide by 8
- Step 14 The 8 times-table
- Step 15 The 2, 4 and 8 times-tables
- Step 1 Multiples of 10
- Step 2 Related calculations
- Step 3 Reasoning about multiplication
- Step 4 Multiply a 2-digit number by a 1-digit number - no exchange
- Step 5 Multiply a 2-digit number by a 1-digit number - with exchange
- Step 6 Link multiplication and division
- Step 7 Divide a 2-digit number by a 1-digit number - no exchange
- Step 8 Divide a 2-digit number by a 1-digit number - flexible partitioning
- Step 9 Divide a 2-digit number by a 1-digit number - with remainders
- Step 10 Scaling
- Step 11 How many ways?

Key Questions

- Which is the larger object? How many times larger is it?
- Do you need to exchange any tens for ones?
- How can you use the part-whole model to work out the division?
- What is the product of the tens and the single digit?
- What is the same about all multiples of 10? What is different?
- What does this array show?
- How do you know that all multiples of 2 are even?
- What is the next multiple of 5/10?

Key Knowledge

- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2-digit numbers times 1-digit numbers, using mental and progressing to formal written methods
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

Links to Prior Learning

- In Year 2, show that multiplication of two numbers can be done in any order (commutative) and division on one number by another cannot.
- In Year 1 & 2, count in steps of 2, 5 and 10 and recall times table facts for these numbers
- In EYF5 understanding that some quantities will share and some will not.

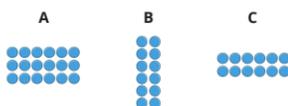


$4 \times 4 =$



$4 \times 10 =$

Which array is the odd one out?



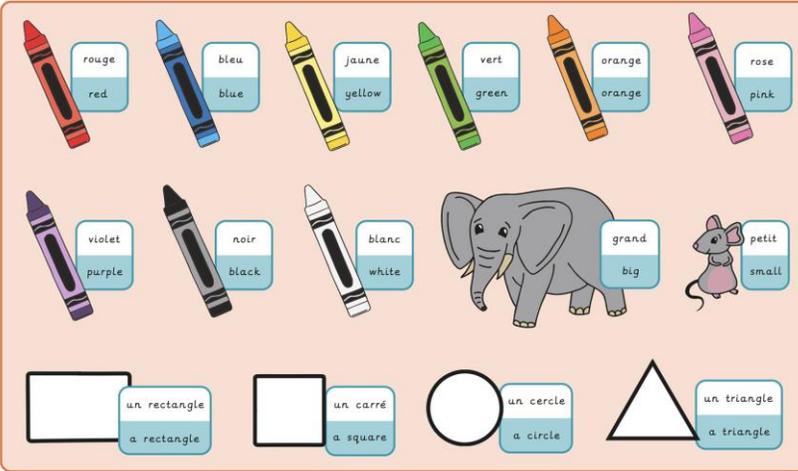
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Year 3 - Autumn 2 & Spring 1 - Maths

Adjectives of colour, size and shape

Year 3 Autumn 2

Essential Vocabulary



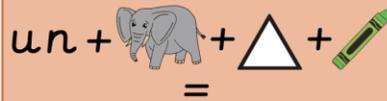
In French, adjectives of colour come after the noun.

Shape + Colour



Word order to describe a noun

un + size + shape + colour



un grand triangle vert.
a big green triangle

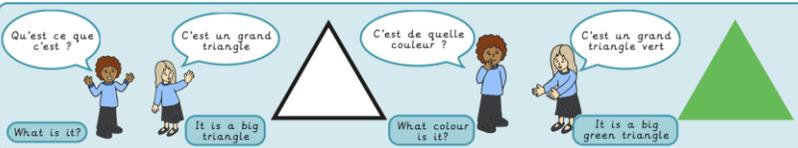
Adjectives of size comes before the noun as in English.

Size + Shape + Colour



An adjective is a word that describes a noun.

c'est	It is	merci	Thank you
je voudrais	I would like	s'il vous plait	Please
qu'est ce que c'est ?	What is it?	c'est de quelle couleur ?	What colour is it?



Key Questions

- Can you recognise and name all of the colours in French?
- Can you describe shapes by their colour?
- Can you describe shapes by their size?
- What are cognates and near cognates?
- Can you follow instructions in French?

Key Skills

- Listening and responding to single words and short phrases.
- Recognising some familiar French words in written form.
- Beginning to understand and notices cognates and near cognates.
- Using visual clues to make predictions about the meaning of unfamiliar vocabulary.
- Asking or answering simple questions.
- Practicing speaking with a partner.
- Using short phrases to give information.
- Listening and repeating key phonemes with care.
- Recognising that sounds and spelling patterns can be different from English.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Building confidence by repeating short phrases with increasing accuracy.

Key Knowledge

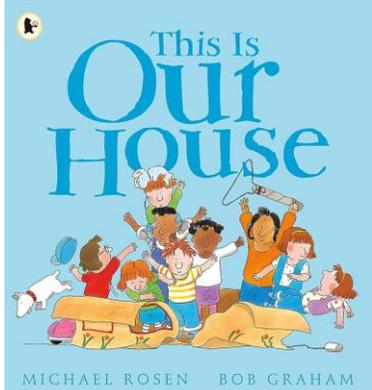
To become familiar with key phonemes: a, c, e, g, i, j, q, s, t, u.
To identify sounds created by linking key phonemes.
To know that c'est means 'it is'.
To know word order can be different in French.
To understand every noun is masculine or feminine.

What Keeps Us Safe?

Essential Vocabulary	
discrimination	treating someone unfairly or unkindly because of their race, gender, religion or other characteristic
excluded	when someone is left out on purpose or not allowed to join in
lonely	feeling sad or unhappy because we have no one to spend time with
hazard	something that could cause harm, danger or an accident
risk	the chance that things might not go as planned and something negative might happen

Key Knowledge
<ul style="list-style-type: none"> • know how we can be safe at home at and school • recognise hazards and risks to their safety • know how to keep our bodies safe (wear a seatbelt etc) • understand that their body belongs to them and should not be touched or hurt without permission.

Key Questions
<ul style="list-style-type: none"> • what is a hazard? • what is risk and how do we manage this? • how can I keep my body safe? • why do we wear helmets to cycle and seatbelts in the car? • why do we take medicines? • what is First Aid? • what are the emergency services?

RSE No Outsiders
<p>This Is Our House by Michael Rosen</p> <p>This books will encourage discussion about discrimination and how it feels to be left out or ignored. The children will discuss how it feels to be an outsider and how we can make sure there are no outsiders in our school!</p> 

Links to Prior Learning
<ul style="list-style-type: none"> • What is bullying? (Year 2) • What helps me stay safe? (Nursery and Reception)



Christianity: Christmas: Light.



Essential Vocabulary	
Light	Light is a form of energy that moves in straight lines. It also reflects off things, and that reflected light enters our eyes, allowing us to see.
Angel	The word angel comes from the Greek word angelos, meaning "messenger."
Halo	A circle of light shown around or above the head of a saint or holy person to represent their holiness.
Star	Stars are huge, glowing balls of gases.
Christingle	Means 'Christ Child' and originates from the Moravian Church. A symbol of Christianity, Christingles are made from an orange decorated with red tape, sweets or dried fruit and a candle. Each of these different elements has a special meaning

Links to Prior Learning
<ul style="list-style-type: none"> • Who is a Christian and what do they believe? Year 1. • How and why do we celebrate special and sacred times? Year 1 • Christianity and good news. Year 2

Key Knowledge
<ul style="list-style-type: none"> • The lights symbolise Jesus' status as the Light of the World, and the way he came to save people from darkness. • There are different symbols of light in the Christmas story: halo, angels, the star. • Parts of the Christingle symbolise: The orange symbolises the world, the red ribbon shows God's love for the world and the blood of Jesus, the sweets/dried fruit represent God's creations, the four cocktail sticks can represent either the four seasons or the four corners of the world and the candle represents Jesus being the light of the world, bringing hope to those in darkness.

Key Skills
<ul style="list-style-type: none"> • Identify similarities and differences between religions and beliefs. - Investigate and connect features of religion and belief. • Identify similarities and differences in religious, spiritual and moral stories. • Identify the impacts of people's beliefs and practices on people's lives. • Make links between religious beliefs and practices.

Key Questions
<ul style="list-style-type: none"> • Why is light important? • How does light play a part in religious festivals? • Why do we have lights at Christmas? • Why was light an important symbol in the Christmas story? • How can we use the symbol of light to guide us in difficult times? • What is a Christingle?

Fiction – Fantasy Story



Essential Vocabulary	
fable	A short story, typically with animals as characters.
dialogue	A conversation between 2 or more people featured in a story or play.
narrative	A spoken or written account of connected events.
conjunctions	A word used to connect sentences or to coordinate words in the same clause . e.g. <i>and, but, if</i> .
adverbs	A word that describes the verb. e.g. He sings loudly .
atmosphere	The tone or mood set created in a piece of writing.
tense	A form of a verb that allows you to express time. Past tense/ present tense.
paragraph	A distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line.
synonym	An alternative word with the same/ similar meaning. e.g. sad - unhappy

Key Knowledge
<p>Our writing will be inspired by Anglea McAllister's story 'Winter's Child'. We will write a fantasy story based on a fable and some of you may choose to write your stories from an alternative point of view.</p> <p>Additionally, we will write and perform list poems based on what Nana saw from her window as she was 'brushing away the snow'.</p> <p>We will be writing stories based on predictions that we make about the next part of the story based on information that we already have and use our knowledge of speech marks to write short pieces of dialogue to add depth to our story telling.</p>



Links to Prior Learning
<ul style="list-style-type: none"> Science – 'Animals Including Humans' (Year 1); 'Living Things and their Habitats' (Year 2) Geography – 'Where we Live' (Year 1) English – Fantasy Stories - Year 1 and 2

Key Skills
<ul style="list-style-type: none"> Use conjunctions and adverbs to express, time, place and cause Use a or an according to whether the next word begins with a vowel or consonant In narratives, create characters, settings and plot Use inverted commas to punctuate direct speech Use small details to describe characters Establish the setting in the first line Include a setting to create atmosphere Use imagery for description Use 1st or 3rd person consistently Use tenses appropriately Sequence story and use paragraphs

Key Questions
<ul style="list-style-type: none"> What is different or puzzling about the main character? What do the images portray about the characters feelings? Is Tom happy that it is still winter? Do you think the book has any hidden messages or meanings?