



# Year 3- Textiles- Applique Harriet Powers








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Essential Vocabulary	
Applique	Stitch smaller pieces of fabric onto a larger piece of fabric to create pictures or patterns.
Textiles	A type of cloth or woven fabric.
Stitch	A loop of thread or yarn resulting from a single pass or movement of the needle in sewing, knitting, or crocheting.
Quilting	Quilting is the term given to the process of joining a minimum of three layers of fabric together.
Dyeing	Dyeing is the application of dyes or pigments on textile materials such as fibres, yarns, and fabrics with the goal of achieving colour.
Embroidery	The art or process of forming decorative designs with hand or machinery needlework.
Weaving	The craft or action of forming fabric by interlacing threads.

Key Knowledge
<ul style="list-style-type: none"> <li>Harriet Powers is one of the best known southern African American quilt makers in the nation. She was born in 1837 and died in 1910.</li> <li>She used traditional applique techniques to make quilts that expressed local legends, Bible stories, and astronomical events.</li> <li>The quilts Harriet made are bold and skillful examples of so called story quilts, an art form which extends back to ancient African textile traditions. Each panel uses symbols and figures to tell a story. Powers' stories are an interesting mix of the mythical and religious and the personal and local.</li> <li>During the eighteenth and nineteenth centuries, quilting acted as a method for bonding for African American women. They represent symbols for culture, community and freedom.</li> </ul>
Key Questions
<ul style="list-style-type: none"> <li>Who was Harriet Powers?</li> <li>What has inspired her to create quilts?</li> <li>How can quilts be used to communicate meaning and tell stories?</li> <li>Why are story quilts an important part of the history of art?</li> </ul>

Year 3 - Spring 1- Art

Key skills	
Quilting	
Stitching	
Applique	
Dyeing	
Embroidery	
Links to Prior Learning	
<ul style="list-style-type: none"> <li>Year 2- Weaving</li> </ul>	

# Year 3 - Spring 1 - Computing

## Programming: Sequencing Sound

Essential Vocabulary	
Programming:	Creating instructions for a computer.
Blocks:	Visual elements representing commands in Scratch.
Commands:	Specific actions or instructions.
Code:	Set of instructions in a programming language.
Sprite:	Interactive characters or objects in Scratch.
Costume:	Visual appearance of a sprite.
Stage:	Background area for sprite actions.
Backdrop:	Background image of the stage.
Motion:	Controls sprite movement.
Sequence:	Steps or commands executed in order.
Event:	Triggers a response in the program.
Task:	Specific activity within a program.
Design:	Planning and creating program structure.
Chord:	Combination of blocks working together.
Bug:	Error or flaw causing unexpected behavior.
Debug:	Identifying and fixing program errors.

### Links to Prior Learning

In Year 2, we have had experience of programming; floor robots and ScratchJr.

### Key Knowledge

- Identify the objects in a Scratch project Explain that objects in Scratch have attributes Recognise that commands in Scratch are represented as blocks
- Identify that each sprite is controlled by the commands I choose
- Create a program following a design
- Choose a word which describes an on-screen action for my plan
- Start a program in different ways
- Create a sequence of connected commands
- Explain that the objects in my project will respond exactly to the code
- Explain what a sequence is
- Combine sound commands
- Order notes into a sequence
- Build a sequence of commands
- Decide the actions for each sprite in a program
- Make design choices for my artwork
- Identify and name the objects I will need for a project
- Relate a task description to a design
- Implement my algorithm as code

### Key Skills (NC Skills)

When programming, there are four levels which can help describe a project (known as levels of abstraction). Research suggests that this structure can support learners in understanding how to create a program and how it works:

Task - what is needed  
Design - what it should do  
Code - how it is done  
Running the code - what it does

### Online Safety

#### Online Bullying

- Say what harmful online behaviour looks like
- Describe methods people may use to bully others including online and offline methods
- Provide simple examples of where online bullying can take place and what it might look like

### Key Questions

- What is stop animation and how does it make things move?
- What do we need to make a stop animation?
- How do we plan our animation story?
- How do we take and edit the pictures for our animation?
- How can we make our animation more interesting?

# Year 3 - Spring 1 - Computing

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### Key Questions

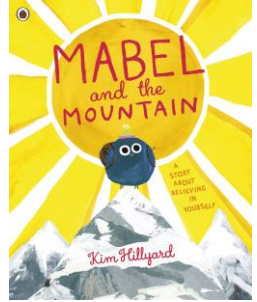
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Essential Vocabulary	
Physical geography	vegetation, mountains, earthquakes, tectonic plates, volcanoes, erosion, relief map, contour, peak, valley, gradient, cliff, height, landscape, altitude, elevation, topography, the water cycle, deforestation
Human geography	types of settlement and land use, economic activity, trade links, the distribution of natural resources, energy, food, minerals and water, mountain rescue, farmland, tourism
Locational	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle

Spring 1 - Key Knowledge
<ul style="list-style-type: none"> <li>• Knowledge of volcanoes and earthquakes in simple terms including key features of the places which experience volcanoes and earthquakes around the world.</li> <li>• Knowledge of how a mountain forms and where mountains can be located in the U.K.</li> <li>• Knowledge of how landscapes are changed by extreme physical events.</li> <li>• Knowledge of mountains in the U.K and Europe on a local, national and international scale.</li> <li>• Knowledge of the key similarities and differences between The Alps (Europe) and The Peak District (The U.K)</li> </ul>
Spring 2 - Key Knowledge and Fieldwork Skills
<ul style="list-style-type: none"> <li>• Knowledge of the human and physical geography impact upon people living in mountainous areas of the U.K.</li> <li>• Knowledge of settlement, land use, economic activity and natural resource distribution in the countries studied.</li> <li>• Observe, measure and record the local geography using sketch maps and graphs.</li> <li>• Conduct surveys and simple questionnaires</li> <li>• Use of simple equipment such as quadrats to measure and record data.</li> </ul>

Story Stimulus
 <p>Mabel and the Mountain by Kim Hillyard</p>
Fieldwork Visit
<ul style="list-style-type: none"> <li>• Fieldwork case study - Heaton Park, Manchester - A study on the journey of a ramblers in Heaton Park</li> <li>• Bolton Mountain Rescue guest speakers.</li> </ul>

Key Skills
<ul style="list-style-type: none"> <li>• Name and locate some of the world's countries on a map, focussing on Europe as well as regions in the U.K. Notice their environmental regions, key physical and human characteristics, major cities within them and some topographical features too.</li> <li>• Use of a wider geographical vocabulary bank to describe places or geographical features in different ways. Use of mathematical and scientific vocabulary to describe geographical features and processes.</li> <li>• Use of world maps, atlases and globes and OS symbols to identify human and physical characteristics of regions in Europe.</li> <li>• Use of atlas indexes to locate places, as well as use of a key. Using maps, scale/distances are understood in conjunction with mathematical skills.</li> <li>• Use of the 8 points of a compass and 4 figure coordinates. Use of ariel photographs and satellite images.</li> </ul>

# The Music Year Theme: Music from Manchester (Spring 1) and LGBTQ+ musicians (Spring 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"> <li>What is the mood/feeling of pieces of the piece of music?</li> <li>Who is the composer/writer?</li> <li>Which genre is the piece of music?</li> </ul>
Singing
<ul style="list-style-type: none"> <li>What are the key principles to warming up our voices?</li> <li>Is your voice ready for singing? Why/why not?</li> </ul>
Perform (vocal/instrumental)
<ul style="list-style-type: none"> <li>How can you engage with the audience to enhance the performance quality?</li> <li>What were your reflections on the live/recorded performance?</li> <li>How will you work effectively to improvise a successful performance?</li> </ul>

Links to Prior Learning
In Autumn, Year 3 have learned about dynamics in order to respond to the leaders' directions or visual symbols. Year 3 have listened to pieces of music from a variety of cultures and genres and begun to compare them through peer/group discussions.

Key Knowledge
<ul style="list-style-type: none"> <li>Recognising the varying tempo in pieces of music and mark this by tapping and clapping.</li> <li>Recognising stave lines, spaces and clef as well as some dot notation of higher and lower pitches in order to play the recorder with accuracy and at different tempos.</li> <li>Ability to improvise using voices or the recorder, combined to perform alongside peers.</li> </ul>

Wider Opportunities	
Listening suggestions for this term	
	Elton John Can you feel the love tonight
	Simply Red Stars
	Sinead O'Connor Nothing Compares
Music groups in our local area	
<ul style="list-style-type: none"> <li>Trafford Music Service (choirs and instrument lessons)</li> <li>Sale Youth Choir</li> <li>One Education Music Centre</li> <li>Greater Manchester Music Hub</li> </ul>	

Year 3 - Spring 1 and Spring 2 - Music

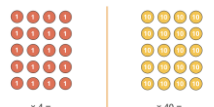
# Multiplication and Division - Number



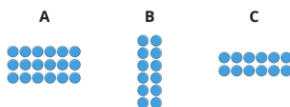
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Essential Vocabulary	
Multiply	increase greatly in number or quantity by the same amount
Divide	Separate into equal groups
Sharing	Splitting into equal parts or groups
Grouping	Creating groups of equal amounts
Remainder	a part of something that is 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

Links to Prior Learning	
<ul style="list-style-type: none"> <li>In Year 2, show that multiplication of two numbers can be done in any order (commutative) and division on one number by another cannot.</li> <li>In Year 1 &amp; 2, count in steps of 2, 5 and 10 and recall times table facts for these numbers</li> <li>In EYFS understanding that some quantities will share and some will not.</li> </ul>	



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

## 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

## 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

Step 9	Divide a 2-digit number by a 1-digit number - with remainders
Step 10	Scaling
Step 11	How many ways?

Year 3 - Autumn  
2 & Spring 1 -  
Maths

# Length and Perimeter - Measurement



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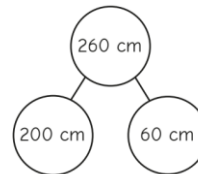
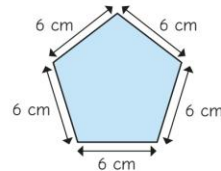
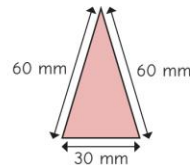
Essential Vocabulary	
Length	The measurement of something from end to end
Height	The vertical measurement or distance measured from top to bottom
Width	The horizontal measurement or distance measured from side to side
Perimeter	The continuous line forming the boundary of a 2D shape.
Distance	The length of space between 2 points
Unit of measurement	The process that uses numbers to define and describe a physical quality
Convert	Change the form, character or function of something

Links to Prior Learning	
<ul style="list-style-type: none"> <li>In Year 2 use standard and appropriate measures for length</li> <li>In KS1 learn how to measure lengths effectively and accurately</li> </ul>	

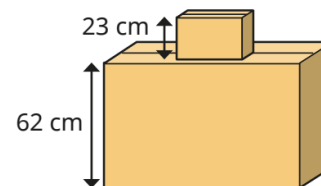
Our Small Steps of Learning	
Step 1	Measure in metres and centimetres
Step 2	Measure in millimetres
Step 3	Measure in centimetres and millimetres
Step 4	Metres, centimetres and millimetres
Step 5	Equivalent lengths (metres and centimetres)
Step 6	Equivalent lengths (centimetres and millimetres)
Step 7	Compare lengths
Step 8	Add lengths
Step 9	Subtract lengths
Step 10	What is perimeter?
Step 11	Measure perimeter
Step 12	Calculate perimeter

Key Questions
<ul style="list-style-type: none"> <li>Where should you start measuring from on your ruler?</li> <li>Would you measure the length of the classroom in centimetres or metres? Why?</li> <li>What is the same and what is different about measuring a length in centimetres and measuring a length in millimetres?</li> <li>What are the main things to remember in order to measure accurately using a ruler?</li> <li>How can you partition 430 cm to help you to write the measurement in metres and centimetres?</li> <li>Why does finding equivalent lengths with the same unit make it easier to compare lengths?</li> <li>Why is it important that the lengths have the same unit of measurement before you subtract them?</li> <li>Measure the perimeter of simple 2-D shapes</li> <li>What does "perimeter" mean? When might someone need to find the perimeter in real life?</li> </ul>

What are the lengths of the lines in millimetres?



200 cm = 2 m  
260 cm = 2 m and 60 cm



Key Knowledge
<ul style="list-style-type: none"> <li>Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)</li> <li>Measure the perimeter of simple 2-D shapes</li> </ul>

Year 3 - Spring 1 - Maths




# PSHE/RSE Knowledge Organiser Year 3 Spring 1



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## What Are Families Like?

Essential Vocabulary	
diversity	people come in all sorts of shapes, sizes, and colours, and that's what makes the world interesting. We're all like different crayons, and together, we make a beautiful picture.
celebration	this might be a party to cheer for something special. It's when you get together with friends and family, maybe have cake and balloons, and everybody laughs and smiles.
adoption	when a child finds a new home and new parents who care for them, even if they're not born into the same family
respect	treating others with kindness and in such a way that you would like to be treated
gay	Being gay is when a grown-up loves someone who is the same gender as them.

RSE No Outsiders	
<p>The Hueys in the new Jumper by Oliver Jeffers.</p> <p>The children will discuss how it feels to be different and how they might help each other feel stronger.</p>	

Key Knowledge
<ul style="list-style-type: none"> <li>• how might families be different (single parents, same sex parents, step-parents, blended families, foster and adoptive parents etc)</li> <li>• understand what families like to do together</li> <li>• know how families care for each other</li> <li>• know how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>

Links to Prior Learning
<ul style="list-style-type: none"> <li>• Who is special to us? (Year 1)</li> <li>• What is the same and different about us? (EYFS and Year 1)</li> </ul>

Key Questions
<ul style="list-style-type: none"> <li>• how are families different?</li> <li>• what do we enjoy doing with our families?</li> <li>• how does my family look after me?</li> <li>• what is a caring relationship in a family?</li> <li>• who would I tell if I was worried about something in my family?</li> </ul>

## Blended Family





# Why is the Bible so important to Christians today?



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Essential Vocabulary	
Bible	A holy book based within Christianity.
Scripture	The sacred writings of Christianity contained in the Bible.
Genesis	The origin or mode of formation of something.
Gospel	The teaching or revelation of Christ.
Old Testament	The first of two main divisions of the bible.



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

Key Knowledge
<ul style="list-style-type: none"><li>• The Bible is a guide for Christians for how to live a 'good' life in the eyes of the faith.</li><li>• The Christian Bible - Old and New Testaments is divided into books, chapters and verses.</li><li>• The 'Old Testament' is Jewish scripture too.</li><li>• Christians use the Bible for everyday prayer and Bible reading (often using notes), in Bible study groups; read aloud in church, with people talking about the meaning.</li></ul>

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

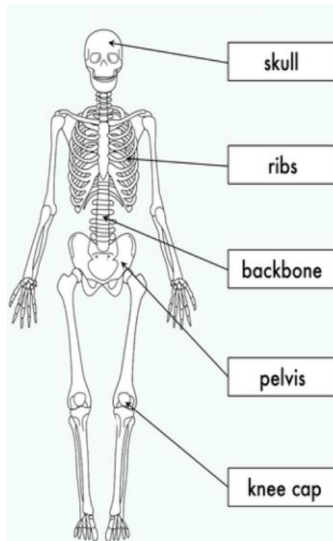
Key Questions
<ul style="list-style-type: none"><li>• Who or what helps Christians to decide how to live?</li><li>• Why do Christians think they need to say sorry to God?</li><li>• Why Do Christians try to follow Jesus, and why are they grateful to God for sending Jesus?</li><li>• What is God like?</li><li>• What things are tempting?</li><li>• Why do we give into temptation sometimes?</li><li>• What are the good things and the difficult things people might find from trying to follow the messages in the Bible in day-to-day life?</li></ul>



# Animals Including Humans

## Key Knowledge

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.



## Key Questions

- What is a nutrient?
- What is a skeleton?
- Are skeletons all the same?

## Essential Vocabulary

<b>Vertebrates</b>	These are animals that have a backbone.
<b>Proteins</b>	Help your body to grow and repair itself, examples include red meat, yogurt, and beans.
<b>Carbohydrates</b>	Give you energy, examples include bread, potatoes, pasta.
<b>Minerals</b>	Keep your body healthy, examples of foods high in minerals include milk, sweetcorn, and spinach.

## Links to Prior Learning

Children will know the difference between herbivores and carnivores (Reception)  
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Year 1)  
Notice that animals, including humans, have offspring (Year 2)  
Describe the importance for humans of exercise, eating the right amounts of different types of food (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.

# French Playground Games - Numbers and Age

## Year 3 Spring 1



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### Essential Vocabulary

un one	deux two	trois three	quatre four	cinq five
six six	sept seven	huit eight	neuf nine	dix ten
onze eleven	douze twelve	$2+2$ deux plus deux $3-2$ trois moins deux		

Plus  
add

moins  
minus / Take away

Phrases	
Font	makes/equals
C'est	It is
Tu as quel âge ?	How old are you?
J'ai sept ans	I am 7 years old

Game phrases			
À moi !	My turn!	Manqué !	Missed!
À toi !	Your turn!	Gagné !	Won!

Pronunciation		
Some end letters are silent in French		
Un	one	(uh)
Deux	two	(duh)
Trois	three	(twa)

À moi

Un, deux, trois!

One, two three!

My turn

Plus - add - is used when adding two or more numbers together this time the 's' is pronounced. Also means 'more'

trois plus deux font cinq

three add two makes/equals five

$3 + 2 = 5$

trois plus deux font cinq

three add two makes/equals five

$3 + 2 = 5$

Moins - minus / take away - is used when subtracting two or more numbers. Also means 'less'

neuf moins trois font six

nine minus three makes/equals six

$9 - 3 = 6$

Il y a combien de triangles?

How many triangles are there?

Il y a trois triangles

There are three triangles

$3 - 0 = 3$

### Key Questions

- What are the numbers 1 to 12 in French?
- Can you say how old you are in French?
- Can you recognise the written numbers 1 to 12 in French?
- What games can we play using the numbers 1 to 12 in French?

### Key Skills

- Listening and responding to single words and short phrases.
- Noticing and joining in with rhyming words in songs.
- Notice common spelling patterns.
- Reading aloud some words from simple songs, stories and rhymes.
- Recognising some familiar French words in written form.
- Understand and notice cognates and near cognates.
- Asking/answering simple questions.
- Using short phrases to give information.
- Repeating key phonemes.
- Recognising how intonation and gesture are used to differentiate between statements and questions.
- Experimenting with simple writing, copying accurately.
- Discussing similarities and differences between customs and traditions in France and the UK.

### Key Knowledge

To become familiar with the key phonemes represented by: a, c, e, g, i, j, q, s, t, u.

To identify sounds created by linking phonemes: ou, on, an, oi, in, ge,, eu, oi, ui, eau.

Consonants at the end of words are not usually pronounced. Most nouns become plural by adding 's' but some are irregular.