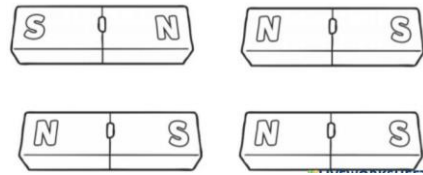


Forces and Magnets

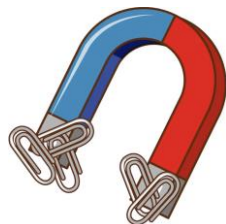
Essential Vocabulary	
Magnets	A magnet is a rock or a piece of metal that can pull certain types of metal toward itself.
Magnetic force	Magnetism is an invisible force that causes objects to attract or repel one another. The force of magnetism is caused by the motion of electrons or electric charges
Attract	To pull to or towards itself. For example, a magnet attracts iron.
Repel	To force (something) to move away or apart.
Magnetic poles	A magnet has two ends, called poles. One end is the north pole, and the other is the south pole.

Key Knowledge
<p>Compare how things move on different surfaces. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having 2 poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>



Links to Prior Learning
<p>Objects are things that you can touch or see. Objects are made from materials. Some materials are natural while others are man-made. (Year 1) Rocks can be classified according to different properties. (Year 3)</p>

Key Questions
<ul style="list-style-type: none"> • What is a force? • What is friction? • What is a magnet?



Enquiry Skills – Science Disciplines
<p>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.</p>

Narrative- Adventure Story

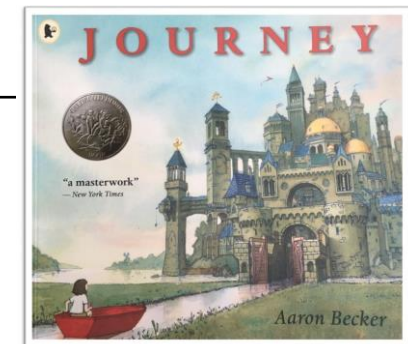


Key Knowledge
<p>Our learning this half term will be inspired by the book 'Journey' Aaron Becker. It is a story based on a girl who draws a magical door on her bedroom wall and through it, escapes to a world where wonder, adventure and danger abound. Red marker in hand, she creates a boat, balloon and a flying carpet to carry her on a spectacular journey toward an uncertain destiny.</p> <p>Throughout this half term children will explore the features of fictional illustration by giving speculating, hypothesizing, imagining and exploring ideas whilst participating in role play, discussions, presentations, performances, improvisation and debates. To conclude, the children will write an adventure story based on 'Journey' using the language Berlie Doherty.</p>

Links to Prior Learning
<ul style="list-style-type: none"> • Science- (KS1 and KS2) Animals Including Humans • English- (KS1) Non-Fiction texts and exploration of picture books • Geography- (KS1 and KS2) knowledge of the Oceans

Key Questions
<ul style="list-style-type: none"> • Why do you think the girl chose to go on this adventure? • Where would your magical red marker take you? • Why do you Aaron Becker only illustrates this story and does not add any text?

Essential Vocabulary	
Present perfect	Used for past actions that are related to or continue into the present. e.g. We have gone for a walk.
Adverb	A word that modifies a verb. e.g. very tall, he sings loudly.
Conjunctions	A word used to connect clauses. e.g. For And Nor Because Of Yet So (FANBOYS)
Dialogue	A conversation between two or more people as a feature of a book, play, or film. Indicated by speech marks “ “
Third person	A statement about another person or thing. e.g. He was a great student
Preposition	A preposition is a word or group of words used to link nouns, pronouns and phrases to other words in a sentence. e.g. in, at, on, to, of, by
Past tense	A tense expressing an action that has already happened. e.g. Lisa went to the supermarket yesterday.





Why should we eat well and look after our teeth?

Essential Information	
nutrition	This is food that contains what your body needs to grow, stay healthy, and have lots of energy. These foods are full of vitamins, minerals, and other important nutrients that help your bones, muscles, and organs work their best.
protein	Protein is like the building blocks for your body! It's a super important nutrient found in foods like meat, fish, eggs, dairy products, nuts, beans, and tofu. When you eat foods with protein, your body breaks it down into smaller parts called amino acids, which it then uses to build and repair muscles, skin, hair, and other parts of your body. It's like giving your body little workers to help it stay strong and grow big! So, eating foods rich in protein is super important for keeping your body healthy and strong.
diet	A food diet might include fruits, vegetables, grains, proteins, and perhaps some fatty/sugary foods. There are different types of diets, like vegetarian, vegan, or Mediterranean.
acidic	Some common acidic things include citrus fruits like oranges and lemons, vinegar, and certain types of foods and drinks. Some might be bad for your teeth health but others are important for your gut health!

Key Knowledge
<ul style="list-style-type: none"> • what are nutritionally rich foods? • how do we keep good oral hygiene? • understand food groups and what they provide, proteins and carbohydrates etc. • know how we are influenced by the media to buy and eat particular foods.

Key Questions
<ul style="list-style-type: none"> • what does nutrition mean? • how do we prevent tooth decay? • what are proteins and carbohydrates and which foods provide them? • how so we know what foods contain and who can help us?

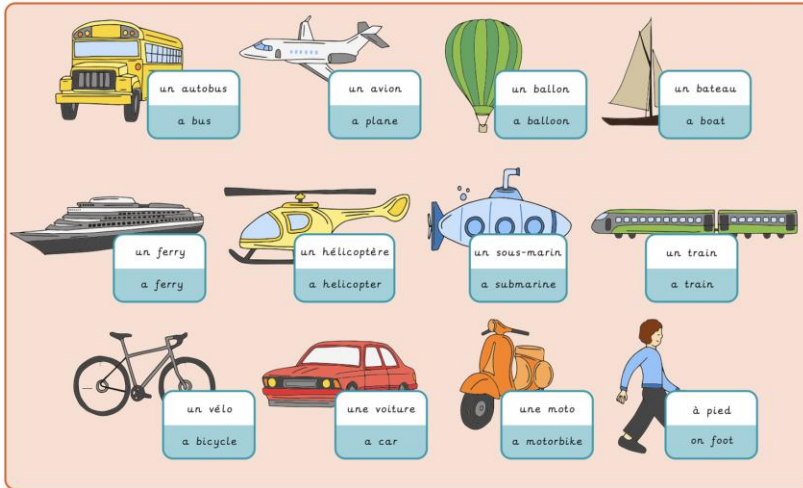
Links to Prior Learning
<ul style="list-style-type: none"> • Year 1 – what helps us stay healthy? • EYFS – how can we be our best? • Year 2 – what helps us grow and stay healthy?



RSE No Outsiders	
<p>Two Monsters by David McKee</p> <p>The children will discuss how arguments start and how we can try and find solutions when we disagree.</p>	



Essential Vocabulary



Aller : To go	
Je vais I go	Tu vas You go
Other phrases	
Bon voyage!	Have a good trip!
Il y a combien de vélos ?	How many bicycles are there?
Il y a deux vélos	There are two bicycles

<p>Tu vas où? - Where are you going?</p> <p>In French, à + specific place, city or a town.</p> <p>Je vais à Paris</p> <p>I am going to Paris</p>	<p>Tu y vas comment? - How will you get there?</p> <p>Je vais en avion</p> <p>I am going by plane</p>
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Je vais à Bruxelles en autobus - I am going to Brussels by bus

en + mode of transport - when you get into it

en train

by train

à + mode of transport when you do not get into it

à pied

on foot

Je vais à Paris	Tu y vas comment ?	Je vais en avion
I am going to Paris	How will you get there?	I am going by plane

Cognates:

A cognate is a word that is exactly the same in both French and English. A near cognate is very similar!

Being a good "language detective" and spotting cognates can help us work out the meaning of French words.

Key Questions

- Can you compare French and English modes of transport and identify cognates?
- Can you perform a French song?
- Can you ask and answer questions about transport?
- Can you describe a journey to different French speaking countries?
- Can you conduct a survey in French about journeys to school?

Key Skills

- Listen and respond to short phrases
- Read aloud words from simple songs, stories and rhymes
- Notice cognates and near cognates
- Use visual clues to predict the meaning of vocabulary
- Ask/answer simple questions
- Repeat phonemes with care
- Practise speaking with a partner
- Recognise sounds and spelling patterns can be different from English
- Experiment with simple writing, copying with accuracy.

Key Knowledge

- To know that consonants at the end of French words are not usually pronounced.
- To know gender affects the form of the article un or une.
- To know that je/j', and tu are subject pronouns
- To know that il y a is used to say 'there is/are.'
- To know that en is usually used as a preposition when the mode of transport is something you get into whereas à is usually used when you are not getting into a form of transport
- To know the names and locations of some of the cities in France.

Gymnastics - Linking Movements Together



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Essential Vocabulary	
point balance	is using small body parts such as feet, hands, head or knees
patch balance	use large body parts such as legs, back, stomach
co-ordination	the ability to move two or more body parts under control, smoothly and efficiently.
balance	the ability to stay upright. or stay in control of body movement
agility	ability to move quickly and easily
asymmetrical	unequal visual weight on each side of the composition.
symmetrical	a balance where both sides of the body are the same

Key Knowledge
<ul style="list-style-type: none"> The difference between a point and a patch To spin with control The importance of working at different levels How to move from one shape to another smoothly The importance of contrasts in my work How to perform symmetrically and asymmetrically. How to use the space available to the best of my ability The importance of control in everything I do. The importance of a good starting position and finishing position. <p>To move with control with good quality transitions between movements.</p> <ul style="list-style-type: none"> The importance of up levelling my work and acting upon feedback My own ability and choose to perform moves which are within my limitations

Key Questions
<ul style="list-style-type: none"> How can I demonstrate balance in my positions? What makes my movement more precise? How can I demonstrate co-ordination? What is the difference between point and patch? How must I hold my body in order to have control? Can I act upon the feedback given?

Links to Prior Learning
<ul style="list-style-type: none"> From KS1: what symmetrical shapes are the difference between symmetrical and asymmetrical shapes what points are how to start linking my moves

Key Skills
<ul style="list-style-type: none"> Step gracefully and with control Turn through 90, 180, 270 and 360 degrees Spin on points and patches Hold balances with good control Find ways of moving out of one balance and into another Explore a variety of rolls Travel on patches close to the ground Perform with work at contrasting level Link movements seamlessly.



Fractions - Number



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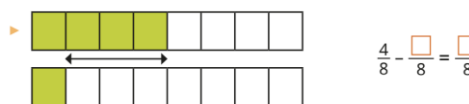
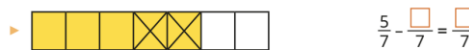
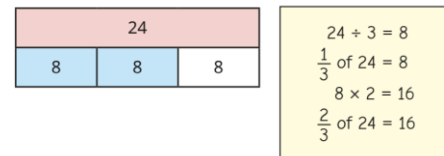
Essential Vocabulary	
Unit fraction	Any fraction with 1 as the numerator
Integer	A number that is not a fraction; a whole number
Numerator	The number above the line in the fraction.
Denominator	The number below the line in the fraction, the number of parts the whole is divided into.
Interval	A number or fraction between two other numbers or fractions.
Mixed number	A whole number and a fraction together
Tenth	Dividing into 10 equal parts

Links to Prior Learning
<ul style="list-style-type: none"> Recognising common fractions in Year 1 and Year 2 Find common fractions (e.g $\frac{1}{2}$, $\frac{1}{4}$ of an amount) in Year 1 and 2. Earlier in Year 3, compare and order unit fractions.

Our KIRF this half term:
<ul style="list-style-type: none"> Count in multiples of 50 and 100 – practise being able to do this from any given multiple of 50 or 100 and going backwards and forwards!

Our Small Steps of Learning

- Step 1 Add fractions
- Step 2 Subtract fractions
- Step 3 Partition the whole
- Step 4 Unit fractions of a set of objects
- Step 5 Non-unit fractions of a set of objects
- Step 6 Reasoning with fractions of an amount



Key Questions

- How many equal parts is the whole divided into?
- How many parts are you adding?
- What fraction are you starting with? What fraction are you subtracting? What fraction is left?
- What can you say about a fraction if its numerator and denominator are the same?
- Which operation should you use to find a fraction of an amount?
- What does the denominator tell you?
- What does the numerator tell you?
- How do you find a unit fraction of the whole? How can you use the unit fraction to find other fractions of the whole?

Key Knowledge

- Add and subtract fractions with the same denominator within one whole
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators

Money - Measurement



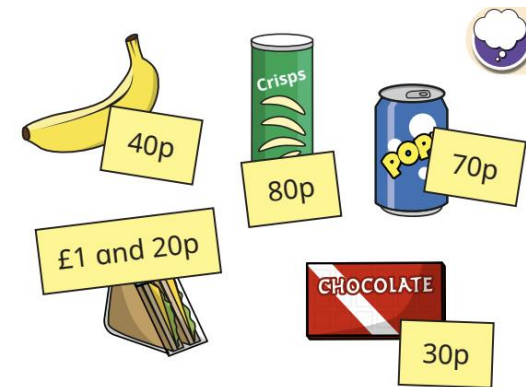
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Essential Vocabulary	
Pounds	The official currency of the UK. £1 is made up of 100 pence.
Pence	The official currency of the UK. 100 pence make up £1.
Convert	Changing value from one form to another
Total	How much there is all together
Change	When you pay someone more than is needed, the amount you are given back is change

Our Small Steps of Learning	
Step 1	Pounds and pence
Step 2	Convert pounds and pence
Step 3	Add money
Step 4	Subtract money
Step 5	Find change

Key Questions
<ul style="list-style-type: none"> • What is the value of this coin/note? • What does “£” mean? • What does “p” mean? • How many pence are there in £1? How can you use this to convert £2 to pence? • Why is adding 99p the same as adding £1 and subtracting 1p? • When talking about money, what does “change” mean?

Links to Prior Learning
<ul style="list-style-type: none"> • In Year 1, recognise the value of different coins • In Year 2, add different combinations of coins and notes to make total amounts. • In Year 2 begin to solve problems relating to money including some which involve finding change.

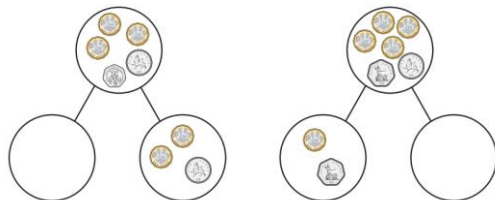


Our KIRF this half term:
<ul style="list-style-type: none"> • Count in multiples of 50 and 100 – practise being able to do this from any given multiple of 50 or 100 and going backwards and forwards!

How much money does each person have?

Dexter	
Annie	
Eva	
Ron	

Key Knowledge
<ul style="list-style-type: none"> • Add and subtract amounts of money to give change, using both £ and p in practical contexts



Time - Measurement



Essential Vocabulary	
O'clock	Indicates the hour of the day
Quarter past	Minute hand points at 3 to show quarter past the hour
Half past	Minute hand points at 6 to show half past the hour
Quarter to	Minute hand points at 9 to show quarter until the next hour
Minute hand	Hand on a clock that indicates how many minutes passed the hour
Hour hand	Hand on a clock that indicates the hour of the day
Duration	How long something lasts

Links to Prior Learning

- In EYFS know the routine of the day and use language to describe this.
- In nursery and reception order the events of the day
- In Reception begin to measure time in simple ways
- In Year 1 tell the time to the hour and half past the hour
- In Year 2 tell the time to the nearest 5 minutes

Our KIRF this half term:

- Count in multiples of 50 and 100 – practise being able to do this from any given multiple of 50 or 100 and going backwards and forwards!

Our Small Steps of Learning

- Step 1 Roman numerals to 12
- Step 2 Tell the time to 5 minutes
- Step 3 Tell the time to the minute
- Step 4 Read time on a digital clock
- Step 5 Use am and pm
- Step 6 Years, months and days
- Step 7 Days and hours
- Step 8 Hours and minutes – use start and end times
- Step 9 Hours and minutes - use durations
- Step 10 Minutes and seconds
- Step 11 Units of time
- Step 12 Solve problems with time

Train	Train leaves	Duration
A	4:43 pm	1 hour and 15 minutes
B	5:16 pm	55 minutes

start finish

4:25 4:55

start finish

Key Questions

- Where have you seen Roman numerals before?
- What are the rules of the Roman number system?
- Is the minute hand in the first half or second half of the hour?
- Which is the minute/hour hand?
- Would you say the time shown is “past the hour” or “to the hour”? Why?
- What time does a new day start?
- In which month is your birthday?
- Which month changes when there is a leap year?
- How many days are there in one week?
- How many days are spent at school in one week?
- How many days are not spent at school in one week?
- How many minutes are there in one hour?
- Why is it important to be able to work out how long something lasts?

Key Knowledge

- Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events

Early Civilisations c/ 3000 bc - How did the Egyptians build an empire?

Essential Vocabulary	
Civilisations	the society, culture, and way of life of a particular area.
Mummification	The process of preserving a dead body as a mummy.
Irrigation	The supply of water to land or crops to help growth, typically by means of channels.
Pharaohs	A ruler in ancient Egypt.
Hieroglyphs	A stylized picture of an object representing a word, or sound, as found in ancient Egyptian and certain other writing systems.
Artefact	An object made by a human being, typically one of cultural or historical interest
Pyramid	A monumental structure with a square or triangular base built of stone as a royal tomb in ancient Egypt.

Links to Prior Learning

- Children will continue to develop their knowledge and understanding of the chronology of civilisations.

Key Knowledge

- The Indus Valley Civilisation, was a Bronze Age civilisation in the north western regions of South Asia, lasting from 3300 BCE to 1300 BCE.
- The Nile provided ancient Egypt with fertile soil and water for irrigation, as well as a means of transporting materials for building projects.
- The pyramids were built as monuments to house the tombs of the pharaohs. Death was seen as merely the beginning of a journey to the other world.
- The Egyptians believed that the mummified body was the home for this soul or spirit.
- For most of its history ancient Egypt had two major writing systems. Hieroglyphs, a system of pictorial signs used mainly for formal texts, originated sometime around 3200 BC.



Key Questions

- What is the Indus Valley?
- What is the Shang Dynasty?
- What is the chronology of Ancient Egypt?
- Why was the River Nile important to the Ancient Egyptians?
- Why were the pyramids built?
- Did the Egyptians write anything down?
- What did the Ancient Egyptians believe in?
- Where did the Ancient Egyptians believe they would go after death?
- What were the consequences of the invasion on the Old Kingdom?



The Music Year Theme: Musical Theatre (Summer 1) and Film Music (Summer 2)



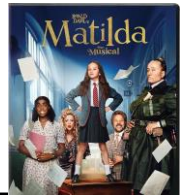
Essential Vocabulary	
Pulse	The regular heartbeat of the music; its steady beat
Rhythm	Long and short sounds or patterns that happen over the pulse.
Tempo	The speed of music; fast, slow or in between.
Pitch	The position of the note.
Dynamics	How loud or quiet the music is.
Call and Response	Two separate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

<i>ff</i>	fortissimo very loud
<i>f</i>	forte loud
<i>p</i>	piano quiet
<i>pp</i>	pianissimo very quiet

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"> What were your reflections on the live/recorded performance?
Composition
<ul style="list-style-type: none"> What is the letter name of the rhythmic notation?

Links to Prior Learning
In Spring, Year 3 have learned how to play a melodic instrument, the recorder, whilst learning to read stave lines, spaces and clef. Children have learned to recognise dot notation as higher or lower pitches.

Key Knowledge
<ul style="list-style-type: none"> The principles to vocal production such as warm up, posture, dynamics and breathing, phrasing, context and vocal health. How to structure musical ideas to create music that has a beginning, middle and end.

Wider Opportunities	
Listening suggestions for this term	
	Jurassic Park Main theme by John Williams
	The Balcony Scene by Craig Armstrong
	When I Grow Up from Matilda
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 	

Why do people pray?



Essential Vocabulary	
Atheist	A person who disbelieves or lacks belief in the existence of God or gods.
Crucifix	A representation of a cross with a figure of Christ on it.
Mantra	A word or sound repeated to aid concentration in meditation.
Worship	The feeling or expression of love.
Inspired	Having a strong feeling as a result of someone or something.

Links to Prior Learning
<ul style="list-style-type: none"> Who is a Christian and what do they believe? Year 1 Who is a Muslim and what do they believe? Year 2 Who is Jewish and what do they believe? Year 2

Key Knowledge
<ul style="list-style-type: none"> Key prayers in three religions: the Muslim First Surah of the Qur'an, the Christian Lord's Prayer and the Hindu Gayatri Mantra. Hindus, Muslims and Christians pray in many different ways, both using set forms of words. People pray to feel calm, hopeful, inspired, close to God.

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"> What is the purpose of prayer? How do different religions pray? Are there any similarities or differences between how religions teach followers to pray? Do people pray in certain places? What are the impacts of prayer? How are symbols or objects used in prayer?



Year 3- Craft and design Ancient Egyptian Scrolls



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Essential Vocabulary

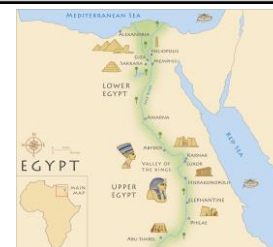
ancient	In historical terms it is something from a long time ago and no longer exists.
civilization	An advanced state of human society.
convey	Communicate a message to someone.
Imagery	A collection of images from a range of art forms.
Papyrus	A riverside plant used to make paper.
Scroll	A roll of parchment or paper for writing on.
Technique	Skills applied by an artist to produce a particular art form.
Zine	A self published booklet made from one or two pieces of paper.

Links to Prior Learning

- **EYFS**- Craft and Design- Let's Get Crafty
- **Year 1**- Craft and Design- Woven Wonders
- **Year 2**- Craft and Design- Map it Out

Key Knowledge

- The Ancient Egyptians were a civilisation in North East Africa who lived around 2700 BC.
- As The Ancient Egyptians lived very close to the River Nile, they used its resources for food and trade.



- The ancient Egyptians used the stem of the papyrus plant to make sails, cloth, mats, cords, and, above all, paper. Paper made from papyrus was the chief writing material in ancient Egypt.
- In Ancient Egyptian artwork, the most important people were often the largest object in a painting and were always painted from the side. Paintings were painted in 2d with no perception of 3d form.
- The colours used in their paintings- white, black, red, yellow, green and blue came from minerals they would find around the area they lived in.

Key Questions

- Who were the Ancient Egyptians?
- Where in the world did the Ancient Egyptians live?
- Where are the Ancient Egyptians in history?
- What did they use to create art?
- Where did they draw their inspiration for their artwork?

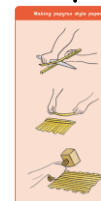
Artists

- The most famous piece of artwork from Ancient Egypt is the mask of **Tutankhamun**.

Year 3 – Summer 1- Art

Key skills

How to Make Papyrus Style Paper



Exploring pattern and shapes



Where can I see Egyptian art?

Locally

The **Manchester Museum** is home to one of the largest and most important collections of ancient Egyptian artefacts in the UK.

Nationally

The **British Museum in London** has the largest space dedicated to Ancient Egyptian artefacts. You can view masks, amulets and even mummy cases.



Year 3 – Summer 1 – Computing

Creating Media: Desktop publishing

Essential Vocabulary	
Text	Words on the screen.
Images	Pictures on the screen.
Font	Different letter styles.
Font Style	How letters look (like bold or italic).
Template	Pre-designed layout.
Landscape	Wide layout.
Portrait	Tall layout.
Orientation	Page setup (landscape or portrait).
Placeholder	Space for text or images.
Layout	How things are arranged on a page.
Content	Everything in a document or project.

Key Knowledge
<ul style="list-style-type: none"> • Explain the difference between text and images • Recognise that text and images can communicate messages clearly • Identify the advantages and disadvantages of using text and images • Change font style, size, and colours for a given purpose • Edit text • Explain that text can be changed to communicate more clearly • Define the term 'page orientation' • Recognise placeholders and say why they are important • Create a template for a particular purpose • Choose the best locations for my content • Paste text and images to create a magazine cover • Make changes to content after I've added it • Identify different layouts • Match a layout to a purpose • Choose a suitable layout for a given purpose • Identify the uses of desktop publishing in the real world • Say why desktop publishing might be helpful • Compare work made on desktop publishing to work created by hand

Links to Prior Learning
<p>This unit progresses children's knowledge and understanding of using digital devices to combine text and images building on work from the following units; Digital Writing Year 1, Digital painting Year 1, and Digital Photography Year 2.</p>

Key Questions
<p>What's the difference between text and images on a computer? How do they enhance our projects? Why does font matter in computing? Can you give examples of different font styles? How does a template assist us in creating projects? Why is layout important? Explain "orientation" in computing. When do we use landscape or portrait orientation? Why is content crucial in projects? How does desktop publishing help? When do we use copy and paste on a computer? Why?</p>

Online Safety
<ul style="list-style-type: none"> • I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. • I can explain how someone's feelings can be hurt by what is said or written online. I can describe ways people who have similar likes and interests can get together online.

Key Skills (NC Skills)
<p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>