




<p><u>Gospel Values</u></p> <p>The Gospel Values are at the heart of all we do and inspire our work</p> <p>Humility, seeing life as a gift</p> <p>Compassion, empathy</p> <p>Kindness, gentleness</p> <p>Justice, working for a fairer world</p> <p>Forgiveness, reconciliation</p> <p>Integrity, do what you say</p> <p>Peace, committed to peace making, non-violence</p> <p>Courage, standing up for truth</p>	<p><u>RE</u></p> <p>Journeys – A Christian Family’s Journey with Jesus</p> <p>The Christian life is about journeying with Christ and sharing his way of life. The Church’s year celebrates the key elements of Christ’s life.</p> <p>Scripture: Psalm 23:4 (22) He guides me along the right paths for his name’s sake. Even though I walk through the darkest valley, I will fear no evil, for you are with me; your rod and your staff, they comfort me.</p> <p>Listening & Sharing</p> <p>The Eucharistic celebration consists of two parts. The first part is the Liturgy of the Word, where Christians listen to God’s Word in the readings, listen to the homily and the prayers of the Faithful. The second part of the celebration is the Liturgy of the Eucharist. Here the gifts are prepared, the Eucharistic prayer expresses thanksgiving and Communion is shared.</p>	<p><u>Characteristics Of Effective Learning</u></p> <p>At St Mary’s we want our children to be the best they can be, we encourage a love of learning through our Characteristics:</p> <p>Go for it Gorilla: I will have a go</p> <p>Editing Elephant: I can edit and improve my work</p> <p>Creative Chameleon: I have my own ideas</p> <p>Concentrating Crocodile: I join in and concentrate</p> <p>Persevering Parrot: I keep trying</p> <p>Proud Peacock: I am proud of what I do</p>
<p><u>Literacy</u></p> <p>Over the course of the term we will study a selection of narrative and non-narrative writing. We will be following the Write Stuff approach in our learning, focusing on creating sentences with a variety of grammar and word choices. This half term we start off by looking at the diary of a roman slave and then the story Stone Age Boy..</p>		<p><u>Maths</u></p> <p>During this term we will continue to look at multiplication and division. We will also be learning about money, statistics and length before starting an exciting unit on fractions.</p>
<p><u>Science</u></p> <p>Animals and Humans - Movement</p> <p>Understand that humans, and some other animals, have skeletons and muscles which help them move and provide protection and support.</p>	<p><u>What was the purpose of hill forts including Maiden Castle for the local population?</u></p> <div></div> <p>Year 3 Spring Term</p>	<p><u>PE</u></p> <p>Gymnastics and Dance</p> <p>Gymnastics/indoor games develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics.</p> <p>Dance use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate suitable for attacking and defending, Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement.</p>
<p><u>Art</u></p> <p>We will use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.</p> <p>We will use thread and stitching to create textural marks over the top of painted canvas, creating interesting marks which reflect our responses to the landscape.</p> <p>We will be looking at the work of artists Alice Kettle, Hannah Rae and David Atkins</p>	<p><u>Humanities</u></p> <p><u>Geography</u></p> <p>We will be learning about hill forts in early iron age with a particular focus on Maiden Castle in our locality. We will be learning about the key features of hill forts, how land use changed over time and how iron age people used them.</p>	<p><u>ICT</u></p> <p>Email</p> <p>We will be looking at the importance of emails and how to send them, retrieve them and save them.</p> <p>Typing</p> <p>We will be learning to type with two hands and understand the layout of the keyboard.</p>
<p><u>PSHE</u></p> <p>We will looking at the Ten <u>Ten</u> units: What Am I Feeling? What am I looking at? I am Thankful, Life cycles.</p>	<p><u>Music</u></p> <p>We will learn to understand and appreciate some different music. We will be learning a range of musical and rhythmic games that helps us explore and describe the music that we hear around us.</p>	<p><u>French</u></p> <p>We will be learning to ask how old someone is, classroom instructions and to learn the nouns for items in our pencil cases.</p>

Year 3 – ICT – Spring 1 – Email

Key Facts:

An email is mail sent electronically.

If you receive an email that makes you worried, tell an adult.

Text, images, files and web links can be sent by email.

What will I learn?

- To think about different methods of communication.
- To open and respond to an email using an address book.
- To learn how to use email safely.
- To add an attachment to an email.
- To explore a simulated email scenario.

Key words: compose, address book, save to draft, formatting, CC, communication



Activity:

How long do you think we have been emailing each other for?

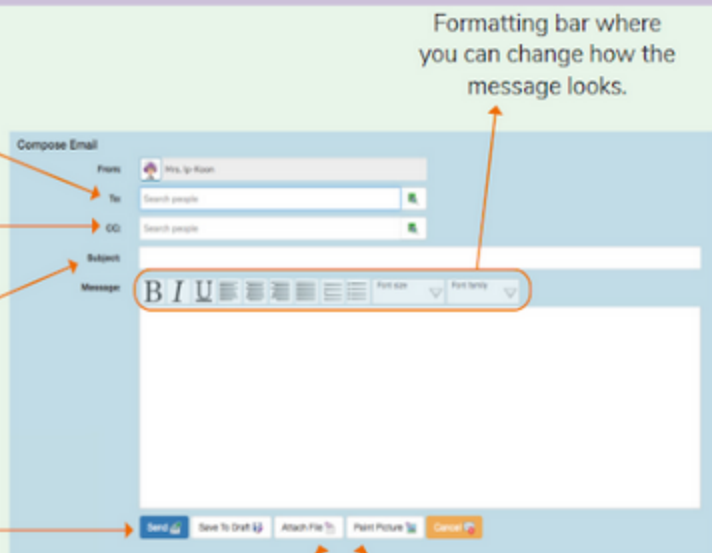


Who is the email to be sent to?

Who else will the email be sent to?

What is the email about?

Click this button to send the email.



Formatting bar where you can change how the message looks.

Allows you to attach work and pictures to the email

YEAR THREE– ART– SPRING—CLOTH, THREAD, PAINT

Key Questions:

How do artists use thread, cloth, and paint to make artwork?
How can I develop my mark making vocabulary to use later in my work?
How can I combine paint and stitch to create energy and texture?

ARTISTS:

Alice Kettle: <https://alicekettle.co.uk/gallery>

Hannah Rae: <https://hannahrae.co.uk/gallery/>

Key words:

Background, Foreground, Detail, Gesture, Impasto, Dilute, Colour Mixing, Loose, Tight, Tension, Knot, Length, Repeated, Pattern, Rhythm, Dot, Dash.

Activity:

<https://david-atkins.com/blog>

Our local landscape inspires many artists. Walk around your area and photograph/sketch places that interest you. Look carefully at the colours and textures that you find interesting.

What will I learn; skills and techniques

I will use paint to create a background on fabric, mixing colours to create different hues, tints and dilutions.

I will use thread and stitching to create textural marks over the top of my painted canvas, creating interesting marks which reflect my response to the landscape.



Knowledge Organiser – Three Little Birds – Year 3, Unit 3

1 – Listen & Appraise: Three Little Birds (Reggae)

Structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

Instruments/voices you can hear: Bass, drums, electric guitar, keyboard, organ, male and backing vocals.

Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – C + D.

Bronze: no notes | Silver: C, sometimes D |

Gold: C + D challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. *Which part did you play?*

Improvise using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions



About this Unit

Themes: Reggae, happiness and animals.

Facts/info: Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide.

Listen to 5 other reggae songs:

- Jamming by Bob Marley
- Small People by Ziggy Marley
- 54-46 Was My Number by Toots and The Maytals
- Ram Goat Liver by Pluto Shervington
- Our Day Will Come by Amy Winehouse

Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

What are the 'style indicators' of Reggae music?
How do you know this is Reggae music?

Year 3– Physical Education – Spring 1: Dance

Key Questions:

What does it mean in a dance when you meet & part?

Why is it more dramatic when you dance in unison?



What do I know already?

We have performed pair/group dances

We responded to music in a range of ways to show feeling, mood and rhythm.

Activity:

1. Try this activity with a friend or family member. Choose a topic, such as sports, animals, colours. One of you will call out a word linked to your topic. The other will then have to create a movement to fit with that word. For the topic of sports some example words could be: pass, ball, defender, football, goal etc.
2. Try this activity with a friend or family member, or play this on your own. Choose a short story (fairytale work well). You will then need to create a dance to tell the main parts of this story. Remember it is a dance, so no speaking!



Key words:

canon,
unison,
meet & part,
balance,
fluid

What will I learn?

We will perform pair/group dances involving canon and unison, meet & part.

We will respond to music in a range of ways to show feeling, mood, rhythm.

Year 3– Physical Education – Spring 1: Gymnastics

Key Questions:

How can you transition from a floor position to a standing position?

Does your routine include a clear beginning and end?

Activity:

Flexibility is very important in gymnastics. Being flexible helps you to perform movements more easily. Ask somebody to take a photograph of you performing these stretches at the start of the week:

- splits;
- straddle stretch;
- pike stretch.

Spend 5 minutes each day

practising these stretches and then take the photographs again at the end of the week. How has your flexibility improved?



Linking Moves Together

Let's try these linking movements:

- tiptoe
- step
- jump
- hop
- hopscotch
- skip
- chassiss step
- pivot
- straight jump half turn
- straight jump full turn
- cat leap
- cat leap half turn
- split leap




Practise some of these and any of your own ideas.



Key words:
centre of gravity
symmetry
technique
transition
reflect
teamwork
performance

What will I learn?

We will learn how to develop our technique and improve our performances - reflecting on our own work and the work of our peers. We will begin to start working with a friend- looking at symmetry, form and posture.

<p>Key Facts:</p> <p>Maiden Castle is an Iron Age hill fort. A hill fort is an ancient fortified refuge or defended settlement. It was usually in a place that rises from the surrounding area, given the name.</p> <p>Hill forts are built for defence and the fortification usually follows the shape of the hill. Usually it is made of one or more lines of earthworks. They may also have had ceremonial functions, and served as status symbols.</p> <p>Maiden Castle in Dorset is the largest of around 1000 hill forts built in Britain in the Iron Age.</p> <p>Dorset is a county in England. Other counties that have hill forts are Derbyshire, Gloucestershire, Hampshire, Herefordshire, Norfolk, Oxfordshire, Somerset, Wiltshire, Worcestershire.</p>	<p>Year 3 Spring Term</p> <p>Geography: Maiden Castle</p> 	<p>Key concepts:</p> <p><i>Environment</i> - understanding the location of Maiden Castle.</p> <p><i>Scale</i> - understanding the size of different settlements.</p> <p><i>Interaction</i> - looking at how the physical and human elements of a place impact on each other.</p> <p><i>Location</i> - locating Maiden Castle</p> <p><i>Distribution</i> - identifying the patterns and arrangements of the physical and the human features of different places.</p> <p><i>Change</i> - how places change over time as a result of natural or human processes.</p>
<p>Key skills:</p> <p>I can talk about the physical features of Maiden Castle.</p> <p>I summarise how land use of Maiden Castle has changed and why.</p> <p>I can make more detailed fieldwork sketches.</p> <p>I can locate places using aerial photographs and maps</p>	<p>Key words:</p> <p>settlement, hamlet, town, village, city, nomadic, hill, hill fort, changes, physical geography, human geography, community, Maiden Castle, natural resources, the United Kingdom, Dorset, photographs, aerial maps, land use pattern, tourist attraction.</p>	
<p>Cities:</p> <p>Major cities in the UK include: London (capital city of England), Birmingham, Glasgow, Liverpool, Bristol, Manchester, Sheffield, Leeds, Edinburgh (capital city of Scotland), Leicester, Coventry, Bradford, Cardiff (capital city of Wales), Belfast (Capital city of Northern Ireland), Nottingham, Hull, Newcastle, Stoke, Southampton, Derby, Portsmouth, Brighton, Plymouth, Northampton and Reading.</p>	<p>Key facts Iron Age living:</p> <ul style="list-style-type: none"> • In the Iron Age there were many farmers. • People were "nomadic" as they searched their land for food and shelter. • Iron Age people kept cattle, pigs and sheep on their land. 	<p>Fieldwork:</p> <p>I will be visiting Maiden Castle, making detailed field sketches and a simple scale map. Maiden Castle is now a tourist attraction.</p> 
<p>Settlements:</p> <p>Settlements can be hamlets, towns, villages or cities depending on their size.</p> <p>By about 400 BC, Maiden Castle had become an outstanding settlement and political centre of the Durotriges tribe.</p> <p>Mainly built in the 1st century BC, this castle once protected hundreds of residents. When it was first built, the gleaming white chalk ramparts would have towered over the surrounding landscape.</p>	<p>Ramparts at Maiden Castle:</p> <p>The massive ditches and banks of Maiden Castle stretch across a saddle-backed hilltop 914 metres long. This is the result of centuries of digging and changing the landscape.</p> 	<p>What I have been taught already:</p>  <p>A physical feature is natural. A hill is a physical feature. A human feature is man made. Dorset is my local county and can be found on a UK map. Dorchester is my school's local town and can be found on a local map. Rural means in the countryside. Urban means it is in a town or a city where it is more populated.</p>

**Year 3 – Science – Humans and Animals -
Autumn 2 (Nutrition) & Spring 1
(Movement)**

Key Facts:

Understand that food contains a range of different nutrients – carbohydrates,, protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy.

Understand that humans, and some other animals, have skeletons and muscles which help them move and provide protection and support.

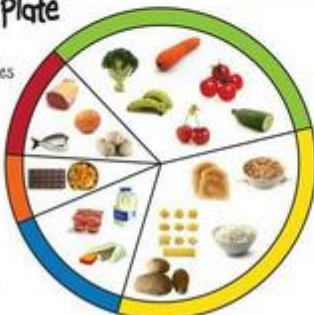
Key words:

Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water

Skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine

A Balanced plate








-  Fruit and vegetables
-  Grains, cereals and potatoes
-  Dairy products
-  Meat, fish, nuts and eggs
-  Fats and sugars

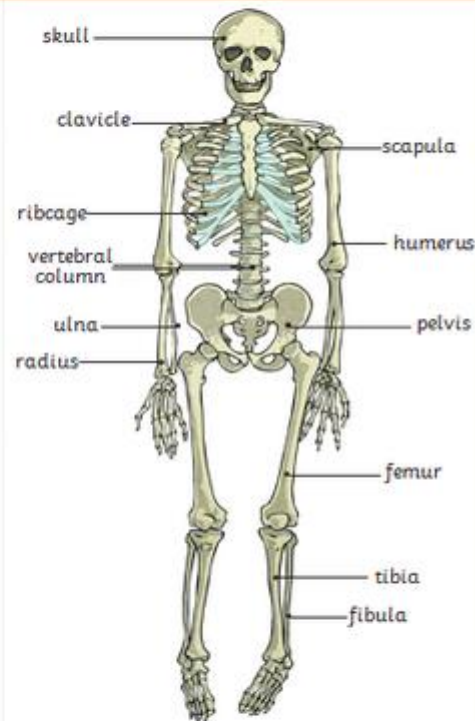


What will I learn?

You will look at the different types of nutrition that animals and humans need to stay healthy.

You will look at skeletons and muscles and explore the importance of these.

Nutrient	Found in... (examples)	What it does/they do
carbohydrates		provide energy
protein		helps growth and repair
fibre		helps you to digest the food that you have eaten
fats		provide energy
vitamins		keep you healthy
minerals		keep you healthy
water		moves nutrients around your body and helps to get rid of waste



Activities – use food labels to explore nutritional content. Plan a healthy, daily diet.

Ask questions such as can people with longer legs run faster? Look at three different animals and find out what type of skeleton they have.