

When was the stone age?

The Stone Age began 2 million years ago, when researchers found the earliest evidence of humans using stone tools.

What is an archaeologist?

An archaeologist is a person who studies human history through the excavation of sites. They look at different artefacts and other physical remains to find clues about what the past was like.

Stone Age Tools

People in the Stone Age made hand axes and spears for hunting large animals.

Not all Stone Age tools were made of stone.

How did the lives of ancient Britons change during the Stone Age?

SUBJECT SKILLS

Ask questions, think critically, weigh evidence, sift arguments, make connections, draw contrasts, analyse

What did they eat in the Stone Age?

Their diet included meat from wild animals and birds, leaves, roots and fruit from plants, fish and shellfish. People from the Stone Age were hunter-gatherers, which means that they relied on the food that was near them.

KEY VOCABULARY

Archaeologist, evidence, hunter-gatherers, excavation, tools, Skara Brae



The home is the first school of Christian life and 'a school for human enrichment.'

God is present in every home. This is expressed in the love that binds the family together within the home through good times and bad times.

At home one learns endurance and the joy of work, love, forgiveness and above all, divine worship in prayer.

HOMES

Year 3 Topic 1



OUR BIG QUESTION

What makes a house a home?

home
ISN'T A PLACE,
it's a feeling

REFLECTION

Father, creator of all,
you 'ordered the earth' to bring forth life
and crowned its goodness by
creating family life.

Teach us the beauty of human love,
show us the value of family life
and help us to live in peace
with everyone.
Amen.

KEY VOCABULARY

home love family
difference respect
joys sorrows
community family

SCRIPTURE

Romans 12: 8-13
Ephesians 5: 1-9; and 6: 1-4.
Luke 2: 39-40
John 13:34-35
Col 3:12-17

The first "*profession of faith*"
is made during Baptism.

The promises made at
Baptism and Confirmation
are the call to a new way
of life.

Belonging to a group
involves promises and rules.



PROMISES

Year 3 Topic 2



OUR BIG QUESTION

What makes a promise?



REFLECTION

Almighty and eternal God,
you keep together those you have united.
Look kindly on all who follow Jesus your Son.

We are all consecrated to you by our
common baptism;

make us one in the fullness of faith
and keep us one in the fellowship of love.

Amen.

KEY VOCABULARY

promises rules actions
symbols rite

Sacrament commitment
anointing Trinity

SCRIPTURE

Jeremiah 31: 3

Mark 1: 9-11

Knowledge Organiser – Let Your Spirit Fly – Year 3, Unit 1

1 – Listen & Appraise: Let Your Spirit Fly (RnB)

Structure: Introduction, verse, chorus.

Instruments/voices you can hear: Male and female voices, bass, drums, guitar, keyboard, synthesizer.

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 2 parts.

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, sometimes 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 funky dance moves? 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

Theme: RnB and other musical styles.

Facts/info: RnB is a mixture of Soul, Hip Hop and Gospel music. Other RnB singers include Beyoncé, Usher, Rihanna and Stevie Wonder.

Listen to 4 other songs/pieces:

- Colonel Bogey March by Kenneth Alford (Film)
- Consider Yourself from the musical 'Oliver!' (Musicals)
- Ain't No Mountain High Enough by Marvin Gaye (Motown)
- You're The First, The Last, My Everything by Barry White (Soul)

Vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody

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 RnB music?

How do you know this is RnB music?

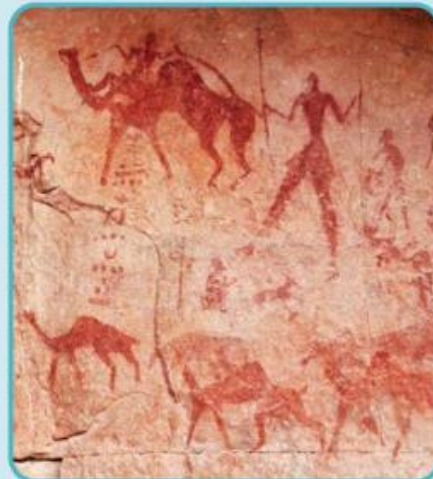
Year 3 - Painting and mixed media

Charcoal	Burnt wood that can be used to draw with
Drawing medium	Different materials used to draw e.g. pencils, charcoal, pastels
Pigment	The colour in a natural object
Prehistoric	A time in the past before humans wrote things down to record history
Proportion	How big a part of something looks compared to the rest of it
Scale up	Enlarge a drawing so the proportions stay the same
Smudging	Blending a soft drawing material on a surface
Stone age	The oldest period in which humans are known to have lived, lasting over 2.5 million years

Prehistoric people painted in dark conditions



People living in the Stone Age drew and painted animals because animals were an important food source



People living in the Stone age made paint and dye using natural objects like berries, burnt wood, plants and animal fats.

The colours used in cave art reflect the pigments that could be found. Green and blue were hard to find and make into paint.

Historians think paint was applied using natural objects like animal hair brushes, or was sprayed on using hollowed out bones.

Similarities and Differences

Sometimes we have things in common with other people. These are called similarities. Sometimes we are different to each other, which might make us feel different emotions, but God loves us all for being unique.

What sort of things can we say or do to make someone feel welcome and valued?

To compliment someone is to praise them for something they have done. It is polite to share your respect or affection for someone. It can help develop their self-esteem.

Our Learning Charter

Rights

We have the right to:
Learn
Be respected and treated fairly
Be heard
Feel safe

Responsibilities

We have the responsibility to:
Allow others to learn
Respect others and treat them fairly
Listen to others
Keep others safe

Rewards

Praise
Sticker
Choice activity box
Visit another teacher
Merit certificate
Stand home
Teacher award

Consequences

Reminder
Warning
Time out in class
Loss of privilege
Time out in another class
Parents/Carers informed
Sent to Senior Leader

SUBJECT SKILLS: Discuss, empathise, listen to others, sensitive, brave, accepting, understanding, share thoughts and ideas, respect, honesty,

Being Me in My World

Year 3 Autumn 1

I can statements

I can explain how my behaviour can affect how others feel and behave.

I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation.

I can explain the different ways that help me learn and what I need to do to improve.

I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help.

I can explain how my life is influenced positively by people I know and also by people from other countries.

I can explain how boys' and girls' bodies change on the inside/outside during the growing up process

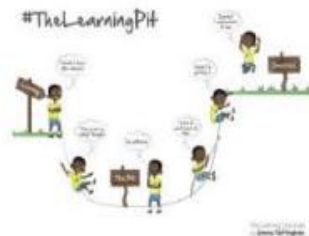
KEY VOCABULARY

Welcome, valued, achievements, proud, emotions, worries, solutions, rights, responsibilities, behaviour, rewards, consequences, scenario

Dreams and success

To achieve something challenging, you need to persevere which means never give up.

To work cooperatively in a group, it is important to listen to each other and celebrate everyone's differences.



SUBJECT SKILLS: Discuss, empathise, listen to others, sensitive, brave, accepting, understanding, share thoughts and ideas, respect, honesty,

Dreams and Goals

Year 3 Spring 1



I can statements

I can tell you about a person who has faced difficult challenges and achieved success.

I can identify a dream/ambition that is important to me

I can be motivated and enthusiastic about achieving our new challenge

I can recognise obstacles which might hinder my achievement and take steps to overcome them

I can evaluate my own learning process and identify how it can be better next time

KEY VOCABULARY

Perseverance

Challenges

Success

Obstacles

Dreams

Goals



Jane's story



Subject stars: Discuss, empathise, listen to others, sensitive, brave, accepting, understanding, share thoughts and ideas, respect, honesty



Unit: 3.1

Command

A single instruction in a computer program.

Debug/Debugging

Fixing code that has errors so that the code will run the way it was designed to.

Key Learning

- To understand what a flowchart is and how flowcharts are used in computer programming.
- To understand that there are different types of timers and select the right type for purpose.
- To understand how to use the repeat command.
- To understand the importance of nesting.
- To design and create an interactive scene.

Key Resources

purple mash



Tools



2D art



2D chart



Free code online

Key Vocabulary

Action

The way that objects change when programmed to do so. For example, move or change a property.

Alert

This is a type of output. It shows a pop-up of text on the screen.

Algorithm

A precise step by step set of instructions used to solve a problem or achieve an objective.

Background

In 2Code the background is an image in the design that does not change.

Bug

A problem in a computer program that stops it working the way it was designed.

Button

A type of object that responds to being clicked on.

Click Event

An event that is triggered when the user clicks on an object.

Code

Writing the code for a COMPUTER PROGRAM.

Collision Detection Event
The event of two objects colliding.

Key skills: Problem solve, Responsible, Digitally literate, Purposeful, Sequence



Unit: 3.1

Nesting

When coding **COMMANDS** are put inside other **COMMANDS**. These **COMMANDS** only run when the outer **COMMAND** runs.

or clicking or swiping the screen (when Clicked, when Swiped). In 2Code, the event **COMMANDS** are used to create blocks of code that are run when events happen.

Flowchart

A diagram which represents an algorithm.

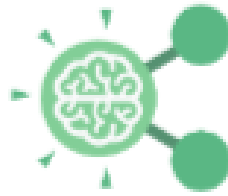
COMMANDS run a set **NUMBER** of **TIMES** or forever.

include character, turtle, button, vehicle, **ANIMAL**, food, shape, **NUMBER**, input and label

Interval

In a **TIMER**, this is the length of **TIME** between the **TIMER** code running and the next **TIME** it runs e.g. every 1 second.

Key skills: Problem solve, Responsible, Digitally literate, Purposeful, Sequence



Unit: 3.2 Online Safety

Key Resources

**purple
mash**



2Dos



2Connect



2Publish Plus



2Blog



2Write

Key Learning

- To know what makes a safe password.
- To learn methods for keeping passwords safe.
- To understand how the Internet can be used in effective communication.
- To understand how a blog can be used to communicate with a wider audience.
- To consider the truth of the content of websites.
- To learn about the meaning of age restrictions symbols on digital media and devices.

Key Questions

What is a password and why should we keep them safe?

A password is a secret word or phrase that allows a user to access a website. Passwords are like toothbrushes in that they should not be shared with anyone else.

Is everything I read on the Internet true?

Just because something is on the Internet doesn't mean that it is true. Some people create spoof websites that pretend to be something else such as a bank website or to provide misleading information.

How do I know if I am old enough to play a computer game?

Computer games, like films, are often not suitable for children. PEGI ratings will show how old a person must be to play a game.

Key skills: Problem solve, Responsible, Digitally literate, Purposeful, Sequence

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PurpleMash Computing Scheme of Work: Knowledge Organisers

Unit: 3.2 Online Safety

Spoof

An IMITATION of SOMETHING
that seems to look

Appropriate

When using online services such as blogging or sharing INFORMATION. It's IMPORTANT that users behave appropriately. Users should be truthful, respectful, kind, seek any PERMISSIONS and report anything they feel UNCOMFORTABLE with.

Reputable source

Reputable sources are known places or sites that

Blog

A regularly updated website or web page, typically one run by an individual or small group, that is written in an informal or conversational style.

Permission

When SOMEONE shares or accesses content online.

Inappropriate

Behaviour or content online that is upsetting, rude, unkind or MAKES SOMEONE feel unsafe or concerned.
INFORMATION.

Key skills: Problem solve, Responsible, Digitally literate, Purposeful, Sequence

Key Skills: Compete, Physical, Sportsmanship, Transferrable skills, Improve, Persevere



Knowledge Organiser Basketball Year 3 and Year 4

About this Unit

Basketball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

Basketball was invented in 1891 by an American PE teacher called James Naismith. The game was created so that his students could play indoors in the winter. The first game of basketball used peach baskets as the hoops which is why it is known as basketball!



Invasion Games Key Principles	
attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Can you think of any other invasion games that share these principles?

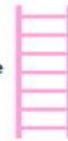


Key Vocabulary

accelerate: speed up
accurate: successful in reaching the intended target
accurately: hit with aim
attack: the offensive action of trying to score goals or points
communicate: share information
decision: select an outcome
deny: to prevent an action happening
gain: get possession of the ball
intercept: to gain possession of the ball
invasion: a game of two teams who invade each other's space to score goals
possession: to have
pressure: to add challenge
protect: to look after
receiver: the person collecting or stopping the ball
referee: the person who makes sure the rules are followed
teamwork: working with others to succeed
tournament: a competition of more than two teams
track: to move your body to get in line with a ball that is coming towards you



Ladder Knowledge



Sending & receiving:
Year 3: point your hands to your target when throwing to help to send the ball accurately.
Year 4: cushioning a ball will help you to control it when catching it.

Dribbling:
Year 3: dribbling is an attacking skill which helps you to move towards a goal or away from defenders.
Year 4: protecting the ball when you dribble will help you to maintain possession.

Space:
Year 3: spreading out as a team will help to move the defenders away from each other.
Year 4: moving into space will help your team keep possession and score goals.

Attacking and defending:
Year 3: as an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

Attacking and defending:
Year 4: as an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed.

Movement Skills

- run
- jump
- throw
- catch
- dribble
- shoot

This unit will also help you to develop other important skills.

Social working safely, collaboration, support and encourage others

Emotional honesty, determination, perseverance

Thinking exploration, identify areas of strength and areas for development, decision making, use tactics, reflection

Rules

- Double dribble:** dribbling the ball with two hands at the same time and / or dribbling the ball, catching it and then dribbling again.
- Travelling:** moving with the ball without dribbling it.
- Foul:** you cannot push, hold or make contact with an opponent that stops their movement. If a rule is broken, the opposing team get a free pass.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.

If you enjoy this unit why not see if there is a basketball club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Body Parts

What you need: A ball

How to play:

- Explore dribbling the ball. Can you dribble it so that it bounces high? And low? Can you use one hand then the other?
- Keeping your ball bouncing all the time, can you touch the following body parts to the floor?

- Hands
- Knees
- Bottom
- Stomach
- Back
- Forehead

Top tips:

- Use soft, ball shaped hands and keep the ball close to you.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

Key Skills: Compete, Physical, Sportsmanship, Transferrable skills, Improve, Persevere

Get Set 4 Education

Knowledge Organiser

Dodgeball Year 3 and Year 4

About this Unit

Dodgeball is a target game played between two teams. Players must dodge or catch balls thrown by the opposition whilst attempting to strike their opponents in the same way to get them out.

Key Principles of Target Games (dodgeball, golf)

attacking	defending
placement of an object	avoid getting out

Dodgeball originated in Africa over 200 years ago!

Key Vocabulary

accuracy: how close the object is to the given target
agility: the ability to change direction quickly
avoid: keep away from or stop
caught out: when a player catches an opponent's ball deeming them out
communicate: share information
cushion: take the power out of an object
decide: to choose
decision: select an outcome
hit out: when a player in dodgeball is hit below the shoulders by a live ball
opposition: the other team
release: the point at which you let go of an object
tactic: a plan or strategy
tournament: a competition of more than two teams

Ladder Knowledge

Throwing:

Year 3: throw slightly ahead of a moving target.
Year 4: one handed throws are used for speed and accuracy. Keep your elbow high and step with your opposite foot to increase the power.

Catching:

Year 3: begin in a ready position to help you react to the ball.
Year 4: move your feet to the ball and pull it in to your chest to help you to catch more consistently.

Movement Skills

- throw
- catch
- dodge
- jump

This unit will also help you to develop other important skills.

Social respect, communication, collaboration

Emotional honesty, perseverance

Thinking comprehension, make decisions, select and apply skills

Rules

OUTS

A player is 'out' when:

- A live ball hits their body (shoulders or below).
- An opposition player catches a live ball they have thrown. So, if a player throws it and their opponent catches it then they are out and one of their opponents' team comes back in.
- Once a player is out, they must leave the court immediately and go to the queue of players already out from their team.

A live ball is one that has not bounced or hit a wall/ceiling.

Tactics

Year 3: using simple tactics will help your team succeed e.g. spread out so that you are harder to aim for.

Year 4: applying attacking tactics will help you to score points and get opponents out. Applying defending tactics will help you to stay in the game.

Healthy Participation

- Unused balls must be stored in a safe place.
- Head shots do not count in dodgeball.

If you enjoy this unit why not see if there is a dodgeball club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Dodge or Catch

What you need: 1 soft ball or a pair of rolled up socks. 2 players.

How to play:

- Players stand 5m apart.
- One player begins as the thrower.
- Thrower tries to hit their opponent below the shoulders to win 1 point.
- If the opponent catches the throw they win 1 point.
- Have 5 turns then change over.

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.

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Key Skills: Compete, Physical, Sportsmanship, Transferrable skills, Improve, Persevere

Get Set 4 Education

Knowledge Organiser

Fitness Year 3 and Year 4

About this Unit

Regular physical activity can do so many wonderful things to your overall health and fitness. It helps improve memory, makes you feel happier and gives you more energy. Regular exercise helps to build strong bones, strengthen your muscles and even improves sleep.

Physical fitness includes many different parts such as agility, balance, co-ordination, speed, stamina and strength. These elements are so important in everyday activities such as these examples...

- **Agility:** if you need to dodge someone in a busy playground.
- **Balance:** when you put trousers on.
- **Co-ordination:** when brushing your teeth.
- **Speed:** when running after a bus.
- **Stamina:** when playing the whole of lunchtime.
- **Strength:** when carrying your school bag.

Can you think of any other examples of when these elements of fitness would be useful?

Key Vocabulary

accelerate: speed up
agility: the ability to change direction quickly
balance: the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)
co-ordination: moving two or more body parts at the same time
control: being able to perform a skill with good technique
decelerate: slow down
direction: forwards, backwards, sideways
dynamic: how an action is performed e.g. quickly, slowly, gently
muscle: tissue that helps us to move our bodies
progress: to improve
react: to respond to quickly
record: to make note of
speed: how fast you are travelling
stamina: the ability to move for sustained periods of time
static: on the spot
strength: the amount of force your body can use
technique: the action used correctly

Ladder Knowledge

Agility:	Balance:	Co-ordination:	Speed:	Strength:	Stamina:
Year 3: agility helps us with everyday tasks.	Year 3: balance helps us with everyday tasks.	Year 3: co-ordination helps us with everyday tasks.	Year 3: leaning slightly forwards helps to increase speed. Leaning your body in the opposite direction to travel helps to slow down.	Year 3: when completing strength activities, they need to be performed slowly and with control to help you to stay safe.	Year 3: stamina helps us in other life activities.
Year 4: keep your elbows bent when changing direction to help you to stay balanced.	Year 4: you need to squeeze different muscles to help you to stay balanced in different activities.	Year 4: if you begin in a ready position, you can react quicker.	Year 4: a high knee drive, pumping your arms and running on the balls of your feet will give you more power.	Year 4: strength comes from different muscles and it can be improved in different ways.	Year 4: you need to pace yourself when running further or for a long period of time.

Movement Skills

- agility
- balance
- co-ordination
- speed
- stamina
- strength

This unit will also help you to develop other important skills.

- Social** support others, work safely, communication
- Emotional** perseverance, determination, honesty
- Thinking** identify areas of strength and areas for development

Strategy

Identify your areas of strength and your areas for development. Then, think of everyday activities where you could practice e.g. standing on one foot while brushing your teeth will develop balance and co-ordination.

Healthy Participation

- Focus on your own results without comparing them with others in the class.
- Work within your own capabilities.
- All actions need to be performed with control.

If you enjoy this unit why not see if there is an athletics club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed, stamina, strength

Home Learning

Stickman

What you need: A pen and piece of paper, one player, one person to choose the words.

How to play:

- One person (the word master) chooses a word and draws lines on the paper, one for each letter.
- The player guesses a letter that could be in the word. If they are correct the word master writes the letter on the correct line.
- If the named letter is not in the word the word master draws part of a stickman and the player must complete 10 of one of the below exercises.
- star jumps / hops / sit ups / jumping twists / press ups
- Can the player guess the word before the word master draws a complete stickman?
- NB, stickman to include head, body, two arms and two legs

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

Key Skills: Compete, Physical, Sportsmanship, Transferrable skills, Improve, Persevere

Get Set 4
Education

Knowledge Organiser Hockey Year 3 and Year 4

About this Unit

Hockey is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

The name 'hockey' is thought to come from a French word 'hoquet' which means 'shepherd's staff'. Stick and ball games can be traced back thousands of years to ancient civilisations in China, Persia, Egypt and Greece.

In modern times, there are different versions of hockey, these include field hockey, ice hockey, roller hockey, and indoor hockey.

Field hockey first appeared in the Olympics in 1908 in London.

Invasion Games Key Principles	
attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Can you think of any other invasion games that share these principles?

Key Vocabulary

accelerate: speed up
control: being able to perform a skill with good technique
cushion: take the power out of an object
decision: select an outcome
delay: to slow an object or player
gain: get possession of the ball
invasion: a game of two teams who invade each other's space to score goals
opposition: the other team
option: possible choices
possession: to have
receive: to collect or stop a ball that is sent to you
referee: the person who makes sure the rules are followed
tackle: to stop an opposing player with the ball
tournament: a competition of more than two teams

Ladder Knowledge

Sending & receiving:

Year 3: point your stick to your target when sending the ball to help to send it accurately.

Year 4: cushioning the ball will help you to control it when receiving it.

Dribbling:

Year 3: dribbling is an attacking skill which helps you to move towards a goal or away from defenders.

Year 4: using changes of direction and speed when you dribble will help you to maintain possession.

Space:

Year 3: spreading out as a team will help to move the defenders away from each other.

Year 4: moving into space will help your team keep possession and score goals.

Attacking and defending:

Year 3: as an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

Attacking and defending:

Year 4: as an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed.

Movement Skills

- dribble
- pass
- receive
- intercept
- run
- shoot

This unit will also help you to develop other important skills.

- Social** communication, collaboration, work safely, respect
- Emotional** honesty, perseverance, determination
- Thinking** decision making, select and apply, comprehension, identifying strengths and areas for development

Rules

Feet:

- You cannot kick the ball. Try not to let the ball touch your feet. If feet are intentionally used, a free pass is awarded.

Sticks:

- The stick cannot be lifted higher than waist height, and you can only use the flat side.
- You cannot intentionally interfere with another person's stick.
- If these rules are broken, a free pass is awarded.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals.

Healthy Participation

- Make sure any unused equipment is stored in a safe place.
- Don't lift your stick higher than your waist.
- Ensure you are working in a safe space away from others.

If you enjoy this unit why not see if there is a hockey club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Hockey Obstacle

What you need: Markers, stopwatch, a tupperware lid and rolled up socks

How to play:

- Create an obstacle course using markers e.g. cushions to go around, chairs to push the ball through the chair legs etc.
- Using the tupperware lid as your stick and the socks as your ball, time yourself to see how long it takes you to complete the obstacle course.
- Can you beat your time?
- Make this harder by only using one side of the tupperware box just like when using a hockey stick.

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.

@getset4education136

Key Skills: Collect, Analyse, Communicate, Identify/recognise, Critical thinking, Explore

Why do people live near volcanoes?



Kapow
Primary

Layers of the earth

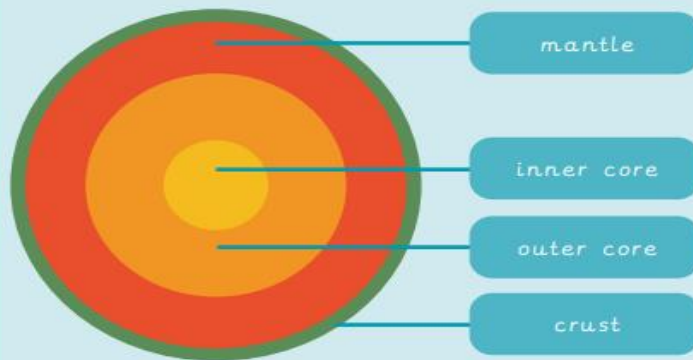


Plate boundaries



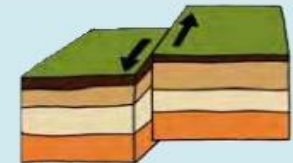
convergent

This is where two tectonic plates meet. The ground can fold up, creating fold mountains.



divergent

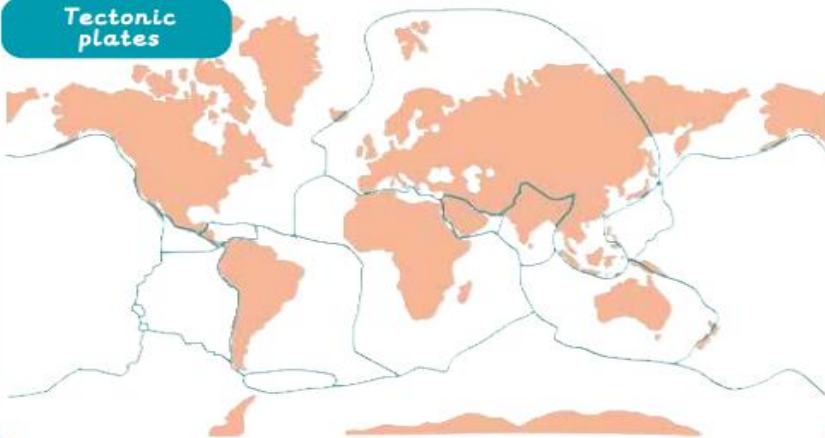
This is where two tectonic plates move apart. Magma can come through the gap, creating a volcanic mountain.



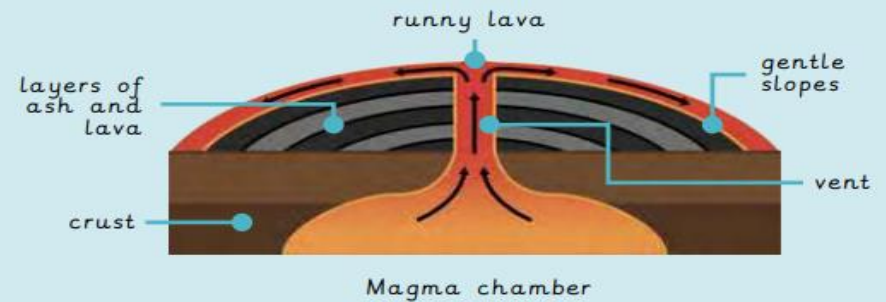
transform

This is where two tectonic plates slide past one another. Cracks in the plates can cause fault-block mountains.

Tectonic plates



Shield volcano

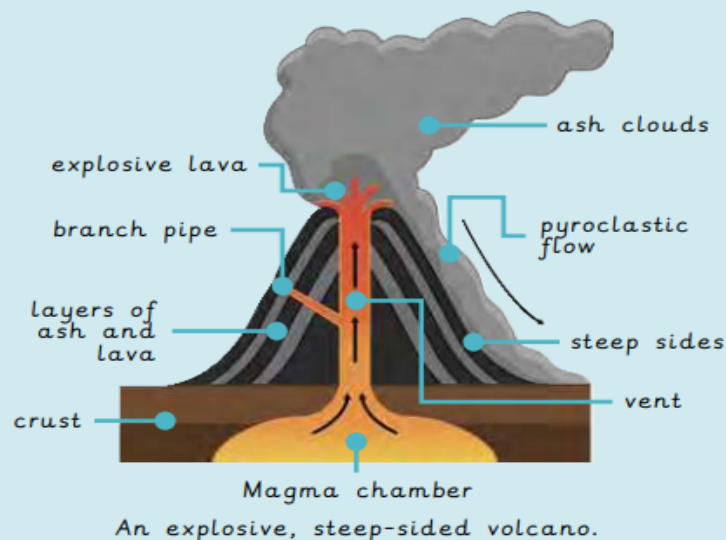


A less-explosive, gently sloping volcano.

Key Skills: Collect, Analyse, Communicate, Identify/recognise, Critical thinking, Explore

Why do people live near volcanoes?

Composite volcano



Negative and positive effects of living near a volcano

Negative

People may be injured or killed.
Forests and farmland may be destroyed.
Homes may be destroyed.
Carbon dioxide emissions contribute to climate change.
Ash clouds can pollute rivers, killing fish.
Tsunamis and earthquakes may happen.

Positive

Rich, fertile soil is created.
New land is created over time from hardened lava.
Volcanoes can be beautiful landscapes.
Hot springs and skin-brightening mud attract tourists.
Tourism to volcanoes creates jobs for people.
Geothermal energy from the steam is environmentally friendly.
Jobs are created mining precious stones made by the volcano.

Volcano classification

active

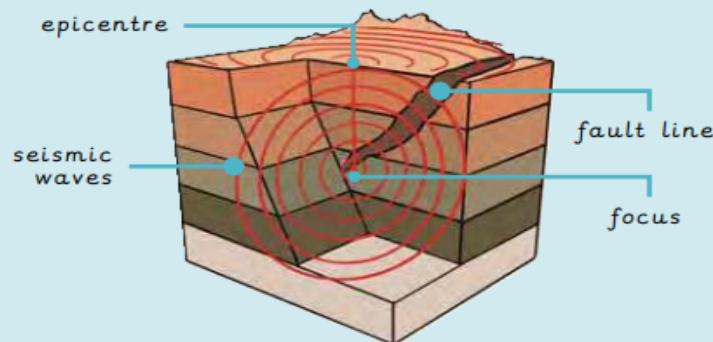
A volcano currently erupting or is likely to erupt soon.

extinct

A volcano that has not erupted in 10,000 years and is not expected to erupt again.

dormant

A volcano that may erupt again but has not erupted for a while.



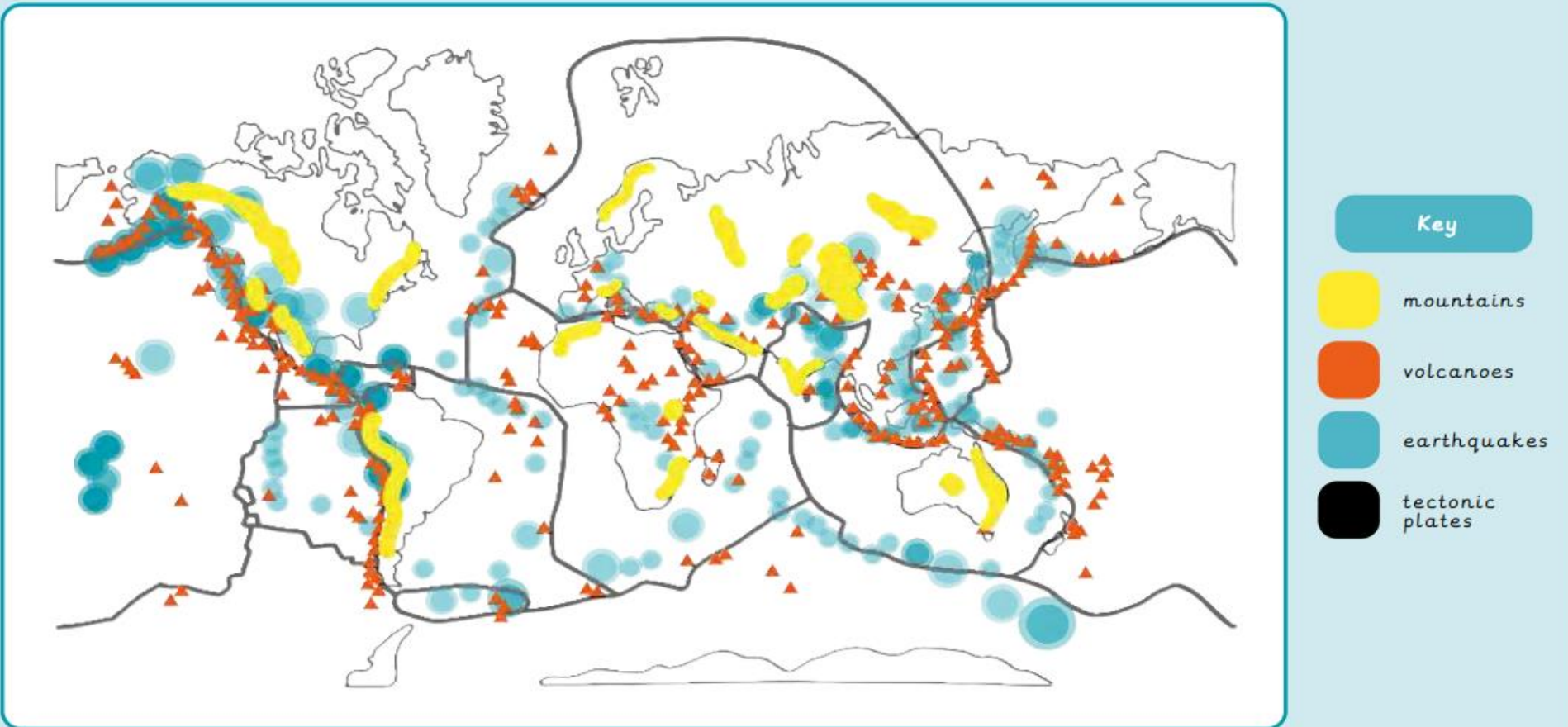
earthquake

A shaking of the ground caused by tectonic plates moving.

Key Skills: Collect, Analyse, Communicate, Identify/recognise, Critical thinking, Explore

Why do people live near volcanoes?

Map of mountains, volcanoes and earthquakes



About Me

Year 3 Autumn 1

Subject stars: Read, write, listen, speak, pronounce, appreciate culture



Ça va
I am okay



Je vais bien
I am fine



Comment vas-tu ?
How are you?



Bon après-midi
Good afternoon



Bonjour
Hello

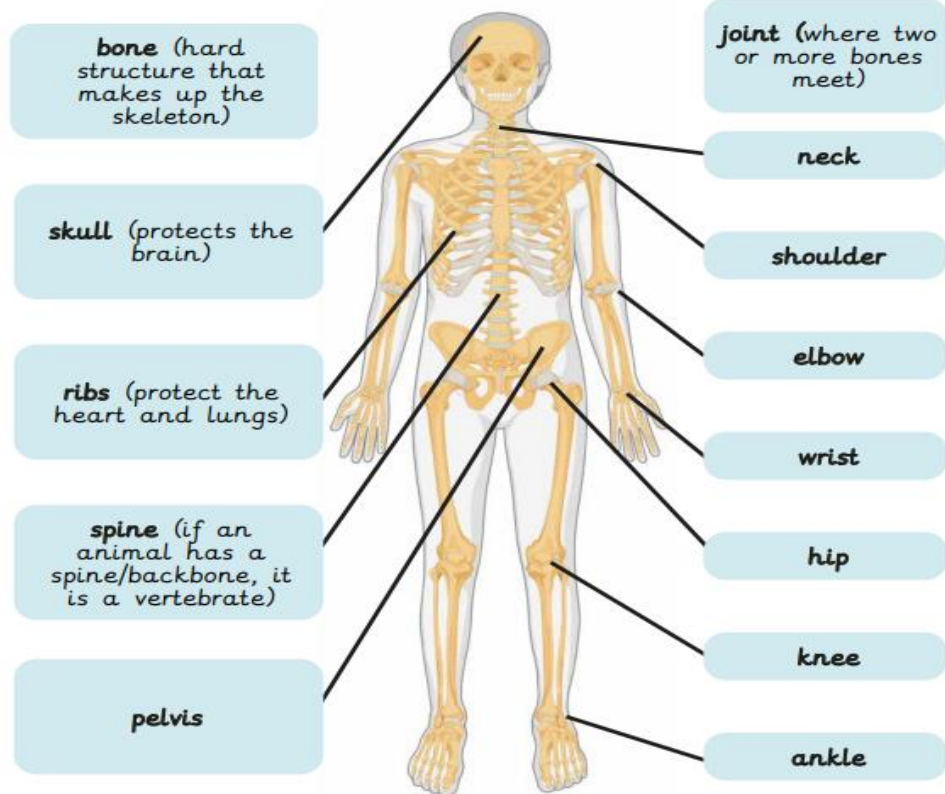
1 un one	2 deux two	3 trois three	4 quatre four	5 cinq five
6 six	7 sept	8 huit	9 neuf	10 dix

 un enfant child	 jeune young	 Quel âge as-tu ? How old are you?	 J'ai 7 ans I am 7 years old	 Et toi ? And you?
 Bonjour Hello	 Je m'appelle My name is	 Comment t'appelles-tu ? What's your name?	 Je suis un garçon I am a boy	 Je suis une fille I am a girl
 Je suis grand I am tall	 Je suis petit I am short	 Je suis content I am happy	 J'ai 7 ans I am 7 years old	 Au revoir Goodbye

 le grand-père grandfather	 la mère mother
 la famille family	 le père father
 un animal de compagnie pet	 la sœur sister
 avoir to have	 le frère brother
 J'ai un frère I have a brother	 la grand-mère grandmother

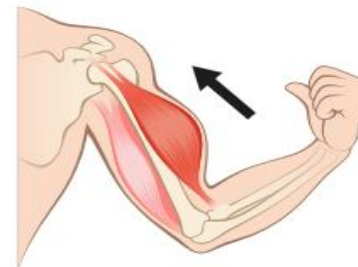
Science - Movement and nutrition

The human skeleton



Muscles attach to bones to cause a movement.

A muscle can shorten to **pull** on the **bone**.



Another muscle will need to pull in the opposite direction to change the position.



A **vertebrate** is an animal with a backbone.

Endoskeleton is a skeleton on the inside of the body.



An **invertebrate** is an animal without a backbone.

An invertebrate may have an **exoskeleton** (a skeleton on the outside of the body)...

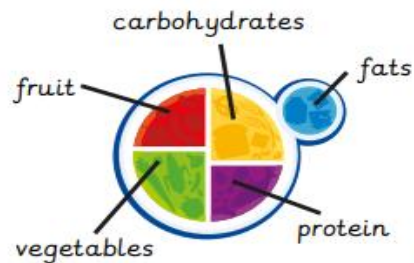


...or no skeleton at all.



Science - Movement and nutrition

There are seven **nutrient** groups essential for survival. Eating all of these in the right amounts provides a **balanced** diet.



Carbohydrates



Carbohydrates give energy.

Protein



Protein is needed for growth and repair.

Fats and oils



These are needed as an energy store to keep bodies warm and protect organs.

Fibre



Fibre keeps food moving through the digestive system.

Vitamins and minerals



Vitamins and minerals are important for health and help the body to work. For example, vitamin A (vitamins) is needed for healthy eyes and calcium (minerals) is needed for healthy teeth and bones.

Water



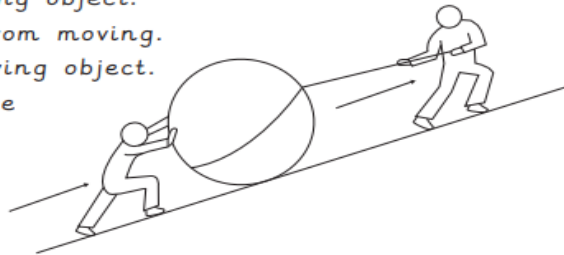
Water helps the body to work, transport nutrients and remove waste.

Science - Forces and magnets

A force is a push, a pull or a twist.

Forces can have the following effects:

- Starts an object moving.
- Changes the direction of a moving object.
- Speeds up a moving object.
- Stops an object from moving.
- Slows down a moving object.
- Changes the shape of an object.

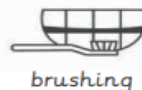


Friction is useful when it:

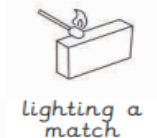
- Helps a car brake.
- Lights a match.
- Rubs out mistakes.
- Opens a jar.
- Brushes teeth clean.
- Sands down wood.



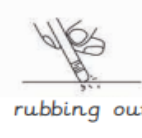
car braking



brushing teeth



lighting a match



rubbing out



sanding



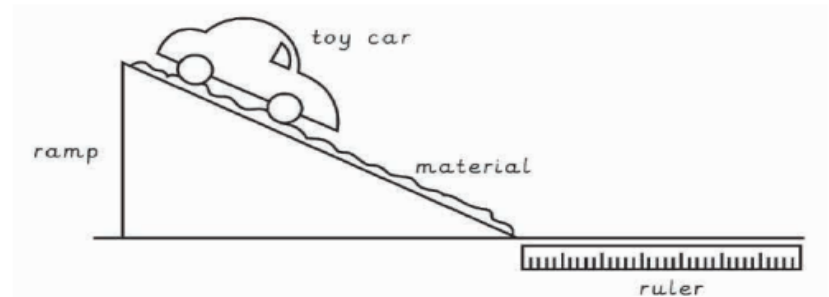
opening a jar

Contact forces are caused by contact between two surfaces.

Friction is a contact force that acts between surfaces that are sliding over one another.

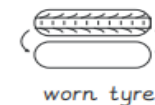
It acts in the opposite direction to motion.

The rougher a surface is, the more bumps it has and the more points of contact there are between the two surfaces. More points of contact create more friction. More friction leads to a greater slowing effect on the object.

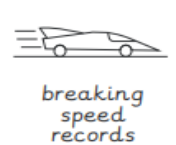


Friction is not useful when it:

- Slows down racing cars.
- Wears down car or bike tyres.



worn tyre



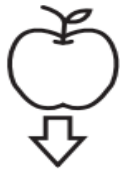
breaking speed records

Science - Forces and magnets

Non-contact forces can act at a distance.

Examples of non-contact forces are:

- Magnetism.
- Gravity.



gravity



magnetism

There are different types of magnets. They can have different strengths.

bar magnet



horseshoe magnet



ring magnet



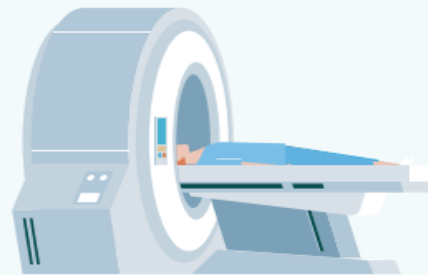
button magnet



Magnets are used in compasses, fridge magnets, toys, jewellery, handbags, furniture, paints and polishes.



Electromagnets are magnets that can be turned on and off using electricity.



They are used in doorbells, speakers, motors, Maglev trains, MRIs and on cranes.

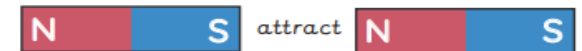
Magnetism is the non-contact force that comes from a magnet.



north pole

south pole

Magnets have a **north pole** and a **south pole**. The opposite poles of magnets attract and like poles repel.



Magnetic materials are attracted to a magnet. Iron and nickel are magnetic metals. Objects that contain them will be attracted to a magnet.

D&T - Eating seasonally

Key facts



Fruits and vegetables are full of vitamins, minerals and fibre. The different colours give a clue to what they contain.



Blue and purple: vitamin C and fibre.



Red: vitamin A and vitamin C.



Green: vitamin E, iron, B vitamins and calcium.



Orange and yellow: vitamin A, vitamin C and fibre.



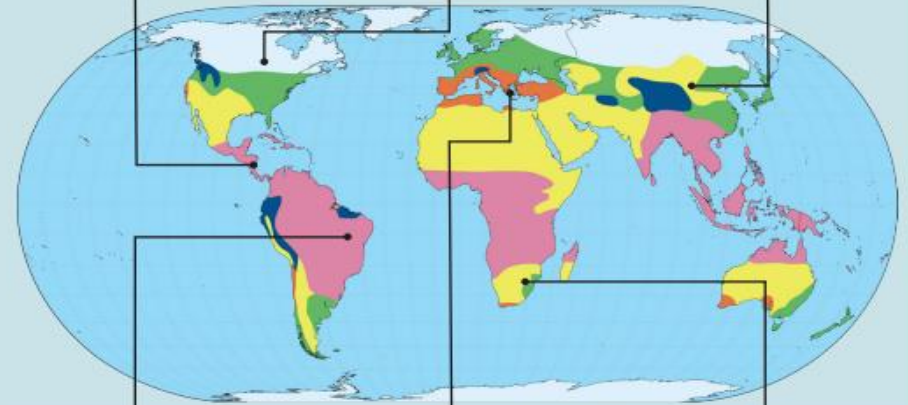
pumpkins from Mexico



soya beans from Canada



plums from China



bananas from Brazil



olives from Greece



watermelons from South Africa

Key Skills: Plan, Design, Make and construct, Evaluate, Compare

D&T - Eating seasonally

appearance	The way something looks.
climate	The weather conditions that an area usually has.
complementary	Things that go together like colours or flavours.
design	A plan for a recipe or dish.
evaluate	To decide how good something is.
export	Food sold to another country.
import	Food bought from another country.
ingredients	Foods that a recipe is made from.
peel	To remove the skin of fruit or vegetables.
seasonal	Food that grows at a certain time of the year.
temperate	A climate with four seasons like the UK.
texture	The way food feels in your mouth.
weather	The temperature or conditions outside.



cutting



grating



spreading



taste testing



peeling