

Science - Plant reproduction



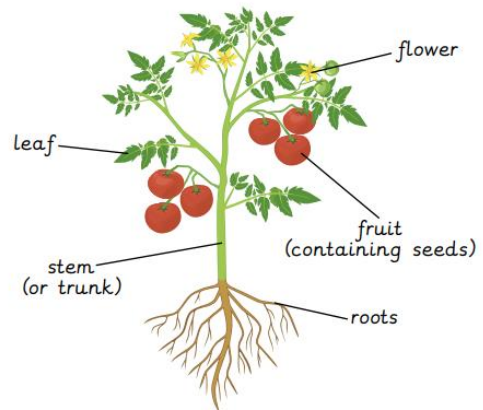
Healthy plant growth

Plants need:

- Air.
- Water.
- Light.
- Nutrients.
- Room to grow.



Structure and function



Each part of the plant has an important job.

The **leaves** use sunlight and water to make food. The **stem** supports the plant and transports water. The **flower** attracts insects to **pollinate** the plant. **Fruit** is eaten by animals that carry away the **seeds**. The **roots** anchor the plant and **absorb water and nutrients**.

Water transport



Water is **absorbed** by the **roots** and travels up the **stem**. It is used in **photosynthesis** and is lost through the **leaves**.

Science - Plant reproduction



Pollination

Pollen is transferred from the **male** part of the **flower** to the **female** part. A **seed** will form from the female part.

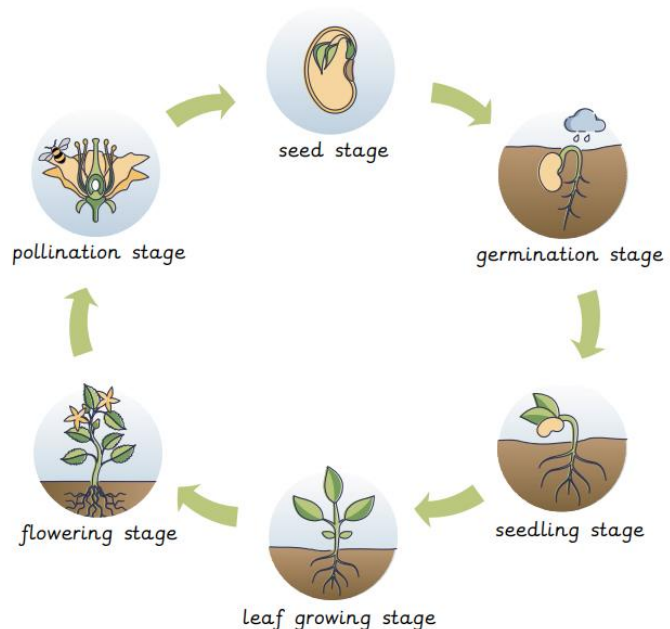


Seed dispersal



Seeds are carried away from the parent plant by the wind, animals or water.

The life cycle of a flowering plant

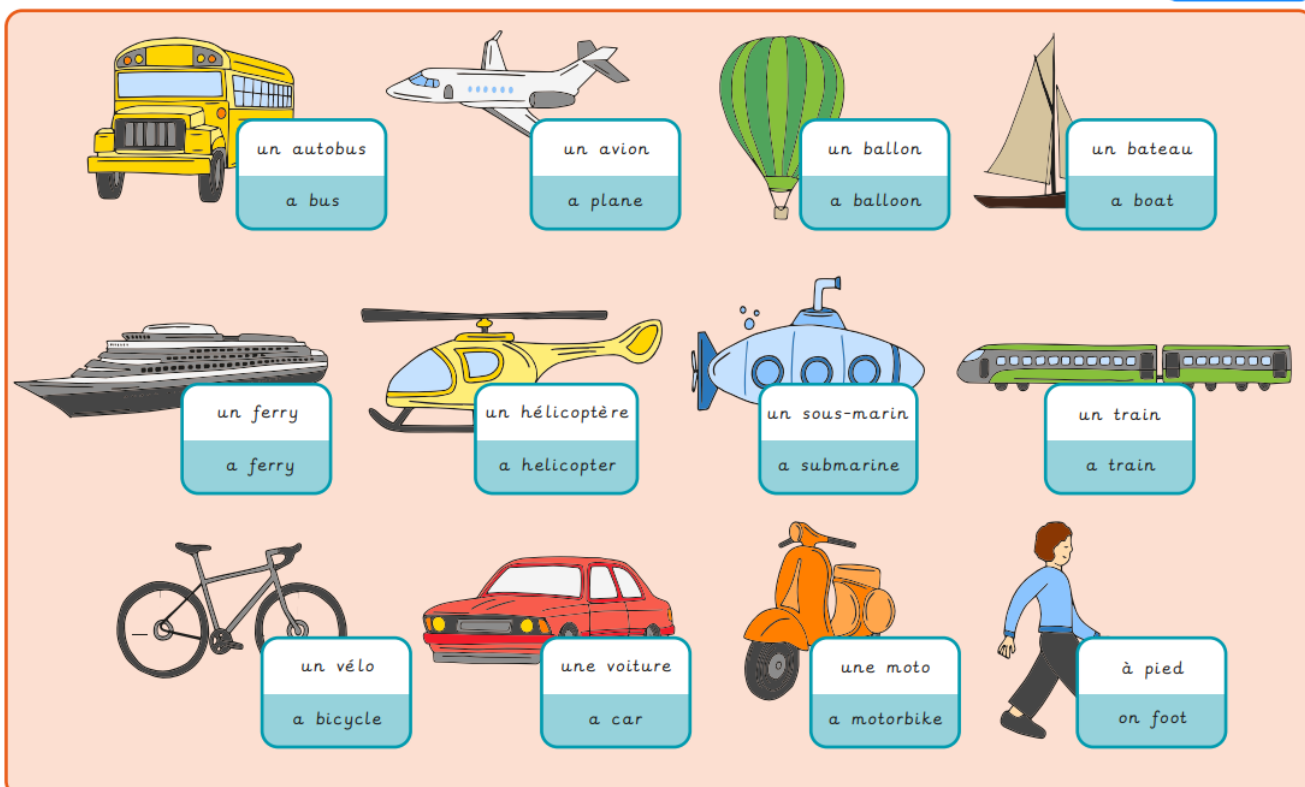


New

Vocabulary

French Year 3: Transport

Vocabulary and pictures



French Year 3: Transport

Sentence structure and phrases



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

"en" + mode of transport - when you get into it

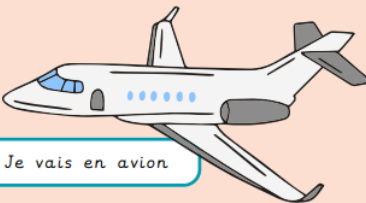
en train
by train



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



à pied
on foot

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



Je vais à Paris
I am going to Paris

Tu y vas comment?
How will you get there?

Je vais en avion
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.

Ask questions, develop, investigate, explore, identify, compare and contrast, analyse, make decisions, evaluate

New Vocabulary:

History - What was important to ancient Egyptians?

1



Kapow

ancient	From a very long time ago.
*civilisation	A large group of people with a common language, way of life and governance.
fertile	Soil which is rich with nutrients and good for growing crops.
grave goods	Objects buried with a dead person.
hieroglyphics	A writing system using symbols and pictures.
immortal	Living forever.
mummification	The process of preserving a dead body as a mummy.
papyrus	A plant that grows along the River Nile, which was used to make paper.
pharaoh	A ruler of ancient Egypt, like a king or queen.
River Nile	A river in North Africa which is the longest in the world.

Ancient Egyptian beliefs

Ancient Egyptians worshipped over 1,500 gods and goddesses, responsible for all aspects of daily Egyptian life. For example, Thoth was the god of writing. Temples were built for the gods and festivals were dedicated in their honour.

The River Nile

The ancient Egyptian civilisation developed along the banks of the River Nile. It gave ancient Egyptians water for drinking, fishing and trade. It flooded every year, making the soil rich for growing crops.



The afterlife

The ancient Egyptians believed in life after death and that people would journey to another world where they could live forever. They preserved the bodies of the dead because they believed the soul needed the body for its journey to the afterlife.

World History Archive / Alamy Stock Photo



Hieroglyphics

Ancient Egyptians had a writing system made up of hieroglyphs - symbols representing sounds, words or ideas. Specially trained scribes used them to record important events, laws and prayers on papyrus and they were inscribed on temple and tomb walls.

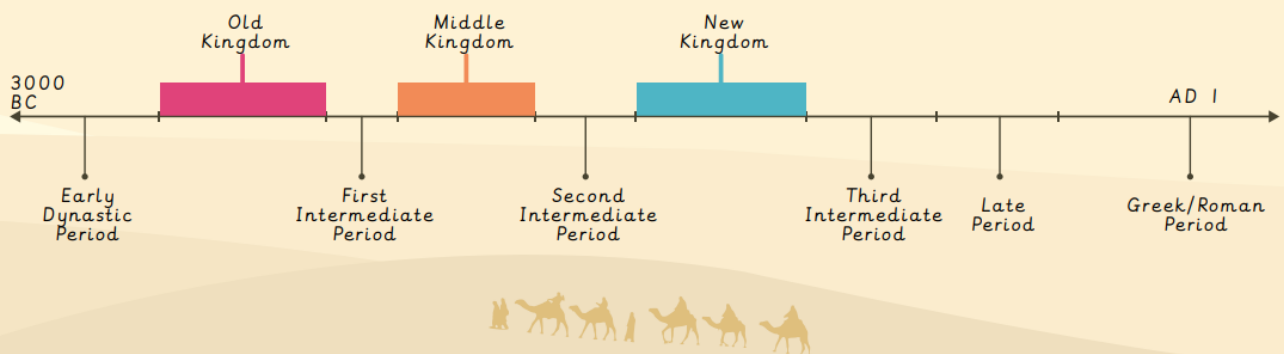


History - What was important to ancient Egyptians?

2



Kapow



Christians believe that the gift of the Holy Spirit within them gives them energy and the power to live the way of Jesus.

The symbols used for the Holy Spirit – wind and fire – are symbols of power and energy.

At Pentecost, the disciples were filled by the gifts of the Holy Spirit and went out courageously to carry the Gospel of Jesus to the whole world.

ENERGY

Year 3 Topic 7



OUR BIG QUESTION

What is the use of energy?



REFLECTION

Father, pour out your Spirit upon your people,
and grant us a new vision of your glory,
a new faithfulness to your Word and a new
consecration to your service, that your love
may grow among us, and your kingdom
come: through Christ our Lord.

Amen.

KEY VOCABULARY

warmth wind
energy power gifts
Holy Spirit Rosary
Glorious Mysteries

SCRIPTURE

Matthew 28: 1-10

John 16: 5-7

1 Corinthians 12: 4-8, 11

Acts 1: 6-11

Acts 2: 1-18, 43

Isaiah 11: 2

When making a choice, it is important to examine your conscience in order to make a good choice and minimise bad effects for ourselves and others.

The Sacrament of Reconciliation is a celebration of God's love and mercy; it is about the forgiveness of sin and being reconciled with God and one another.

Through and in Christ, every human being is offered the power to reach out in forgiveness and peace, to receive and to offer reconciliation.

CHOICES

Year 3 Topic 8



OUR BIG QUESTION

What helps you make good choices?



REFLECTION

I have chosen the way of faithfulness;
I set your ordinances before me.
I cling to your decrees,
O Lord; let me not be put to shame.
I run the way of your commandments,
for you enlarge my understanding.
Teach me, O Lord, the way of your statutes,
and I will observe it to the end.
Give me understanding that I may keep your
law
and observe it with my whole heart.
Amen.

KEY VOCABULARY

Reconciliation
Confession conscience
sorrow
penance sin
repentance absolution

SCRIPTURE

Matthew 21: 28-31

1 Thessalonians 5: 12-18

Luke 15: 11-32

The Christian community has many special places: places where people gather for prayer and worship.

Places are holy because of their association with Jesus or holy people; places of pilgrimage.

Pilgrimages evoke our earthly journey towards heaven and are traditionally very special occasions for renewal in prayer.

SPECIAL PLACES

Year 3 Topic 9

CAFOD
Catholic Agency for
Overseas Development



OUR BIG QUESTION

What makes a place special?



REFLECTION

Creator God, in your hands you hold the depths of the earth and the heights of the mountains, for all creation belongs to you. Grant us grace to cherish your world and wisdom to nurture its resources. Save us from the desire to control what is not ours and the impulse to possess what is not ours and the impulse to possess what is there to share.

Amen.

KEY VOCABULARY

world pilgrim
pilgrimage universal
temple Nazareth

SCRIPTURE

Luke 2: 11
Matthew 2: 23
Luke 2: 41, 46
Mark 1: 9
Matthew 5: 1-2
Psalm 24: 1
Romans 5: 5



Knowledge Organiser: Athletics Y3



Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Official Athletic Events

Running	Jumping	Throwing
Sprinting 100m, 200m, 400m	Long jump Jump for distance	Discus Fling throw
Hurdles	Triple jump Jump for distance	Shot Push throw
Relay	High jump Jump for height	Hammer Fling throw
Middle distance 800m, 1500m	Pole vault Jump for height	Javelin Pull throw
Long distance 5,000, 10,000		
Steeplechase		

Key Vocabulary:
speed • accurately • power • personal best
determination • further • faster
control • strength • pace

Key Skills: Physical

- Sprinting
- Running over obstacles
- Jumping for distance
- Jumping for height
- Push throw for distance
- Pull throw for distance



Key Skills: S.E.T

- Social: Working collaboratively
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback



Teacher Glossary

Push throw: when the performer pushes the item through the air

Pull throw: when the performer pulls the item through the air

Jump: take off and land on two feet

Hop: take off on one foot and land on the same foot

Leap: take off on one foot and land on the other

Changeover: where a baton is passed from one person to another



SUBJECT SKILLS:

Compete,
Physical,
Sportsmanship
Transferrable skills,
Improve,
Persevere

Subject skills: compete, physical, sportsmanship, transferrable skills, improve, persevere



Get Set 4 PE

Knowledge Organiser: Gymnastics Y3

Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Key Skills: Physical

- Individual point and patch balances
- Straight roll
- Barrel roll
- Forward roll
- Straight jump
- Tuck jump
- Star jump
- Rhythmic gymnastics

Key Skills: S.E.T

- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions
- Thinking: Evaluating and improving



Ways to improve a sequence

- **Starting and finishing position:** Include a starting and finishing position.
- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 - 5 seconds.
- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow.

Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Matching • Contrasting • Sequence
- Direction • Interesting • Flow
- Explore • Control • Shape • Create

Teacher Glossary

Shapes: E.g. tuck, pike, straddle, dish, arch, star, front support, back support.
Action: The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.
Point balance: A balance on a small body part e.g. hands, elbows, feet.
Patch balance: A balance on a large body part e.g. back, stomach, bottom.
Sequence: A number of actions linked together.
Body tension: Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.

Year 3 - Sculpture and 3D



sculptor	An artist who makes sculptures.
structure	Parts arranged in a particular way, like a cardboard model.

Artist information

Anthony Caro
(March 1924 - October 2013)

- A British artist who made abstract sculptures.
- Used scrap metal and found objects.
- Some of his sculptures are colourful.

Ruth Asawa
(January 1926 - August 2013)

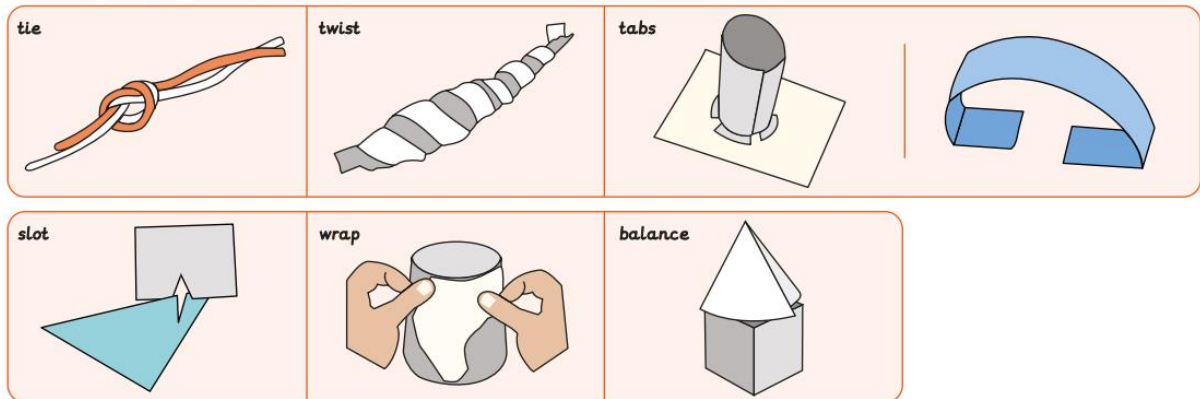
- An American sculptor who made wire sculptures.
- She was interested in the shapes created by space between artworks.



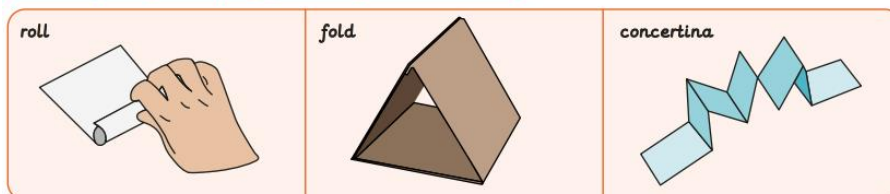
Year 3 - Sculpture and 3D



Techniques for joining shapes



Techniques for shaping card - from 2D to 3D



Subject skills: Listen, perform, create, explore, sing, compose, produce, improve

New vocabulary

Knowledge Organiser – Bringing Us Together – Year 3, Unit 5



1 – Listen and Appraise: Bringing Us Together (Disco)

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

Instruments/voices you can hear: Keyboard, drums, bass, a female singer.

Do the words of the song tell a story? Does the music create a story in your imagination? What story?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 3 notes – C + A.

Bronze: no notes | Silver: C + A | Gold: C + A 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, A + G.

Which part did you play?

Improvise using up to 2 notes – C + A.

Bronze: C | Silver: C, and sometimes A | Gold: C + A challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale)



3 – Perform & Share

Decide how you going to perform this song. It tells an important story. 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: This is a Disco song about friendship, peace, hope and unity.

Facts/Info: Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Disco first appeared in the 1970s in New York.

Listen to 5 other disco songs

- Good Times by Nile Rodgers
- Ain't Nobody by Chaka Khan
- We Are Family by Sister Sledge
- Ain't No Stopping Us Now by McFadden and Whitehead
- Car Wash by Rose Royce

Vocabulary: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, 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 Disco music?

How do you know this is Disco music?



Unit: 3.4 Touch Typing

Key Learning

- To introduce typing terminology.
- To understand the correct way to sit at the keyboard.
- To learn how to use the home, top and bottom row keys.
- To practise typing with the left and right hand.

Key Resources



Key Vocabulary

Posture

The correct way to sit at the computer.

Keys

Buttons that are pressed on a computer keyboard or typewriter. These can be described by their position; bottom row, top row and home row (middle row).

Space bar

The bar at the bottom of the keyboard.

Typing

The action or skill of writing something by means of a typewriter or in this case a computer.

Key Questions

Why should I have a good posture at the computer?

A good posture is important to help you avoid any injuries that come from repeatedly using the computer incorrectly.

Why should I type certain keys with certain fingers?

Using specific fingers for specific keys allows you to type more quickly.



Unit: 3.4 Touch Typing

Key Images



Posture



Space Bar



Bullying

Bullying is being unkind to someone several times on purpose.

Physical bullying is hurting somebody's body. Emotional bullying is just as painful, it is saying words or doing things that cause someone to feel upset.

Take care when you share.
If in doubt, speak out.

TAKE CARE
WHEN YOU
SHARE.
IF IN DOUBT,
SPEAK OUT.

Childline: 0800 1111

New Vocabulary

SUBJECT SKILLS

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

PSHE Summer 1

Year 3 Topic 5

KEY VOCABULARY

Sacrament, bullying, forgiveness, friendship, physical, emotional, resilience, pressure

What happens at BAPTISM and why?

Baptism is the way we join the family of God.



Time to THINK

- Jesus loves us, embraces us, guides us and forgives us.
- Jesus taught us to forgive others.
- Forgiveness and reconciliation is very important in our relationships.
- Friendships and relationships take time and effort to sustain.
- We reflect God's love for us in our relationships with others.