Year 3

Birchfield PRIMARY SCHOOL

Curriculum Overview
Term 2.2

Teaching Team:

Class Teachers: Miss Coughlan, Miss Payne and Miss Braham

Teaching Assistant: Mrs Aftab

SLT: Mrs Sperrin

PE: PE lessons are on **Wednesday.**

On these days, children must be wearing their P.E kits. This includes a white t-shirt, black bottoms, and trainers. No jewellery is to be worn on PE days; parents must remove this before bringing their child to school on these days.

Homework: Homework is set on Atom learning on a **Friday** and reading books are sent home on Friday to be **returned by Wednesday**.

Please see below an overview of the main themes, knowledge, and skills we will be covering this half term.

Enquiry Question	How does the River Nile affect Egypt?
Significant people	Gosia Weber is a designer and artisan. She specializes in handmade purses and handbags. She studied design and craftsmanship, gaining formal qualifications in textiles and product design, which laid the foundation for her career. Gosia has worked in various roles within the fashion and design industry, gaining valuable experience that helped her refine her skills. With her deep passion for design, she now creates unique, high-quality accessories known for their intricate details and fine materials. Her work continues to gain recognition for its originality and craftsmanship.
Class Texts	
Reading	In reading, we will be covering four different domains, including giving, or explaining the **meaning of words in context, retrieve and record information** whilst identifying key details, **summarising** main ideas from more than one paragraph and making **inferences** from the text and justifying their inference with evidence from the text. We will be completing these domains through a range of different test techniques including **tick boxes, true or false questions** and **multiple choice**.
Writing	In writing, we will be looking at **newspaper report writing, formal letters and narratives**. We will use our class text as the basis for our writing.

	The children will use a range of organisational skills and language features including, writing in paragraphs, Formal language, descriptive language emotive language and direct speech.
Maths	In maths we will be covering the topic of **fractions** and **mass and capacity.** Within the **fractions** unit, the children will learn about the whole, counting in fractions, equivalent fractions and comparing and ordering fractions. Within the **mass and capacity** unit, the children will understand measuring mass in grams and kilograms, as well as capacity and volume in millilitres. They will also look at equivalent masses and capacity. The children will compare and use addition and subtraction to calculate mass, capacity, and volume.
Science	In Science, the focus this term is **forces and magnets**. We will be learning what a force is, contact and non-contact forces, comparing materials based on their magnetic forces and making predictions based on magnet poles.
History	The focus for history this half term is **Ancient Egypt.** We will learn about life in Ancient Egypt and explore Egyptian artefacts. We will be learning about Tutankhamun and Cleopatra.
DT	In DT, the focus this term is **textiles.** We will teach children how to execute a back stitch and running stich. We will explore different purses and wallets before designing, making and evaluating a purse or wallet.
Music	This half term, children will be exploring the song **'The Dragon Song'** and the **pop** music genre. The Children will identify the musical instruments, styling, artists, and songs within the pop genre. They will look at finding the pulse of a song and learning the lyrics to perform the song. The children will also be given the opportunity to further develop their recorder skills by playing along to the song. As well as expanding on their knowledge of musical vocabulary such as pulse, rhythm, pitch, tempo, and dynamics.

Computing	This half term we are looking at **branching databases.** We will develop an understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what **attributes** are and how to use them to sort groups of objects. We will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.
PSHE	In PSHE, children will be focus on the key question **'What makes a community?'** They will learn about the different communities they belong to and what is meant by a diverse community. They will also discuss the importance of creating a community for everyone.
RE	In RE, the children will be focusing on the dispositions '**Remembering Roots'** and **'Being loyal and steadfast.**' The children will learn and explore how different religions follow these dispositions and what they can learn and take on board to implement into their daily lives.
PE	The children will cover **game sense invasion** and **mindfulness** throughout this half term. In **game sense invasion**, the focus of the learning is to introduce passing and receiving in order to keep possession of the ball. The pupils will concentrate on the attacking players keeping possession. Pupils will develop an understanding of how to win the ball back (defending). In **mindfulness**, the focus of the learning is to consider how we feel in our minds and in our bodies, when we experience various emotions. Pupils will learn a variety of relaxation techniques to help combat feelings of anxiousness. Pupils will gain an awareness of how to apply these techniques in day-to-day life.

Knowledge Organiser: Maths – Mass & Capacity

Mass and Capacity Knowledge Organiser

Mass and Capacity

Key Vocabulary

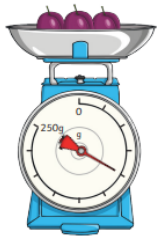
- mass
- gram
- kilogram
- capacity
- volume
- millilitre
- litre
- lighter
- heavier

Measure and Compare Mass

Scales can be used to measure grams.

A gram is a unit of measurement that is used to measure the mass of something.

Grams can be written as **g**.



Scales can be used to measure kilograms.

A kilogram is a unit of measurement that is greater than a gram. It is also used to measure the mass of something.

Kilograms can be written as **kg**.

To compare mass, we can use the words 'heavier' and 'lighter'.

1000g = 1kg

6kg and 300g > 3kg and 600g
1/2kg = 500g

Measure and Compare Capacity

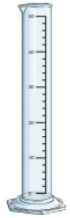
Capacity is the amount of liquid a container can hold.

Volume is how much liquid is in the container.

Measuring cylinders can be used to measure smaller volumes.

Smaller volumes are measured in millilitres.

Millilitres can be written as ml.



Measuring jugs can be used to measure larger volumes.

Greater volumes are measured in litres.

Litres can be written as l.

1000ml = 1l

200ml < 1/4l
2l and 400ml = 2,400ml

To compare capacities, we can use the word 'full'.

Add and Subtract Mass

600g + 500g = 1100g = **1kg 100g**

1kg - 300g = 1000g - 300g = **700g**

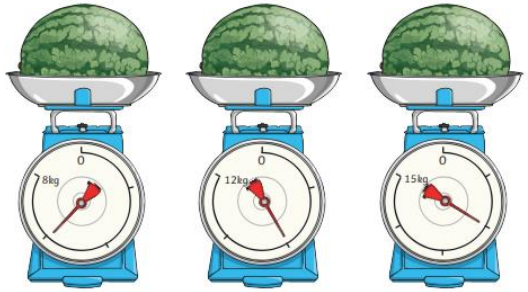
Add and Subtract Capacities

800ml + 400ml = 1200ml = **1l 200ml**

1l 300ml – 200ml = **1l 100ml**

Mass

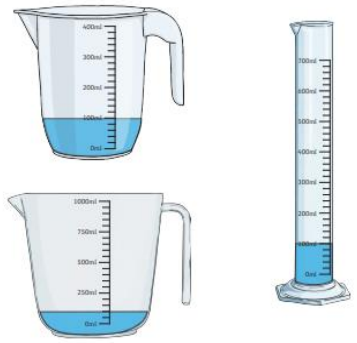
Each of the melons has a mass of 6kg but the arrows are all pointing at different points on the scales. This is because each of the measuring scales have different increments marked on them.



Always look carefully at how the numbers on the scales increase when reading a measurement.

Capacity

Measuring containers all have different capacities.



Each of these containers contain the same volume of 100 millilitres but have different capacities and scales. Always look carefully at how the numbers on the scales increase when reading a measurement.

Knowledge Organiser: Maths – Fractions

Key Vocabulary

- numerator
- denominator
- unit fraction
- non-unit fraction
- equivalent
- halves
- thirds
- quarters
- fifths
- sixths
- eighths
- tenths

Recognising Fractions

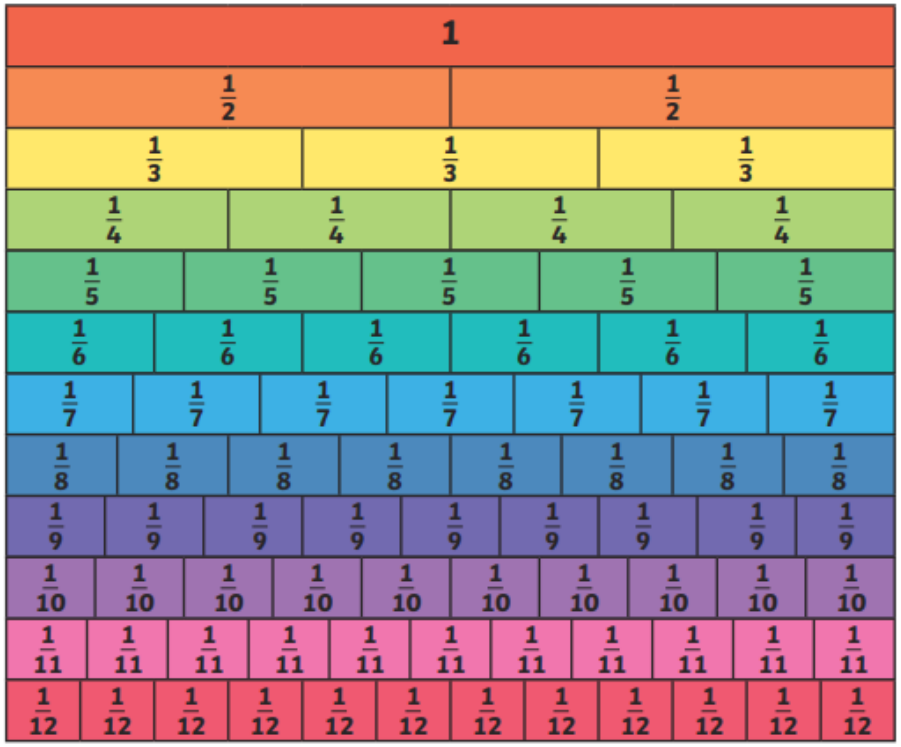
$\frac{3}{8}$

Numerator
How many equal parts of the whole are needed?

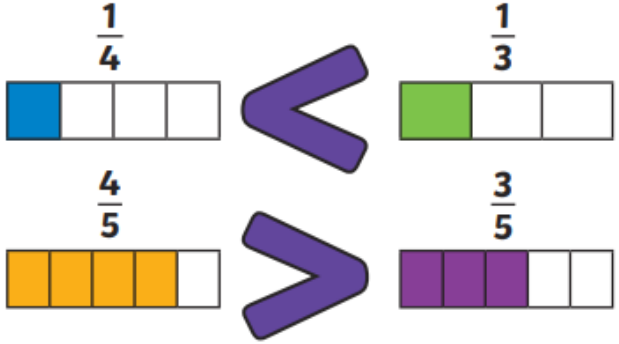
Denominator
How many equal parts are in the whole?

$\frac{3}{8}$ of the shape is shaded.

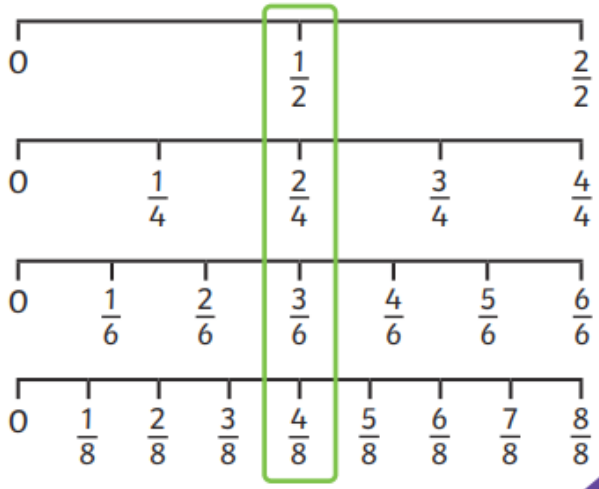
$\frac{5}{8}$ of the shape is **not** shaded.



Comparing Fractions



Equivalent Fractions



Knowledge Organiser: Science - Forces and Magnets

Key Vocabulary	
force	A force is a push or pull.
push	A push is a force that often moves an object further away.
pull	A pull is a force that often moves an object closer.
contact force	A contact force is a type of force that occurs between two or more objects that are touching.
non-contact force	A non-contact force is a type of force that occurs between objects that are not touching.
friction	Friction is a type of contact force. It occurs between two touching surfaces that are either trying to move or are already moving across each other.

Smooth		Rough	
			
polished marble	laminate floor	artificial grass	sandpaper

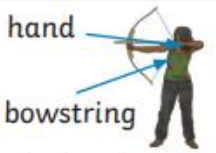
Contact Forces: Examples of Pushes and Pulls

Pushes

The foot **pushes** against the ground, causing the scooter to move forwards.

The hands **push** on the trolley handle, causing the trolley to move forwards.

Pulls



The hand **pulls** on the bowstring and arrow, causing the arrow to move closer to the person.

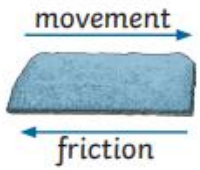
The hand **pulls** on the cord, causing the blind to lift up.

Forces can make objects start or stop moving, change speed, change direction or change shape.

Moving on Rough Surfaces

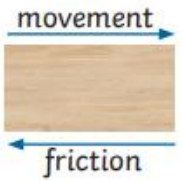
Objects move differently on different surfaces because of a force called **friction**.

Friction can be high on rough surfaces, causing objects to slow down more quickly.



Moving on Smooth Surfaces

An object will travel further on a smooth surface because there are fewer bumps; therefore, there is less **friction** to slow it down.



Helpful Friction

Bumpy surfaces, such as tyres or the soles of shoes, help to reduce the risk of sliding or skidding.

Key Vocabulary	
magnet	A **magnet** is a material that can sometimes **attract** (**pull**) and sometimes **repel** (**push**) other **magnetic** materials.
metal	**Metals** are materials that are usually hard and shiny, such as iron and aluminium.
magnetic	If a material is **magnetic**, it can be **attracted** or **repelled** by a **magnet**.
magnetic force	A **magnetic force** is a **non-contact force** produced by a **magnet**.
poles	The **poles** of a **magnet** are the two points where the **magnetic force** is strongest: the north pole and south pole.
attract	If a **magnet attracts** an object, it causes the object to move towards it.
repel	If a **magnet repels** an object, it causes the object to move away from it.

Magnetic Materials

Magnetic objects are most often made of **iron**, **steel** (which contains iron), **nickel** and **cobalt**.

Non-Magnetic Materials

Plastic, wood, rubber and wool are not **magnetic**.

Some **metals**, such as aluminium, are not **magnetic**.

Names of Magnets

horseshoe ring cylinder bar

square button arc/crescent

Uses of Magnets

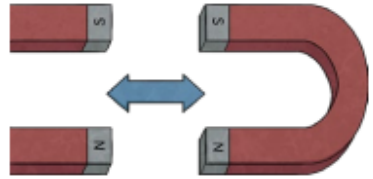
electro-magnetic cranes

computers

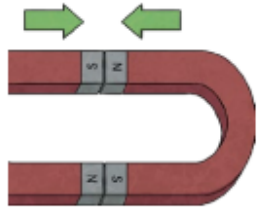
MRI machines

maglev trains

Like Poles Repel

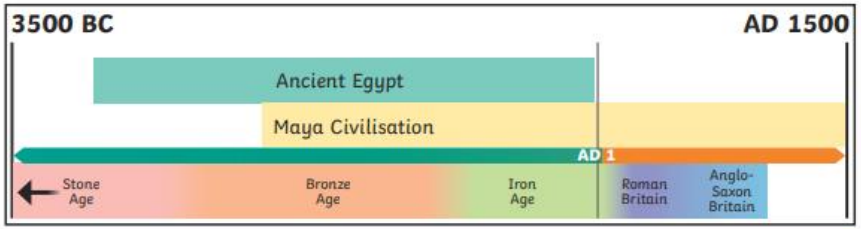


Opposite Poles Attract



A **magnetic force** is a **non-contact force** because the **magnet** and the object do not need to touch for the **force** to happen.

Knowledge Organiser: History



Key Vocabulary

ancient	Something from a very long time ago.
civilisation	A human society with well-developed rules and government, often where technology and the arts are considered important.
Egypt	The country on the continent of Africa where the ancient Egyptian civilisation was created.
hieroglyphics	A system of writing that consists of pictures and symbols (hieroglyphs) instead of letters.
irrigation	A system of canals or channels dug by the Egyptians to supply water to grow crops over a larger area than the water would naturally reach.
the Nile	A river that runs through Egypt. It was essential to life in ancient Egypt.
pharaoh	A ruler of ancient Egypt.
tomb	A sealed room where a person was placed after death.

Historical Skills Vocabulary

BC	Used to show that a date is before the year AD 1. This is counted backwards so 200 BC is before 100 BC.	AD	Used to show that a date is after the year AD 1. This is counted forwards so AD 100 is before AD 200.

The Ancient Egyptian Empire

In c. 3000 BC, King Menes united two Egyptian kingdoms to build the empire of ancient Egypt. It lasted until 30 BC when the Romans took over.

The Nile

Life revolved around the Nile. Every year, it flooded and left behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas.

The Nile was used for water, fishing and trade. Mud from the river banks was used to make bricks and papyrus plants were used to make paper.

Most people lived along and around the Nile. This is still true in Egypt today.

A Pharaoh's Death

The ancient Egyptians built the pyramids as resting places for the pharaohs.

When a pharaoh died, priests would prepare their bodies with a process called mummification.

The pharaoh was then placed in a **tomb**, often under a pyramid, with their most treasured possessions. The ancient Egyptians believed that these treasures would help them in the afterlife.

Knowledge Organiser: DT

Overview

Sewing Techniques

Textiles are flexible materials woven from fibres

-Textiles are used to make clothing, sheets, towels, linen, carpets, rugs and a wide variety of other products.

-Sewing involves the joining of different textile fabrics using a needle and thread.

-Sewers can use a range of different sewing styles to produce strong joins.

-Some stitches also create an attractive-looking seam (a line of stitching joining fabrics together). Thinking about the way a product looks is called 'aesthetics', and is highly important in textiles.

Example Textiles

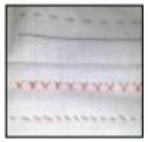
	Phone Cases Can be made with cotton/ floss thread/ leather Decorated using running back stitch	-Phone Cases are designed to protect the phone inside them – phones are often very expensive! Therefore they need to be soft and durable. -Rubber and leather are good materials for phone cases, because they are tough. However, cotton/ woolen fabrics are sometimes used as they offer a soft cushion for the phone. -The pictured product has used a backstitch for joining fabrics together. This is a particularly strong stitch, that will keep fabrics together securely.
	Purses and Wallets Made with many different materials Joined with Blanket Stitch technique and decorated using cross-stitching	-Wallets and purses can be made using a wide variety of materials. They are designed to be durable, to keep contents safe, and yet also to be aesthetically-pleasing. -This purse has been joined using the blanket stitch technique. Whilst this can be quite time-consuming, it creates an attractive seam and a secure join. -The creator has then created elaborate embroidery patterns to decorate the purse.

Designing

Designers of textile products need to think about the purpose (what does it do?) and the user (who will use it?)

Fabrics -Different fabrics have different properties (characteristics) which make them good for different purposes. For example, some are soft and provide a cushion (e.g. felt) whilst others can be thin and lightweight (e.g. silk, cotton). This can make them easier to join/ decorate with.

Joining – There are lots of different stitches that you could use to join the fabrics together (see below). Some are easier and quicker, (e.g. running stitch) some are more secure and do not show the seam as obviously (e.g. backstitch), some help to improve certain fabrics (e.g. overstitch) and some are more aesthetically pleasing (e.g. blanket stitch).



As a part of the design process, you should be able to sketch and annotate different ideas. You should also be able to plan the main stages of making, using either a checklist, a storyboard, or a flowchart.

Key Vocabulary

Textiles

Sew/ Stitch

Thread

Needle

Appliqué

Seam

Aesthetics

Running Stitch

Back Stitch

Over Sew Stitch

Blanket Stitch

Making & Evaluating

Making

-Here is a guide to the different stitches that you may use to join fabrics together:

Running Stitch – This is the simplest stitch. It creates a dotted line effect. Remember to leave a space from the previous stitch.

Back Stitch – Similar to the running stitch, except that the thread doubles back so that there is no visible spacing between stitches. It is a very strong and secure stitch.

Over Sew Stitch – The over sew stitch is a good way to neaten the raw edge of fabrics. It involves sewing over the edge of the fabrics.

Blanket Stitch – Another way to reinforce the edges of thick materials. This stitch is popular as it is thought to be aesthetically-pleasing.

Evaluating

-How does your textile look? Would your user like it? Why or why not? How could you improve the way it looks?

-Are your attached fabrics secure? How did you achieve this? Which type of stitch did you use? How could fabrics be joined more securely?

-Which materials did you choose? Why? Does your product perform its purpose well? Why or why not?

What do you like about your product? How could you improve your product?

Home Learning and Useful Links:

This half term our school value will be **'Curiosity.'** Please discuss what this means with your child.

Please talk to your children about the information contained within the Curriculum Overview and the Knowledge Organisers, as they contain information that is crucial to aiding their understanding of topics that we will be covering in class.

Please ensure that your child reads to an adult at home every day. We would like an adult to make a comment in the reading diary. Please return the reading books by **Wednesday** so they can be changed.

We highly recommend that children practice their times tables daily to increase fluency.

Useful Links:

Reading:
Oxford Owl for School and Home

Reading and comprehension - English - Learning with BBC Bitesize - BBC Bitesize

Books for Year 3 children aged 7-8 | School Reading List

Writing:
Year 3 English - BBC Bitesize

Writing in Year 3 (age 7–8) - Oxford Owl for Home

Spelling and Grammar, English Games for 7-11 Years - Topmarks

Maths:
Year 3 Maths Curriculum Toolkit | 7 & 8 Year Olds | Home Learning (thirdspacelearning.com)

YEAR 3 MATHS - Topmarks Search
IXL - Year 3 maths practice

Times Table Rockstars

Multiplication Check Practice

Science:
Moving on different surfaces - BBC Bitesize

What do plants need? - BBC Bitesize

The structure of plants - BBC Bitesize

Geography:
What are latitude and longitude? - BBC Bitesize

What are volcanoes? - BBC Bitesize

What are earthquakes? - BBC Bitesize