



Gilmour Junior School

Year 3 - Spring 2

Learning Overview

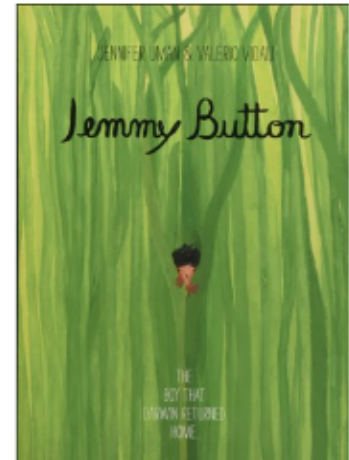
This guide is intended to help parents understand what will be taught during this half term. Obviously it would be impossible to set out in detail everything your child would learn, but by providing an outline of typical content and some background information about how the curriculum works, hopefully it will help you support your children in making the most of their education.

This outline may be subject to change, as teachers adapt planning based on the needs of their class. Any questions, please speak to your class teacher.

Please click the blue underlined text next to the subject title to download the knowledge organiser. Knowledge organisers are a summary of the key facts and essential knowledge that pupils need about a unit of work or a curriculum subject. In our pupil voice discussions, where the children share with us what they find helpful and what they would like to change about their learning, children said they liked knowledge organisers and found them helpful as they helped them learn key vocabulary and important information they knew would come up during the unit of work.

English - [Jemmy Button](#) ←(click for amazon book link)

C
Vehicle Text
Jemmy Button
Writing Outcome & Writing Purpose
Narrative: Return Narrative Purpose: To narrate
Recount: Letters Purpose: To recount
Grammar: Word
Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel Word families based on common words showing how words are related in form and meaning
Grammar: Sentence
Build on previous units & focus on: Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of)
Grammar: Text
Build on previous units & focus on: Introduction to paragraphs as a way to group related material
Grammar: Punctuation
Build on previous units & focus on: Inverted commas to punctuate direct speech



Maths - White Rose

Measurement - Length and perimeter

In this block, additional time has been given to measuring lengths, comparing and calculating perimeter.

A secure understanding of place value and addition and subtraction will be needed to access the new learning.

Number - Fractions

The year 3 fractions content has been moved to the summer term so that more time can be spent revisiting the fractions content from Year 2.

Some children may have missed this content or not fully grasped it in 2020. Having a firm foundation with fractions is important for confidence and future success in mathematics, hence the reason for extra time dedicated to the topic.

Week 7 - 9 BLOCK 4	Week 10 - 11 BLOCK 5	Week 12
Measurement: Length and Perimeter	Number: Fractions	Consolidation
<ul style="list-style-type: none"> Measure length. Equivalent lengths – m & cm. Equivalent lengths – mm & cm. Compare lengths. Add lengths. Subtraction lengths. Measure perimeter. Calculate perimeter. 	<ul style="list-style-type: none"> Unit and non-unit fractions. Making the whole. Tenths. Count in tenths. Tenths as decimals. Fractions of a number line. Fractions of a set of objects (1). Fractions of a set of objects (2). Fractions of a set of objects (3). 	All

Science - Forces

Pupils should be taught to:

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

<p>Vocabulary</p> <p>Forces Are a push or a pull on an object. They can cause: • A push on an object • A pull on an object • The object to heat</p> <p>Contact forces Act between two objects that are touching each other.</p> <p>Non-contact forces Act between two objects that are not touching each other.</p> <p>Up Thrust pushes objects upwards on objects that are in water.</p> <p>Gravitational force pulls everything downwards towards the earth.</p> <p>Air resistance acts when something tries to move quickly through air.</p> <p>Water resistance acts when something tries to move quickly through water.</p> <p>Friction acts when two surfaces try to move past each other.</p> <p>Magnetic force makes magnetic objects attract or repel each other.</p>	<p>Newton</p> <p>Born: 1643 Died: 1727 Occupation: Scientist, mathematician, head of the royal mint Nationality: British</p> <p>Contact force examples Friction Up thrust Air Resistance</p> <p>Non-contact force examples Magnetic force Gravitational force</p> <p>Float or not?</p> <p>When an object is in water, weight pulls it downwards, and up thrust pushes it upwards. Object sinks if weight is bigger than up thrust. Object floats if up thrust is the same size as the weight.</p> <p>Simple machines that can increase the size of a force:</p> <p>Lever to lift heavy objects Pulleys to raise objects up to high heights Gears to turn a small force into a big one</p>
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Hook to hang Newton meter on

Hook to connect to objects being tested

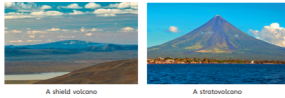
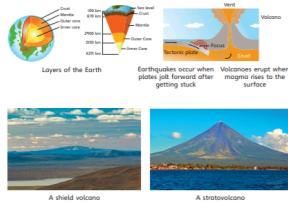
Object being tested

Numbers to measure size of force (in N)

Lesson Question	You will learn
What are forces?	<ul style="list-style-type: none"> Define a force Know the effect forces can have on an object Can name the forces acting on a range of objects
How can we measure the size of forces?	<ul style="list-style-type: none"> Describe what Newton discovered about forces Explain what a Newton meter and what it does Describe how to measure the size of a range of forces
What are contact forces?	<ul style="list-style-type: none"> Define contact forces Explain what causes a range of contact forces Describe ways of changing the size of a frictional force
What are non-contact forces?	<ul style="list-style-type: none"> Define non-contact forces Describe the cause and effect of gravitational forces Describe how a magnetic force may lead to attraction or repulsion
What factors affect an object's ability to float?	<ul style="list-style-type: none"> Describe the forces acting on an object that floats in water Explain why forces may lead to it floating or sinking Describe features of an object that enable it to float
What impact do gears, levers and pulleys have on forces?	<ul style="list-style-type: none"> Describe what gears, levers and pulleys are Explain why gears, levers and pulleys are helpful Describe applications of gears, levers and pulleys

Geography - Mountains, volcanoes and earthquakes

In this unit of work the children will develop a greater understanding of what the earth is made of, how mountains and volcanoes are formed and why earthquakes occur. The children will also learn about the lasting effects of these natural activities and how sometimes these can change the lives of those affected. Further study will allow the children to understand the positive and negative influences of living near a volcano.



Structure of the Earth	
Crust	Solid rock, 0-70 km thick; continental (granite) and oceanic (basalt); made up of tectonic plates
Mantle	Solid rock; approx. 2,900 km thick
Outer core	Liquid metal; iron and nickel; approx. 4,500 °C
Inner core	Solid metal; iron and nickel; approx. 6,000 °C

Rocks and metals	
Granite	A type of rock formed by cooled magma; granite is the most common rock on the continental crust
Basalt	A type of rock formed by cooled magma; basalt is the most common rock on the oceanic crust
Iron	A type of metal; iron is the most common metal on Earth
Nickel	A type of metal

Lesson Question	You will learn
What is the Earth made of?	<ul style="list-style-type: none"> What are the four layers of the Earth? What are the different types of crust? Where are the major tectonic plates?
How are mountains and volcanoes formed?	<ul style="list-style-type: none"> What are fold mountains? What are the two types of volcanoes? Where are volcanoes located?
How do earthquakes and volcanic eruptions happen?	<ul style="list-style-type: none"> How do earthquakes happen? How do volcanoes erupt? Why don't we have earthquakes or volcanic eruptions in the UK?
What are the effects of earthquakes and volcanic eruptions?	<ul style="list-style-type: none"> What can people do to deal with earthquakes? What can people do to deal with volcanic explosions? What are the immediate and secondary effects of earthquakes and volcanic eruptions?
Do the benefits of living near a volcano outweigh the risks?	<ul style="list-style-type: none"> What are the benefits of living near a volcano? What are the risks of living near a volcano?
Unit check out: Imagine you are in charge of a town. How would you plan for a volcanic eruption?	<ul style="list-style-type: none"> To write an answer to the question: Imagine you are in charge of a town. How would you plan for a volcanic eruption? Extension opportunity: Discuss whether you would be prepared to live near a volcano.

Design and Technology - 2D Shape to 3D Product

Designing

- Generate realistic ideas and their own design criteria through discussion, focusing on the needs of the user.
- Use annotated sketches and prototypes to develop, model and communicate ideas.

Making

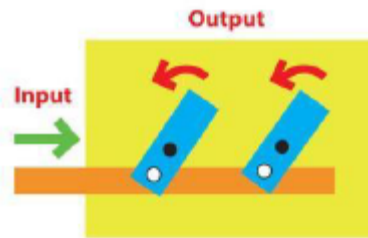
- Order the main stages of making.
- Select from and use appropriate tools with some accuracy to cut, shape and join paper and card.
- Select from and use finishing techniques suitable for the product they are creating.

Evaluating

- Investigate and analyse books and, where available, other products with lever and linkage mechanisms.
- Evaluate their own products and ideas against criteria and user needs, as they design and make.

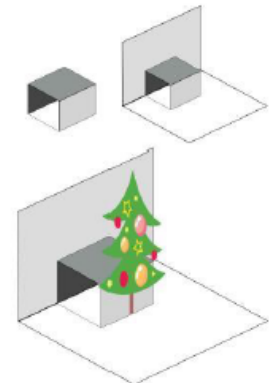
Technical knowledge and understanding

- Understand and use lever and linkage mechanisms.
- Distinguish between fixed and loose pivots.
- Know and use technical vocabulary relevant to the project.



Pop-up mechanisms can be added to children's moving pictures as an enhancement. However, to build on work with simple levers and sliders in KS1, it is important to focus children's learning during this project on levers and linkages.

Making a pop-up from a small section of a recycled box:



- Cut a slice off a small box.
- Glue two sides to the paper.
- Stick a picture to pop up on the front.

PSHE - Jigsaw - Healthy Me

Piece (lesson)	PSHE Learning Intentions	Social and Emotional Skills Learning Intentions
1. Being Fit and Healthy	I understand how exercise affects my body and know why my heart and lungs are such important organs	I can set myself a fitness challenge
2. Being Fit and Healthy	I know that the amount of calories, fat and sugar I put into my body will affect my health	I know what it feels like to make a healthy choice
3. What Do I Know About Drugs?	I can tell you my knowledge and attitude towards drugs	I can identify how I feel towards drugs
4. Being Safe Puzzle outcome: Keeping safe	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help I know who to go to for help and how to make a call to emergency services	I can express how being anxious or scared feels
5. Safe or Unsafe	I can identify when something feels safe or unsafe	I can take responsibility for keeping myself and others safe
6. My Amazing Body Assessment Opportunity	I understand how complex my body is and how important it is to take care of it	I respect my body and appreciate what it does for me

Computing - Digital Literacy - Project Evolve

Health, Wellbeing and lifestyle

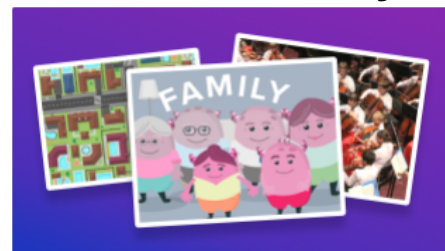
- I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged
- I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming or web sites).

Online Bullying

- I can describe appropriate ways to behave towards other people online and why this is important.
- I can give examples of how bullying behaviour could appear online and how someone can get support.

Music - How Does Music Help Us Get to Know Our Community?

This Unit of Work celebrates a wide range of musical styles. The clearly sequenced lessons support the key areas of the English Model Music Curriculum; Listening, Singing, Playing Composing and Performing. There are options for assessment, deeper learning and further musical exploration.



French - Animals and home environment (Animal descriptions)

PE - Throwing and Catching - Handball and Tag Rugby

Develop sport specific skills:

- Chest pass, bounce pass, swing pass, one handed pass, catching a ball.
- To know to move into a space to receive a ball.
- To pass a ball to a player in space when playing an invasion game.



Was this overview helpful? <https://www.surveymonkey.co.uk/r/GTYGMGW>