

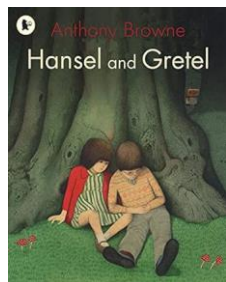
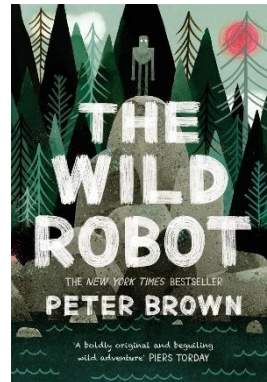
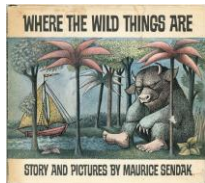
Topic: Trade and Transport

Summary: In this topic we will be learning about the need for trade and transport and how this is used to import and export goods from around the world. We will also learn about fair trade and how this benefits the consumer and most importantly the farmers from all over the world who will benefit from receiving a fair price and better working conditions. To conclude our topic for this half term we will make comparison between our local area and the wider world.

Texts we will be reading:

The Wild Robot

Where the Wild Things Are



Hansel and Gretel

Activities:

Children will plan, design and make products and packaging.

They will trade using a barter system.

Enterprise – the children will make a variety of chocolate goods and packaging to sell at our chocolate tea party in December.

Viking Day – We will spend the day with a real -life Viking exploring their way of life and sampling some delicious Viking food.



History Vocabulary

Neolithic man – A person who lived during the Neolithic period, when people began farming and living in settled communities.

Pre-historic – The time before people began writing down history.

BC (Before Christ) – A way of showing a year that happened before the birth of Jesus Christ.

Civilisation – A large organised society with its own culture, government and way of life.

Barter – To exchange goods or services for other goods or services instead of using money.

Negotiation – Talking to others to try to reach an agreement.

Trade – The buying, selling or exchanging of goods and services.

Wheel – A round object that turns around a central point and helps people travel and move things.

Social – Relating to people living and spending time together in groups or communities.

Travel – To move from one place to another.

Invasion – When an army enters another country or place by force.

Empire – A group of countries or lands ruled by one powerful country or ruler.

Conquered – Taken control of a place or people by force.

Engineers – People who design and build machines, structures and systems.

Era – A period of time in history with particular events or features.

Sea routes – Paths across the sea used by ships to travel and trade.

Currency – The money used in a particular country or place.

Chariot – A light, two-wheeled vehicle pulled by horses.

Routes – Paths or ways used to travel from one place to another.

AD (Anno Domini) – A way of showing years after the birth of Jesus Christ.

Seafarer – A person who travels or works on the sea.

International – Involving two or more countries.

Trading – Buying, selling or exchanging goods.

Longships – Long, narrow Viking ships used for travelling, trading and fighting.

Ox – A strong, adult cattle animal often used for pulling heavy loads.

Dynasty – A family of rulers who rule a country or empire for many years.

Export – A product or material sent to another country to be sold.

Import – A product or material brought into a country from another country.

Art Vocabulary

Abstract – Art that does not try to look exactly like real life.

Expressionism – Art that uses colour, shapes and lines to show feelings and emotions.

Stitch – A loop or line of thread used to join or decorate fabric.

Thread – A thin strand of cotton or other material used for sewing.

Eye of the needle – The small hole in a needle where the thread goes through.

Running stitch – A simple stitch made by passing the needle in and out of the fabric in a straight line.

Weaving – Making fabric by crossing threads over and under each other.

Clay – A soft, natural material that can be shaped and then hardened

DT Vocabulary

Chocolate – A food made from cocoa beans, often mixed with sugar and other ingredients.

Assemble – To put different parts together.

Weigh – To find out how heavy something is.

Ingredients – The foods or materials used to make a dish or product.

Melt – To turn from a solid into a liquid by heating it.

Truffles – Small chocolate sweets usually made from chocolate ganache and covered with a coating.

Dusting – A light covering of a dry ingredient, such as cocoa powder or icing sugar.

Coating – A layer of something that covers the outside of a food or object.

Geography Vocabulary

Trade routes – Paths or routes used to move goods from one place to another.

Economic activity – Work that people do to earn money or produce goods and services.

Import – A product or material that is brought into a country from another country.

Export – A product or material that is sent from one country to another to be sold.

Tropic of Cancer – An imaginary line around the Earth north of the Equator.

Tropic of Capricorn – An imaginary line around the Earth south of the Equator.

Natural resources – Materials from nature that people use, such as water, wood and coal.

Produce – To make or grow something, especially food or other goods.

In Geography we will be learning to:

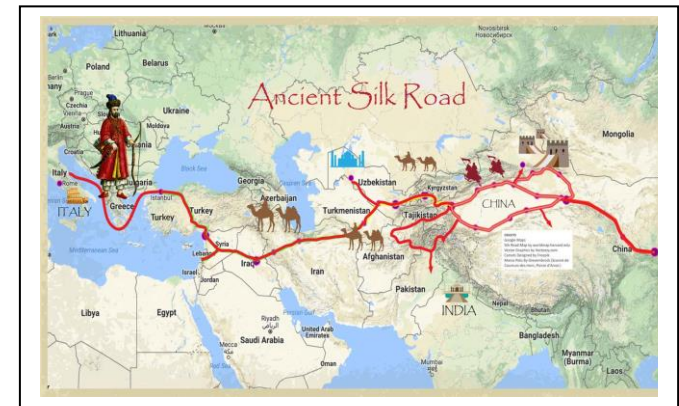
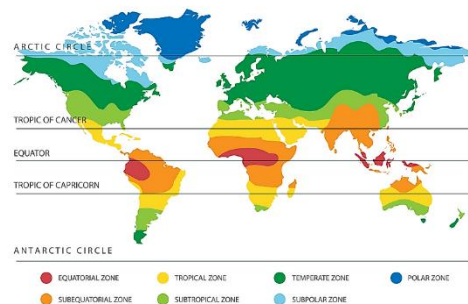
- Describe and understand different types of settlements and land use around the world.
- Describe and understand economic activity including trade routes – why we import and export goods.
- Describe and understand the distribution of natural resources including energy, food, minerals and water.
- Be able to describe the key physical and human features of different locations.
- Describe similarities and differences between the UK and other places we trade with.
- Understand why trade is important in our lives today and how wars can effect this.
- Identify the position and significance of the equator and tropics.
- Have an understanding of what Fair Trade means.

At the end of this topic I will know:

The equator is an imaginary line around the Earth. Above the equator is the Northern hemisphere and below the equator is the southern hemisphere. The Tropic of Cancer lies above the equator and the Tropic of Capricorn lies below the equator. The climate between these areas is hot and wet – tropical. I will also know that the main three continents with Tropical areas are Africa, South America and Asia. There are different natural resources in different parts of the world- eg cocoa beans are grown in tropical regions. Fair Trade is a way of buying and selling products that allows farmers to be paid a fair price for their produce and have better working conditions. In addition, The Silk Road was a set of trade route that became an important route to the west from Asia.



Map of the World:



In History I will learn:

- When humans started to live in Europe.
- The stone-age was followed by the bronze-age period. This is when humans started to use metal.
- The bronze-age was followed by the iron-age.
- Approximately when the Stone Age started and when the Iron Age finished.
- Know how people travelled and how it developed in this period.
- Understand what bartering is and why it was used.
- Know what materials people bartered for.
- Be able to place the Roman settlement of Britain on a timeline.
- Know how the Roman occupation of Britain helped to advance British society – language / roads.
- Know that the Romans were engineers who have left behind roads, which were the start of roads we still use today.
- Understand how they built the roads.
- Know how the Romans travelled.
- Understand that the Romans used coins to trade.
- The Romans traded more easily because of the roads they had built and the links with the rest of their Empire.
- To be able to place the Anglo Saxons and Vikings on a timeline.
- Understand the different methods of transport in these times.
- Know what they traded in, who with and their methods for trading.
- Know when and where the Shang Dynasty was
- Make comparisons of trade and transport across the ages to trade and transport today.
- Make comparisons of trade and transport during the Shang Dynasty and compare to early Britain.



At the end of this topic I will know:

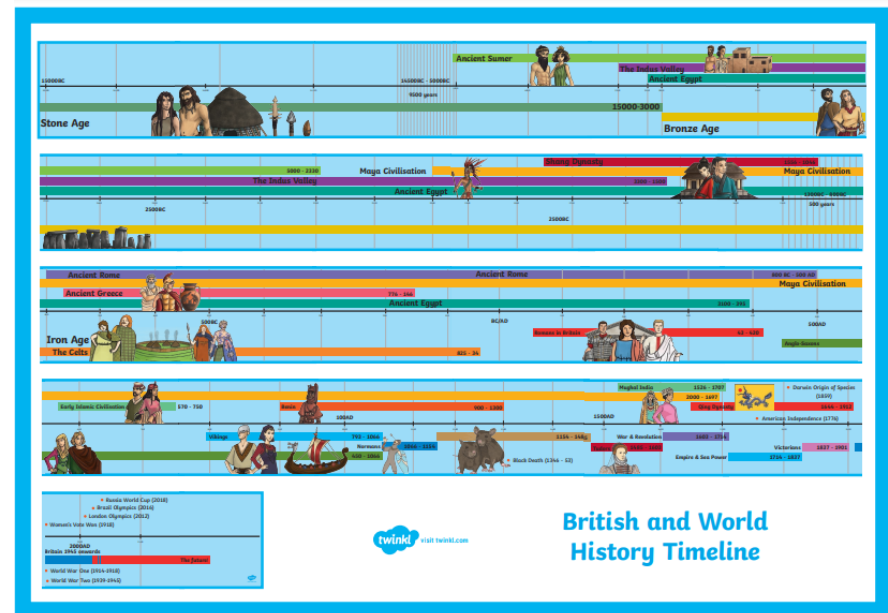
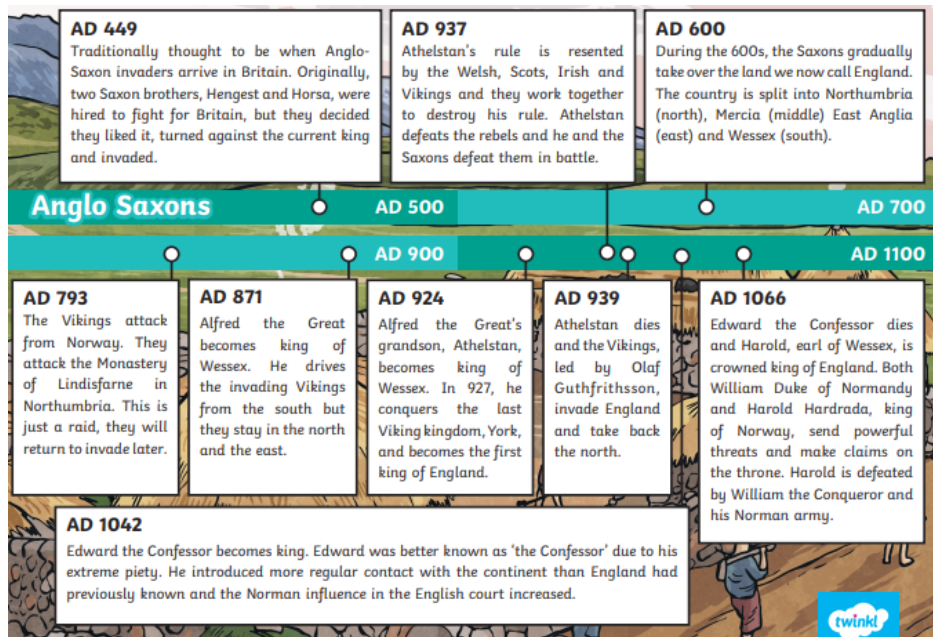
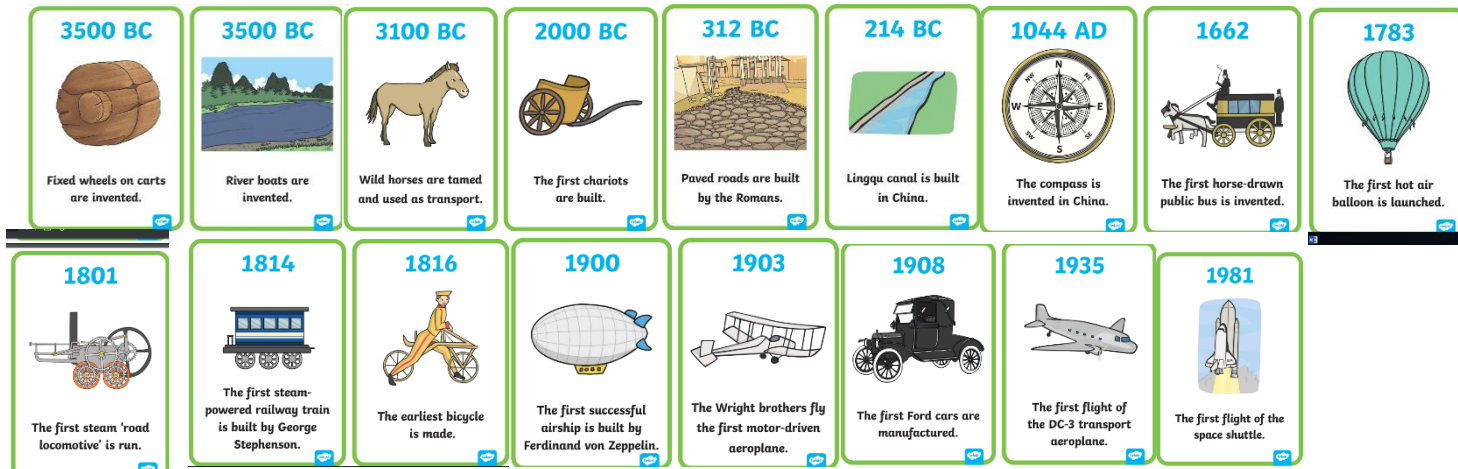
The stone-age period started around 3 million year ago when humans started to live in Europe. The stone-age was followed by the bronze-age period. This is when humans started to use metal. The bronze-age was followed by the iron-age. Trade began as a barter system. Bartering is where people exchange goods that they need after negotiation without money. People traded tools in the Stone Age. People traded metal in the Bronze age · People first travelled by foot and later animals. Wheels were invented around 3500BC and then carts for transport. Only people of high social standing travelled by horse · River boats were made from dug out logs like canoes.

55BC Caesar's first expedition to Britain. · 410 AD Roman rule ends in Britain. The Romans were skilled road builders. The Romans built over 3000km of roads in the UK; Ermine Street, Fosse Way; Watling Street. · Roads meant the Romans could travel in order to trade and to move soldiers during wars. There were no cars, planes or trains during this time and most people would go by chariots or by boat. A chariot was a horse drawn cart with two wheels. · Coins were used for trade in Roman times.

In Anglo-Saxon times - Transport - Ox drawn wagons, pack horses, chariots and boats. Wool was traded internationally. In Viking times – the Vikings were exceptional seafarers Longships were a sign of wealth and power. People were attracted to Britain because of its trading links. They traded in cloth, wheat and silver.

The Shang Dynasty 1600-1100BC. The Shang Dynasty was an early Chinese civilisation. Travel was considered dangerous and unnecessary. Transport was on ox carts, horses, camels, chariots. · Cowrie shells were used for currency. Silk was exported but the manufacture of it was a closely guarded secret. The Silk Road became an important route to the West.

Timelines



In DT we will be learning to:

Design and Make the perfect chocolates

- Know what to do to be hygienic and safe when cooking.
- Think how they can present their chocolate in an interesting and attractive way.
- Choose the right ingredients for their chocolate and assemble them accurately.
- Use knives when cutting safely.
- Control the temperature of the hob as needed.
- Follow a recipe accurately and cook ingredients with an oven.
- Measure ingredients with scales to the nearest gram.

Design and Make a package for the chocolates with a closable lid.

- To design a package for chocolates.
- Choose suitable techniques to construct their package. Ensuring there is a closable lid.
- Strengthen materials using different techniques.
- Use knowledge of shapes and nets to create their packages.
- Create layers or compartments inside the box using appropriate techniques.
- To disassemble products to see how they are made.

Design and Make a Christmas Decoration

- Join textiles with appropriate stitching.
- Select the most appropriate techniques to decorate textiles.
- Understand the need for a seam allowance.

At the end of the topic, in DT, I will know:

That before cooking, we need to make sure our hands are clean and the work area is too. The ingredient, Chocolate is made from the cocoa beans which are grown in tropical countries. In addition, to make truffles, we need to melt chocolate over a saucepan of boiling water called a bain marie. We would need to add cream and butter to the chocolate to make the truffles and finally, they have to be chilled before they can be shaped.



I will know that a net is a 2D plan of a 3D shape. That I can use different nets to make a box depending on which 3D shape I want

In addition, to make sure the box fits together, I need to add tabs so they connect. Lastly, I would add compartments or layers to divide the interior up for different truffle flavours.



We will make a Christmas Decoration by joining materials using the running stitch.

Art

In our Art lessons the children will learn:

- That Joycelyn Longdon uses her artwork to promote awareness of how the climate crisis is impacting farming and food.
- To replicate some of the techniques used by notable artists, such as Joycelyn Longdon, an activists protesting Fair Trade.
- That clay is a type of fine-grained natural soil that can be moulded like plasticine when wet.
- To thread a needle through its eye.
- That when using running stitch it is important that we thread through the back first so the knot is not visible from the front.
- That weaving is a process where you interlace threads together to make fabric.
- That the Anglo-Saxons used weaving to make their clothes, sails for their ships, decorations for their houses, blankets, bags and more.
- That the Anglo-Saxons used wool to make their clothes because it was readily available to them and was warm and waterproof.
- To use a number of brush techniques
- To use thick and thin brushes.
- To produce shapes, textures, patterns and lines.
- To use layers of two or more colours.

At the end of the topic, the children will have created:

Stone Age style clay tools
A mosaic of a Roman Road
A Roman Chariot
A weaving of a Viking basket
A watercolour background
A weaving in the shape of a Christmas tree
Replicate a Fair Trade painting in the style of
Joycelyn Longdon

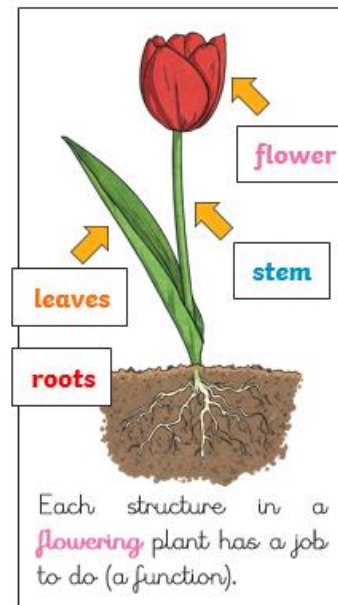


Science: Autumn 1

In Science we will be learning to:

Build on their knowledge of plants from Year 2. They will learn to name and identify the different jobs that the four parts of the flowering plants have: flower (petal), stem, leaves and roots. Children will learn how to carry out an investigation, involving making predictions, recording observations and writing conclusions. They will learn how water is transported from the roots, through the stem, to the flower. There will also be a focus on pollination and fertilisation, children will explain the role of the different parts of a flower during this process. We will conclude our plant topic by learning about the life cycle of a plant.

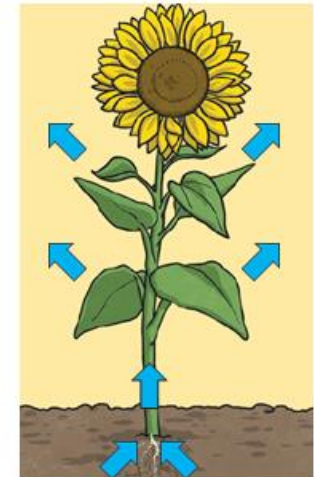
Key Vocabulary	
roots	These anchor the plant into the ground and absorb water and nutrients from the soil.
stem	This holds the plant up and carries water and nutrients from the soil to the leaves. A trunk is the stem of a tree.
leaves	These make food for the plant using sunlight and carbon dioxide from the air.
flowers	These make seeds to grow into new plants. Their petals attract pollinators to the plant.
nutrients	These substances are needed by a living thing to grow and survive. Plants get nutrients from the soil and also make their own food in their leaves.
evaporation	When a liquid turns into a gas.



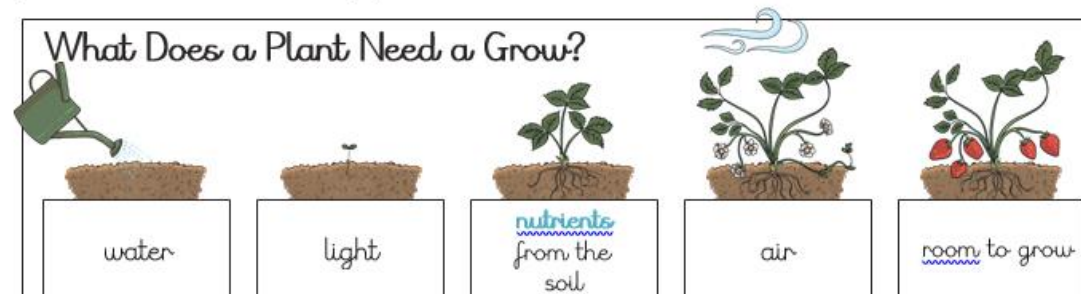
How Water Moves through a Plant

1. The **roots** absorb water from the soil.
2. The **stem** transports water to the **leaves**.
3. Water evaporates from the **leaves**.
4. This evaporation causes more water to be sucked up the **stem**.

The water is sucked up the **stem** like water being sucked up through a straw.

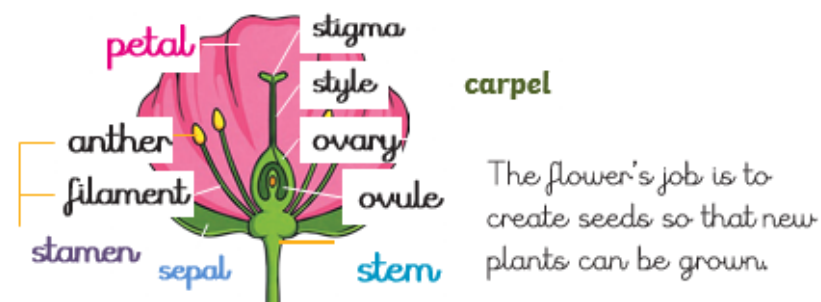


What Does a Plant Need to Grow?



Different plants vary in how much of these things they need. For example, cacti can survive in areas with little water, whereas water lilies need to live in water.

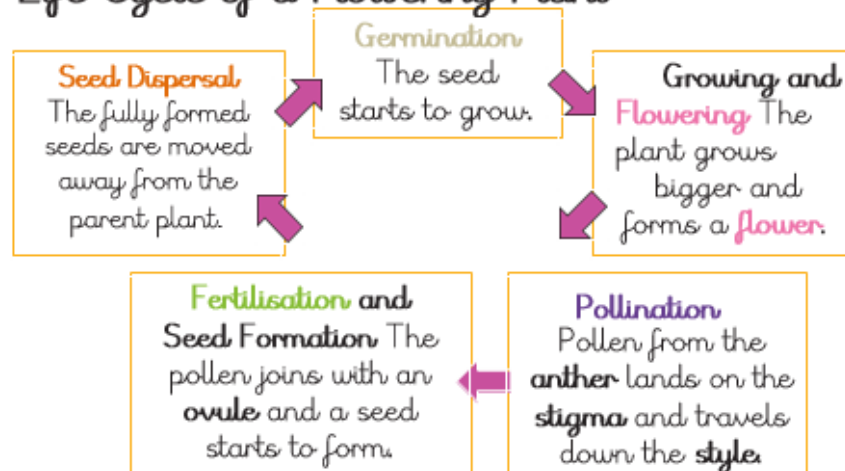
Key Vocabulary	
fertilisation	When the male and female parts of the flower have mixed in order to make seeds for new plants.
petal	The brightly coloured part of the flower that attracts insects to pollinate the plant.
stamen	The male parts of the flower . The stamen is made up of the anther and the filament . The filament's job is to hold up the anther. The job of the anther is to make the pollen.
carpel (pistil)	The female parts of the flower . Made up of the stigma , style and ovary . The job of the style is to hold up the stigma. The stigma collects the pollen when a pollinator brushes by it. The ovary contains the ovules , which are the part of the flower that gets fertilised and eventually becomes the new seed.
sepal	Leaf-like structures that protect the flower and petals before they open out.
pollination	When pollen (a fine powdery substance produced by a flowering plant) is moved from the male anther of a flower to the female stigma.
pollinator	Animals or insects which carry pollen between plants. Examples include birds, bees and bats.
germination	When a seed starts to grow.
seed dispersal	A method of moving the seeds away from the parent plant so that the seeds have the best chance of survival.



carpel

The flower's job is to create seeds so that new plants can be grown.

Life Cycle of a Flowering Plant



Seed Dispersal

Seeds can be dispersed by:



dropping



carrying



water



shaking



eating



bursting

Autumn 2

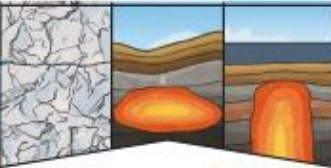
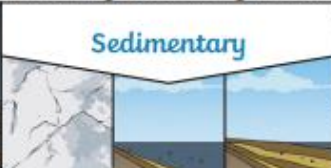
In Science we will be learning to:

In this topic, children will discover the different types of rocks and how they are formed. Children will compare and group rocks based on appearance and simple properties. They will learn how fossils are formed and learn about the contribution of Mary Anning to the field of palaeontology. Children will understand how soil is formed and then investigate the permeability of different types of soil.

Key Vocabulary	
igneous rock	Rock that has been formed from magma or lava .
sedimentary rock	Rock that has been formed by layers of sediment being pressed down hard and sticking together. You can see the layers of sediment in the rock.
metamorphic rock	Rock that started out as igneous or sedimentary rock but changed due to being exposed to extreme heat or pressure.
magma	Molten rock that remains underground.
lava	Molten rock that comes out of the ground is called lava .
sediment	Natural solid material that is moved and dropped off in a new place by water or wind, e.g. sand.
permeable	Allows liquids to pass through it.
impermeable	Does not allow liquids to pass through it.

Key Knowledge

There are three types of naturally occurring rock.



Igneous**Sedimentary****Metamorphic**

Natural Rocks			Human-Made Rocks
Igneous	Sedimentary	Metamorphic	
Obsidian	Chalk	Marble	Brick
			
Granite	Sandstone	Quartzite	Concrete
			
Basalt	Limestone	Slate	Coade Stone
			

Some words you might use to discuss the properties of a rock:

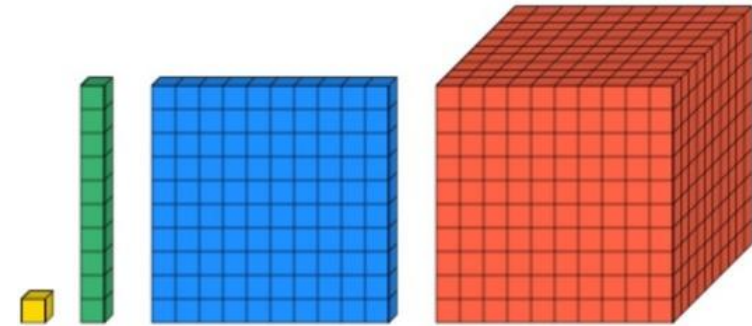
hard, soft, **permeable**, **impermeable**, durable (meaning resistant to weathering), high density, low density. Density measures how 'bulky' the rock is (how tightly packed the molecules are).

In Maths we will be learning to:

Build on our knowledge of:

Place value:

- including recognise the value of numbers up to a 1000,
- finding 1, 10, and 100 more or less than a given number,
- comparing and ordering numbers and counting in steps of 50.



Addition and Subtraction:

- add and subtract multiples of a 100
- use the formal method to add and subtract
- adding and subtracting 3 and 2 digit numbers
- add and subtract that involve carrying across the 10s and 100 boundary as well as exchanging from the 10s and 100s.
- add and subtract two 3 digit numbers
- Estimate answers to calculations
- Use the inverse to check calculations

Multiplication and Division:

- Recap sharing and grouping
- Recap 2,5 and 10 times tables
- Introduce the 3, 4 and 8 times tables.

In English we will be learning to:

Write in a variety of styles including stories, non-chronological reports, poems and instructional writing. During these lessons children will get the opportunity to identify the features, use the features in their writing along with editing and redrafting their work. Children will also use their speaking and listening skills when carrying out role play activities.

In our grammar lessons the children will be learning about word classes including, nouns, adjectives, verbs and adverbs. They will learn how to use their nouns and adjectives to make expanded noun phrases. Children will also learn about sentences structures and different types of sentences.

Nouns – are words that name a person, an animal, a place or a thing. It can also be an abstract concept (something which is not a physical object) such as a feeling or a state. Examples of nouns are: **teacher, cleaner, social worker, footballer, boy, girl, table, chair, Loughton, dog, cat, happy.**

Adjectives – are describing words, they describe a noun, eg in the sentence: The **big, red ball** rolled across the playground. **Big and red** are adjectives that describe what the noun (the **ball**) looks like.

Verbs – are doing words eg to **run, skip, jump, talk, think, sit**

Adverbs – are describing words, they describe the verb or action in the sentence. The boy **ran quickly** across the road. **Quickly** is the adverb that describes the verb **ran**.

An expanded noun phrase - **adds more detail to the noun by adding one or more adjectives** eg, the large, haunted castle.

P.S.H.E

We are following a new scheme in P.S.H.E., "MyHappyMind". The children learn through science backed strategies that will improve their own personal wellbeing. We will introduce the technique of Happy Breathing.



Meet Your Brain

Understanding how your brain works and how to ensure we look after it so that we can manage our emotions and be at our best. Growth mindset is a key part of this too.



Celebrate

Understanding your unique character strengths and learning to celebrate them. This is a fantastic module for building self-esteem.

myHappymind Places

myHappymind Places helps us understand our emotions and learn how to manage them. We think about how we and our Team H-A-P are feeling and link those feelings to one of three places:



Happy Place

When we feel happy, calm and safe.



Middle Place

When we are not completely happy or calm.



Busy Place

When we have lots of strong feelings or our brain feels busy.



Everyone's Places are personal to them – we choose colours or locations that mean something to us to help us understand how we are feeling.

We also learn:

- It's ok to ask for help when we need it.
- **Happy Breathing** helps us to feel calm.
- We can use strategies to help us move back to our Happy Place.

Computing:

Autumn 1 – Online Safety

Year 3 - Online safety

auto complete	When software guesses what is being typed and suggests a word or phrase.
belief	Something we accept to exist or be true, usually without proof.
fact	Something that can be proven to be true by evidence.
fake news	Online news or stories that are not true.
opinion	A view or judgement about something.
privacy settings	The controls put in place to manage what kind of information and how much of your information can be shared with or seen by other people and companies.
social media platforms	Websites and apps where people can share information about what is happening in their lives (e.g. Snapchat, Instagram, Twitter, etc).

If something online makes you feel uncomfortable or scared:

Block it and report it.	Check your device and privacy settings.	Tell a trusted adult.
		

Key facts

Kapow
Primary

BBC's Own It website (<https://www.bbc.com/ownit>) has lots of tips and information to help you stay safe online.



It is important to think about what information we share online.



Digital devices are communicating all the time and sharing our personal information between themselves.

Age restrictions show the minimum age you should be to use social media sites and apps.

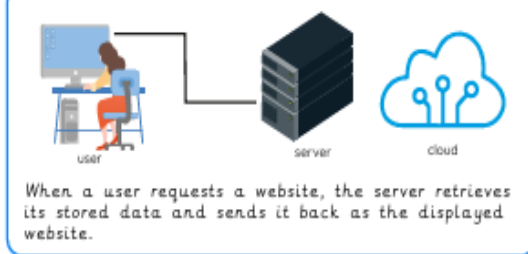
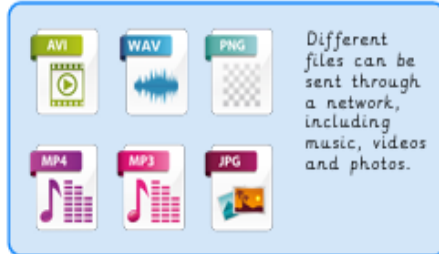
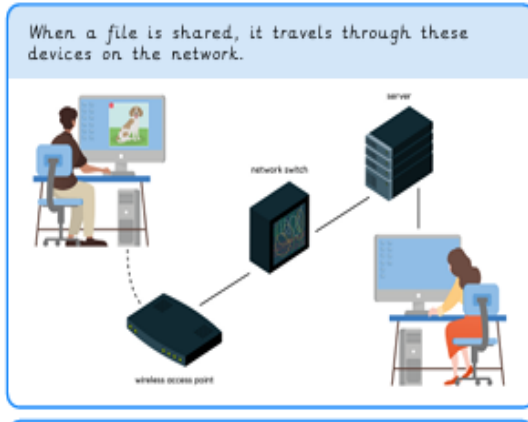
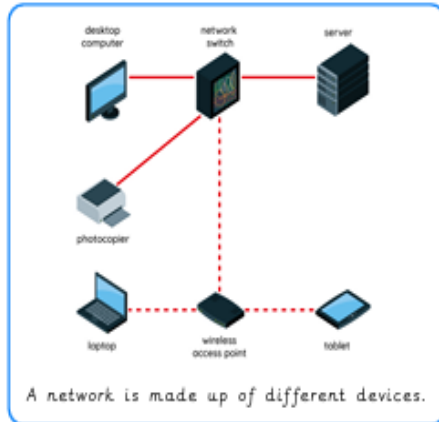
13+

16+

Autumn 2 – Computing Systems and Networks



Computing - Networks



device	Equipment created for a certain purpose or job.
internet	A global network of computers and servers that share and exchange information.
network	Multiple devices connected via the internet or a local network to share files and information.
network switch	A device that deals with the movement of network information.
packet data	The transmission of data in small pieces over a network, which are then reassembled at their destination.
router	A device that provides internet access to a network via wired or wireless connections.
server	A computer that supplies data and information to other devices.
the cloud	Refers to data and files that are stored and accessed on servers via the internet.
user	An individual who uses a computer and its applications.
Wi-Fi	A wireless network connection that allows devices to connect without cables.
wired	A 'wired' device is connected to the network via cables.
wireless	A 'wireless' device connects to the network via signals.
wireless access point	A device that enables other electronic devices to connect wirelessly to the internet.

PE:

Autumn 1 – tag rugby.



Knowledge Organiser Rugby Year 3

About this Unit

Rugby is a fun game where two teams play against each other. It's called an invasion game because you try to enter the other team's space to score goals.

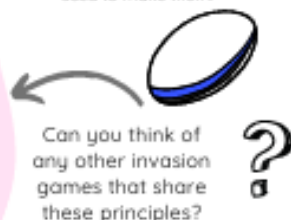
Rugby started in 1825 at a school called Rugby School. A pupil named William Webb Ellis picked up the ball while playing football and ran towards the other team's goal. This new way of playing became rugby!

If you choose to wear tags on your waist, opponents try to pull these off instead of tackling. It's all about teamwork, running, dodging and passing.

Invasion Games Key Principles

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

Rugby balls are different because they are shaped like an egg. They became oval by accident because of the rubber tubes used to make them.



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

Key Vocabulary

attack: the offensive action of trying to score goals or points

communicate: sharing information with others

control: with good technique

defend: try to limit the opposition scoring by marking a space or player to gain possession

dodge: change direction quickly, often used to lose a defender or avoid being caught

opposition: the other team

pitch: the space used for a tag rugby game

receiver: the person catching the ball

tactics: a plan that helps you to attack or defend

teamwork: working with others to achieve

technique: how you apply a skill

tournament: a competition of more than two teams

Ladder Knowledge



Sending & receiving:

Swing your hands to your target when throwing to help to send the ball accurately.

Space:

Spread out as a team to help you to move the defenders away from each other.

Attacking and defending:

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

Movement Skills

- throw
- catch
- run
- change speed
- change direction

Social
Emotional
Thinking

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

communicate, support, collaboration, respect

perseverance, self regulation, honesty, determination

make decisions, comprehension, application of rules and tactics

Rules

Tagging:

- Players wear two tags, one on each side.
- Players cannot push off a defender when they are attempting to go for a tag and cannot spin around, guard or shield tags in any way.
- Once you have tagged, stand still, hold up the tag and shout 'tag' then give the tag back. The attacker needs to pass then place the tag back on their belt before re-joining the game.

Forward pass:

- Forward passes are not allowed, the ball must be passed sideways or backwards.

Offside:

- Defending players must try to stay in front of the ball carrier.
- Onside is in front of the ball carrier, offside is behind the ball carrier.

Tactics

Using simple tactics will help your team to achieve an outcome e.g. we will defend in a line to help us to gain possession of the ball.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.
- Tag rugby is non-contact.

If you enjoy this unit why not see if there is a rugby 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

Hats

What you need: a paper plate or cup per player

How to play:

- Players place their plate or cup on their head.
- Aim of the game is to knock the oppositions object off their head whilst keeping your own.



Who's the last one left?

www.getset4education.co.uk

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



@getset4education136

Autumn 2 – Royal Opera House Dance Project Alice's Adventures in Wonderland

The children will be learning to develop an understanding of:

- Actions and movement patterns
- Use of space in dance
- Dynamics through character exploration
- Use of props and rhythm to enhance characterisation
- Different dance relationships
- Performance practices

By the end of this term, we will:

- To explore dance movements and create patterns of movement.
- To work with a partner to create dance patterns.
- To perform a dance with rhythm and expression.
- To use knowledge of dance to create a story in small groups.
- To develop precision of movement.
- To work co-operatively with a group to create a dance piece.
- To perform in front of others with confidence.



Religious Education:

Autumn 1 – Enquiry – How do people express commitment to a religion?

- To define, list and define a rite of passage.
- To examine the process of a Christian baptism.
- Explain the significance of a Bat/Bar Mitzvah.
- To investigate the symbolic importance of the 5Ks in Sikhism.
- To evaluate the similarities and differences of religious rites of passage.
- To compose a comparative summary of different rites of passage.

Autumn 2 - Enquiry – what is the Trinity? and Enquiry: What is Philosophy and how do people make moral decisions?

- Describe the events of Jesus' baptism, according to the Gospel.
- Examine how the Trinity is symbolised in art and explain what this represents.
- Design a piece of artwork that explains the Trinity.
- Compose a lyric which expresses Christian beliefs about the Trinity.
- Perform a song based on Christian beliefs about the Trinity.
- Examine and define the terms philosophy, knowledge and wisdom.
- Discuss and compare facts, beliefs and opinions.