Subject: Y3 Maths

Topic: Money

Unit overview

In this unit, children will recap their knowledge of using £ and p symbols, count in £ and pence and compare amounts. They will learn to convert £ and pence, add and subtract money and give the correct change.

Learning Outcomes

I can add and subtract amounts of money to give change, using both £ and pence in practical contects.

Key Vocabulary

amount

change

coin

note

convert

pence

penny

pounds

value

Key Facts/dates – Sticky Knowledge

100 pence is equal to **£1**

Adding Money

add

£1 and 15p + £1 and 60p

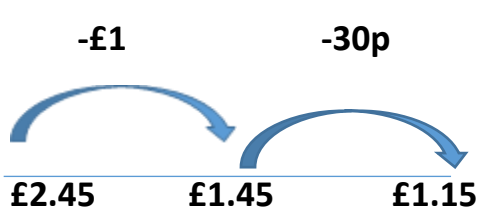
Altogether there is £2 and 75 p

Subtracting Money

£2.45 - £1.30 =

£2.45 - £1 = £1.45

£1.45 – 30p = £1.15



British Notes

British coins

Subject: Y3 Maths

Topic: Statistics

Unit overview

In this unit, children build on their understanding of pictograms from Year 2. They will learn to interpret information in pictograms and tally charts in order to construct bar charts. They will then learn to interpret information from bar charts and answer questions relating to the data involving one and two-step problems.

Small steps to Success

- Make tally charts
- Draw pictograms (2,5 and 10)
- Interpret pictograms (2,5 and 10)
- Pictograms
- Bar Charts
- Tables

Key Vocabulary

data

pictogram

symbol

bar chart

horizontal axis

vertical axis

axes

scale

intervals

tables

interpret

Key Facts/dates – Sticky Knowledge

Tally Charts

Tally charts are a great way to collect and present information. They are easy to read and record. They also make it simple to find a total.

In a tally, you just put a line to show one - |

If you have already got four - |||| you draw a line diagonally across for number 5 - 𝍸

Tables

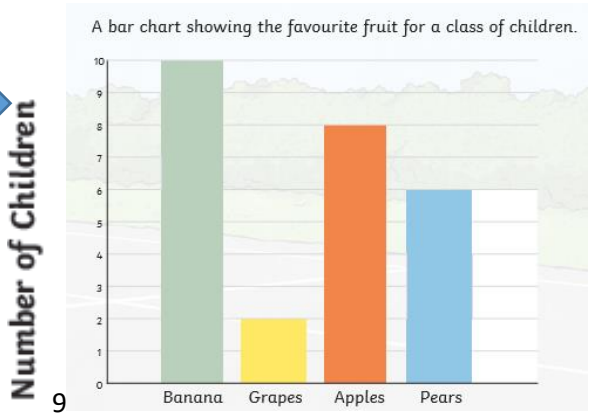
Table showing how children in Year 3 travel to school.

How we travel to school in Year 3	Number of votes
walk	8
school bus	6
car	10
bike	7

In order to understand the data presented in a table, you must read the table's title and headings.

Bar Charts

A bar chart displays information (data) by using rectangular bars of different heights. There must be a gap between each bar. The scale on the bar chart depends on the range of the data.



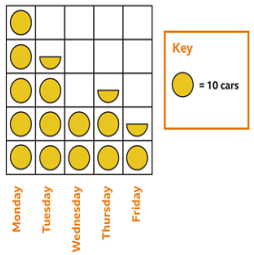
Vertical axis

Horizontal axis

A bar chart has a vertical axis with numbers on it, and a horizontal axis showing values of something that has been investigated.

Pictograms

Pictograms use pictures or symbols to represent data. The key tells you what each picture or symbol is worth.



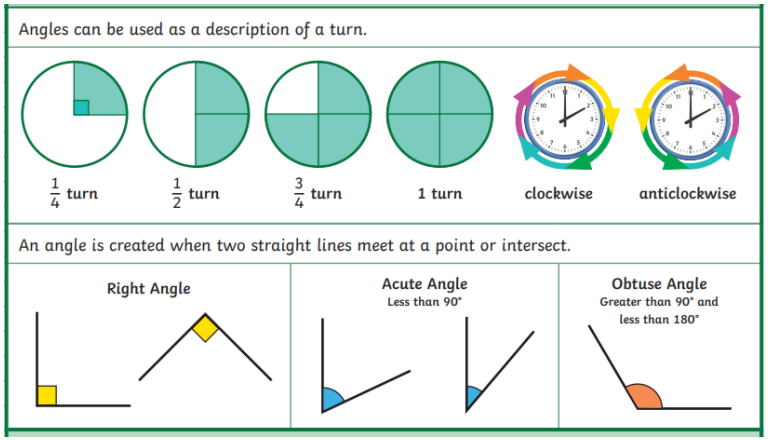
Subject: Y3 Maths

Topic: Properties of Shape (Summer Term)

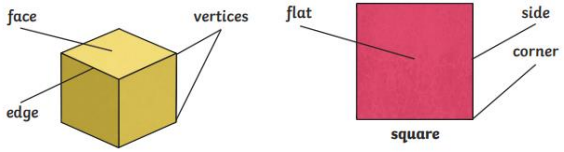
Unit overview

In this unit, children will recognise that a right angle is a quarter turn, 2 right angles make a half-turn, 3 right angles make three-quarters of a turn and 4 right angles make a complete turn. They will identify whether an angle is greater than or less than a right angle in shapes and turns. They will identify and find horizontal, perpendicular, parallel and perpendicular lines in a range of practical contexts. They will recognise and name the properties of 2D and 3D shapes.

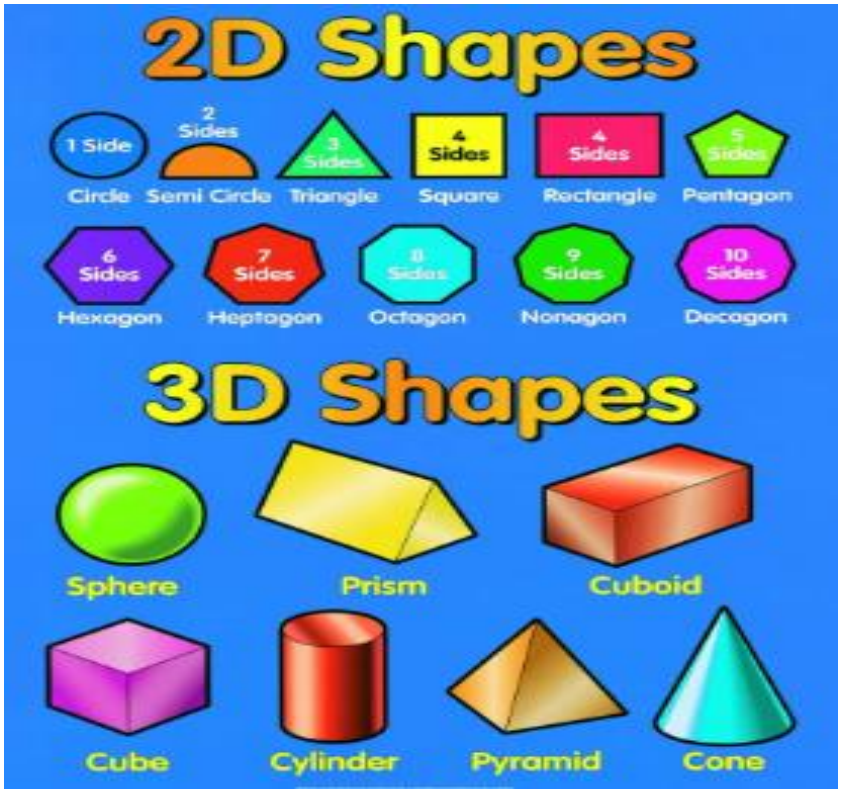
Turns and Angles



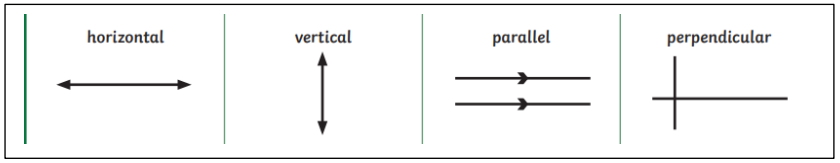
Properties of Shapes



Key Facts – Sticky Knowledge



Types of Lines



Key Vocabulary

quarter turn

half turn

three-quarter turn

angle

right angle

obtuse

acute

horizontal

vertical

parallel

perpendicular

polygon

flat face

curved face

edge

vertex

vertices

apex

Subject: Y3 Maths

Topic: Time (Summer Term)

Unit overview

In this unit, children will read and write times from clocks, including O'clock and half past Quarter past and quarter to and then to the nearest five minutes and nearest minute. They will use a.m. and p.m. and the 24 hour clock. The children will calculate durations of time and begin to measure time in seconds. Children will look at the concept of years and months.

12-hour / 24-hour clock

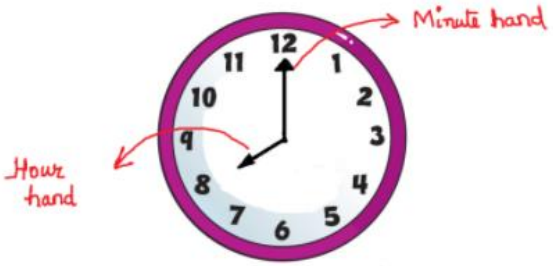
13:00	1 p.m.	1 o'clock	
14:00	2 p.m.	2 o'clock	
15:00	3 p.m.	3 o'clock	
16:00	4 p.m.	4 o'clock	
17:00	5 p.m.	5 o'clock	
18:00	6 p.m.	6 o'clock	
19:00	7 p.m.	7 o'clock	
20:00	8 p.m.	8 o'clock	
21:00	9 p.m.	9 o'clock	
22:00	10 p.m.	10 o'clock	
23:00	11 p.m.	11 o'clock	
00:00	12 a.m.	12 o'clock	

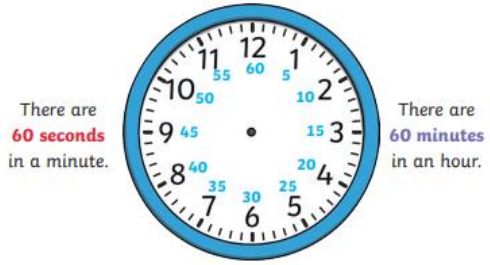
Key Facts

60 secs	equals	1 min
60 mins	equals	1 hour
24 hours	equals	1 day
7 days	equals	1 week
365 days	equals	1 year
366 days	equals	a leap year

Analogue and Digital Clocks

Key Facts – Sticky Knowledge





There are 24 hours in a day.

Key Vocabulary

time

12-hour

24-hour

Roman numerals

analogue

digital

hours

minutes

seconds

o'clock

half past

quarter past

quarter to

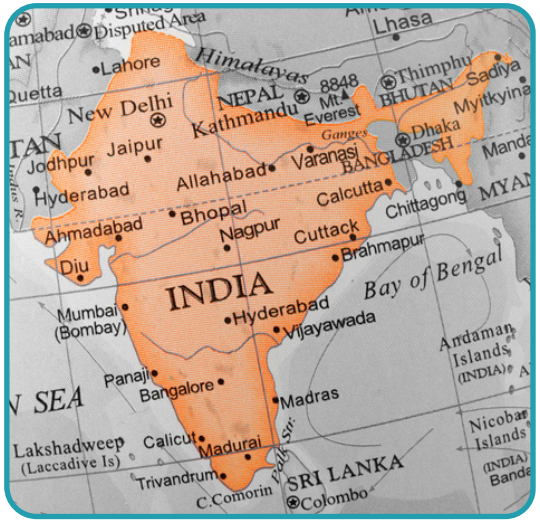
midday

midnight

noon

Year 3: Traditional instruments and improvisation (India)

Musical style: Music and instruments from India



Instruments

Indian flute

Harmonium

Tabla

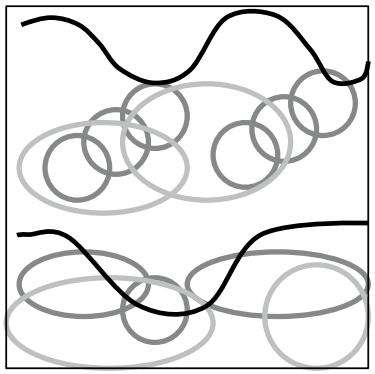
Sitar

Tanpura

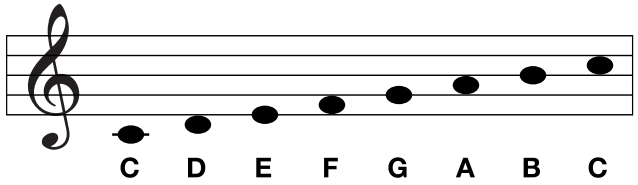
Vocabulary

Bollywood	Indian films that involve singing and dancing, similar to a musical.
Notation	The way that music is written so that others can play it.

Graphic score



Stave and letter notation



Musical notation helps us to 'write' and 'read' the melodies so they won't be forgotten and can be played by others.

Tal	A repeated rhythm played over and over on the tabla.
Rag	A series of notes which Indian music uses to create the tune.
Drone	A long held note usually played on the Tanpura.
Improvising	Making up music as it is played or performed.

Year 3 Unit H:

Easter I.

Learning Outcomes

That at Easter we celebrate the presence of the risen Jesus in the world.

Know the story of Emmaus and the story of Breakfast at the Shore.

Understand some reasons why the disciples were so amazed at their meeting with Jesus.

Recognise that in the celebration of the Mass we celebrate the presence of the risen Jesus with us today.

Unit overview

This unit explores the Story of Easter through the Story of Emmaus and the Story of Breakfast at the Shore. It is designed to help the children realise how the Apostles became aware of the presence of the Risen Christ in these events.
Children will have studied the theme of Easter throughout Key Stage 1. This unit will also prepare the children for future Topics on the Eucharist in Year 3 and Year 4.

Bible References:

Lk. 24: 13-35 – The Story of Emmaus
Jn. 21: 1-14 – Breakfast at the Shore

Key Vocabulary

Easter
Emmaus
resurrection
breakfast
shore
breaking of bread
Eucharist

Windows of reflection (things to think about)

Find Galilee on a map of the Holy Land. Why do you think the disciples had returned to Galilee? What is at Galilee and what was the previous occupation of some of the disciples?

Look at the Eucharistic prayer. Which parts of the text remind us that
Jesus is truly present in the bread and wine?

Prayer tasks linked to unit and learning beyond the classroom:

Draw pictures of Simon Peter and the disciples. Can you draw or paint your favourite story from the Bible which involves Jesus and his disciples?

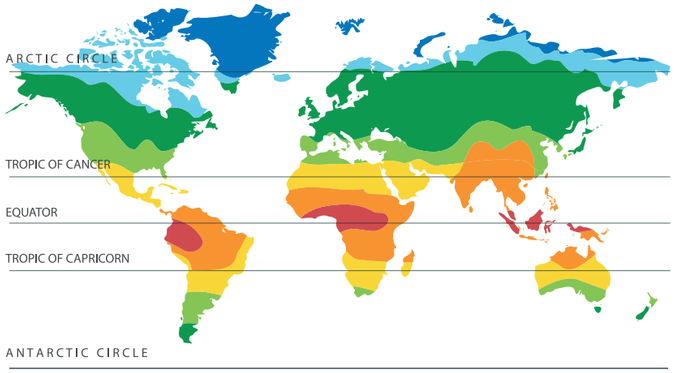
Create an Easter PowerPoint, focusing on the symbols of the season, what happened to Jesus and different scripture stories.

Write a prayer to celebrate that Jesus has risen.

Knowledge Organiser

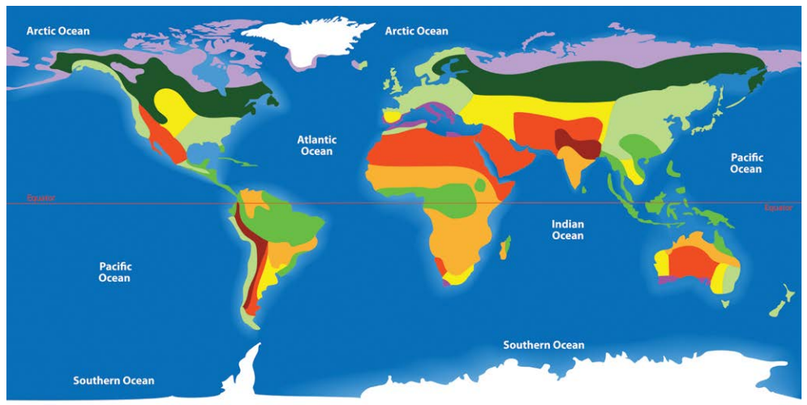
Climate Zones and Biomes

What are the different climate zones of the world?



polar	very cold summers, extremely cold winters, little rainfall
subpolar	short cool summers, long cold winters, little rainfall
temperate	four seasons, changing temperatures, can rain any time of year
Mediterranean	dry, warm summers, cool, wet winters, some rainfall
arid	temperatures very high all year, almost no rain at all
tropical	a rainy summer season and a very hot and very dry winter season
equatorial	hot and humid with heavy rainfall throughout the year

Where are the different biomes of the world?



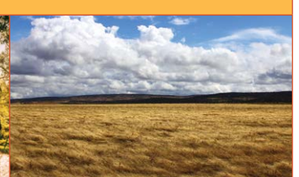
- polar desert
- tundra
- boreal forest
- deciduous forest
- grassland
- chaparral
- savannah
- alpine mountains
- desert
- tropical rainforest

Significant Places

Tundra

Boreal Forest

Deciduous Forest



Grassland

Glossary

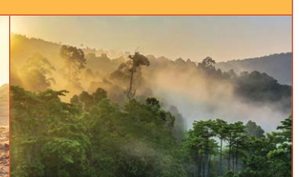
1	**adaptation**	when something changes to better suit the environment
2	**biome**	a large area with a certain type of plants and animals
3	**camouflage**	when something blends into the surroundings
4	**climate**	the pattern of rainfall and temperature in a certain place
5	**climate zone**	a large area with a certain type of climate
6	**deforestation**	when large areas of trees are cut down or destroyed
7	**drought**	when there is not enough water because there was not enough rainfall
8	**fauna**	another word for 'animals'
9	**flooding**	when there is too much water and it covers the land
10	**flora**	another word for 'plants'
11	**food**	something that plants absorb and animals eat
12	**hibernate**	when an animal spends the colder months being much less active
13	**migrate**	when an animal moves from one place to another over a large distance
14	**predator**	an animal which hunts other animals
15	**prey**	an animal which is hunted by other animals
16	**rainfall**	how much rain falls and how often
17	**resources**	things that can be used for different reasons e.g. wood as a building material
18	**shelter**	somewhere that gives protection from bad weather or danger
19	**survive**	when a living thing continues to be alive
20	**temperature**	how hot or cold something or somewhere is

Significant Places

Chaparral

Savannah

Desert



Tropical Rainforest

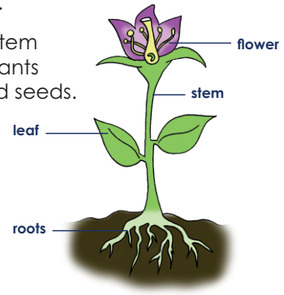
Knowledge Organiser

Plants: Needs for Survival

What do plants need to grow?

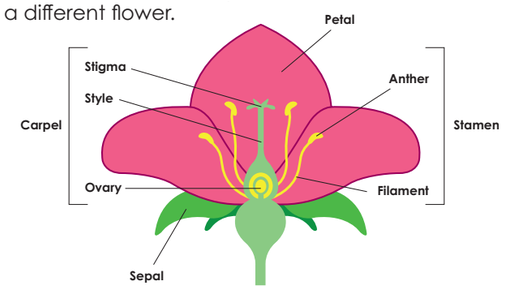
Plants need air, light, water, warmth, nutrients and room to grow. A healthy plant will survive because it can make its own food. All of the parts of the plant have a special function so that it can continue to stay healthy.

Each plant has roots, a stem and leaves. Flowering plants also produce flowers and seeds.



What is inside a flower?

Most flowering plants have flowers which have both male and female parts. The anther and stamen are male parts and the carpel, ovary and ovule are female parts. The petals help attract insects who move the pollen from this flower to a different flower.



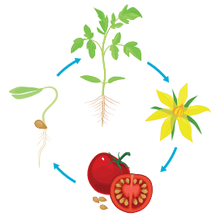
What is the lifecycle of a flowering plant?

Flowering plants have lifecycles like all other living things — including us!

A flowering plant will begin life as a seed — the roots and shoot will then begin to grow. We call this germination.

The plant will then grow and produce flowers. Pollination happens next so that seeds can be produced and fertilised.

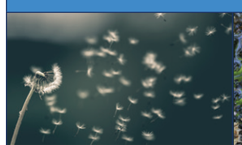
The plant will then disperse the seeds so that new plants can grow.



What is seed dispersal?

Once seeds have been made, they need to be dispersed so that new plants can grow. Seed dispersal makes sure that the new plants are growing away from the parent plant so that they are not competing for water, sunlight and other nutrients. Some types of seed dispersal will move the new plant a long way away from the parent plant. They can be dispersed in 6 different ways: wind, water, animals (carried or eaten), explosive or drop and roll.

How are seeds dispersed?



Seeds from plants like dandelions are specially designed so that they can be carried long distances by the **wind.** Another example is the seed of a sycamore tree.

Coconuts are seeds from palm trees and seeds like this are specially designed so that they can float on **water** to new places. Another example is the seed of a waterlily plant.

Animals help with seed dispersal in different ways. When they **eat** seeds, they pass through them and are excreted in new places. Also some seeds are designed to stick to animals so they can be **carried** to new places.

Some plants can **burst** their seed pods when they are ready to and throw their own seeds to new locations. An example of this is a pea pod.

Seeds are grown in a protective case. When they fall from the tree or plant, they **roll** to a new location before the casing opens and the seed can grow.

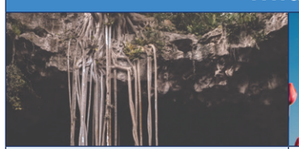
Glossary

1	**carnivore**	an animal that only eats meat
2	**consumer**	cannot make its own food – a consumer eats something else in the chain
3	**fertilisation**	happens after pollination and is how a new seed is made
4	**flower**	the reproductive part of the plant
5	**food chain**	shows how each living thing gets food within its own habitat
6	**function**	the purpose of something – the job it has to do
7	**herbivore**	an animal that only eats plants
8	**leaf**	attaches to the stem and helps produce food
9	**life cycle**	the changes a living thing goes through during its life
10	**nutrients**	what the plant needs so that it can stay healthy and can grow
11	**omnivore**	an animal that eats both plants and meat
12	**photosynthesis**	how the plant makes its own food
13	**pollination**	the moving of pollen from one plant to another for fertilisation
14	**producer**	any kind of green plant – a producer is the first food source in the chain
15	**root**	lies under the soil to attach the plant to the ground
16	**seed**	grows into a new plant
17	**seed dispersal**	the moving of seeds away from the parent plant
18	**shoot**	the part of a new plant that is just beginning to grow above ground
19	**stem**	the main body of the plant
20	**water transportation**	how the plant takes water from the ground through the roots and then up the stem to the leaves

What is pollination?

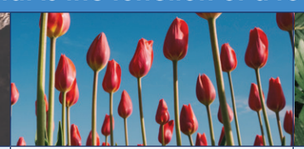
Pollination is when the pollen from the male part of one plant is moved to the female part of another plant. This allows the plant to produce seeds. Insects like bees help with pollination.

What is the function of a root, stem, leaf and flower?



Root

The roots anchor the plant into the ground and absorb water and nutrients. They also store some food for the plant.



Stem

The stem transports water and nutrients from the roots to the leaves. It also holds the plant up towards the sunlight.

Leaf

Plants make their own food using their leaves.

Flower

The flower is the part of the plant that makes seeds so that new plants can grow. The petals attract bees for pollination.

Year 3 Unit J:

The Eucharist is a Thanksgiving to God

Key Vocabulary

Liturgy of the Eucharist,
thanksgiving,
bread and wine,
sacrifice,
resurrection,
Holy Holy,
Memorial Acclamation,
Body of Christ.

Learning Outcomes

Know the names of the four parts of the Mass.
Understand that each part has a special meaning.
Be able to identify and explain what happens at each part of the Mass.
Know that during the Eucharistic prayer we praise and thank God for everything God has done through Jesus.
Understand some reasons why it is important to praise and thank God.
Identify from the Eucharistic prayer some of the things we praise and thank God for.
Know that during the Eucharistic prayer the priest asks the Holy Spirit to change the gifts of bread and wine into the Body and Blood of Christ.
Know that the priest recalls what Jesus did at the Last Supper and what happened to Jesus when he died and was raised to life. Understand that we are remembering and celebrating Christ's death and Resurrection.
Know the story of the Feeding of the Five Thousand.
Understand some reasons why Jesus fed the crowd and what they learnt about Jesus.
Recognise that in the Eucharist we are fed with Jesus.
Know that the celebration of Mass ends with the dismissal, "Go in peace to love and serve the Lord."
Understand that the Eucharist helps Christians to live out their mission as Disciples of Christ.

Unit overview

In this topic the children are provided with opportunities to deepen their knowledge and understanding of the Liturgy of the Eucharist. They will think about why this is such an important celebration in the life and worship of Catholic Christians.

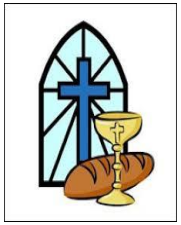
Windows of reflection (things to think about)

In what way is the celebration of Mass different? What makes it a very special celebration?
Who are the people who make sacrifices for you?

If we eat the Body of Christ at Mass what do we become?

Bible References:

***Mt. 26: 17-21, 28-30* – The Last Supper**
***Lk. 17: 11-19* – The Healing of the Leper**
***Lk. 23: 44-56* – The Death of Jesus**



Prayer tasks linked to unit and learning beyond the classroom:

Learn by heart the opening dialogue to the Preface and the words of the "Holy, Holy".

Make a card cut-out of a chalice and write inside some of the different words of the Eucharistic Prayer about praising and thanking God.

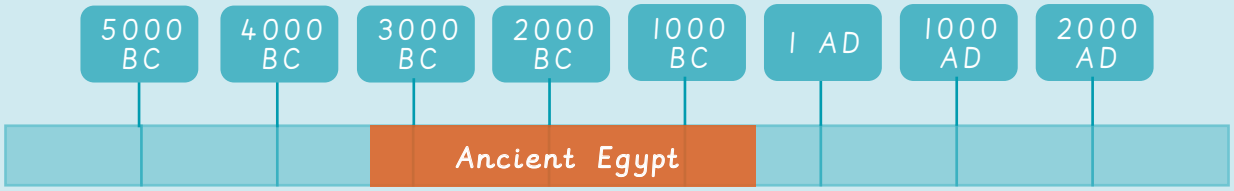
Create acrostic poems with the word Sacrifice.

Explore with the children some stories of Saints who received Jesus in the Eucharist (e.g. Vincent de Paul and Maximillian Kolbe).

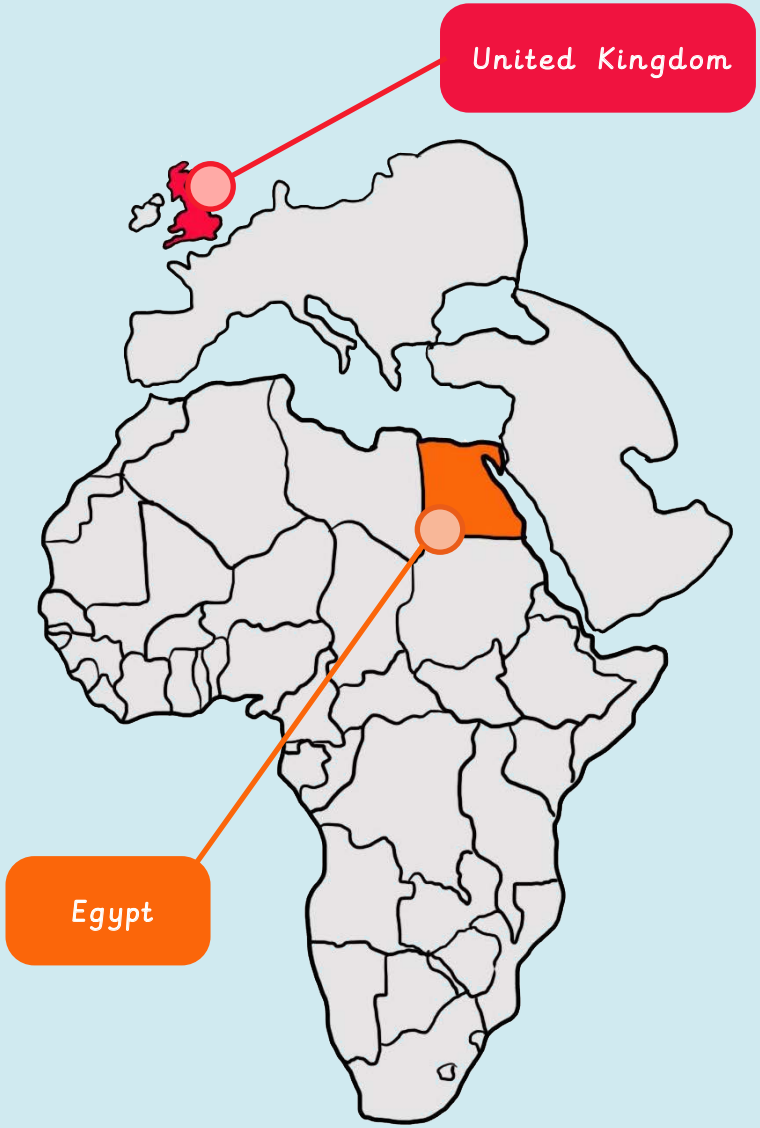
Year 3 - Craft and design

Ancient	In historical terms it is something from a long time ago and no longer exists
Colour	A feature of everything in the world that is seen through the way it reflects light
Composition	Putting different elements together in a pleasing way
Egyptian	Someone or something decendant from Egypt
Imagery	A collection of images from a range of art forms
Layout	The arrangement of different elements within a given space
Papyrus	A riverside plant used to make paper
Pattern	Pattern is a design in which shapes, colours or lines are repeated
Technique	Skills applied by an artist to produce a particular art form

Where are the Ancient Egyptians in history?



Where is Egypt?



Year 3 - Craft and design

Ancient Egyptian art facts:

The most important people were often the largest object in Ancient Egyptian paintings

People were always painted from the side

Ancient Egyptian paintings are painted in 2D (flat images) with no perception of 3D form

They used white, black, red, yellow, green and blue. These colours came from minerals they would find around the area they lived in

Making papyrus style paper