

Les salutations

phonics

sound in:

on • bonjour

ou • bonjour

oi • au revoir

silent letters • salut

guttural 'r' • au revoir



vocabulary

How to greet somebody and say your name in French:

 Salut ! Je m'appelle...

Hi! My name is...

How to ask how somebody is feeling:

 Ça va ?

How are you?

How to reply, say 'goodbye' and 'see you later':

 Ça va bien. Au revoir. À plus tard !

I am fine. Goodbye. See you later!

grammar

As this is an introductory unit, there will be no grammar introduced. We will see more grammar in the units that follow.

What I will learn:

- Objective 1: I will learn how to greet people in French.
- Objective 2: I will learn how to say my name in French.
- Objective 3: I will learn how to ask somebody how they are feeling in French.
- Objective 4: I will learn how to reply with how I am feeling in French.
- Objective 5: I will learn how to say 'goodbye' in French.
- Objective 6: I will learn how to say 'see you later' in French.

Les salutations

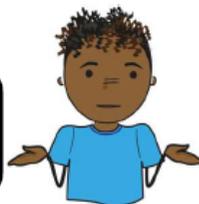
Salut !/Bonjour !



Je m'appelle...



Ça va ?



Ça va bien.



Ça va mal.



Comme ci comme ça.



Au revoir !



À plus tard !



Conservation of bees

Why are bees so important?

Bees spread pollen between different parts of flowers and plants, which allows them to grow seeds and fruit. They are the best pollinators among all animals to help plants to reproduce.

Bees are essential in holding the food chain together: animals like frogs and lizards eat bees to survive and will eventually die if bees become extinct. This would affect the entire food chain. The UK population of bees has shrunk by around one-third in the last ten years. Many different species of bees are close to becoming extinct.

Bees produce a range of useful products: honey, beeswax (used in candles and skincare products), royal jelly and propolis (used for medical purposes).

People who work with bees, such as beekeepers, could become jobless if bees become extinct.

What is the current picture?

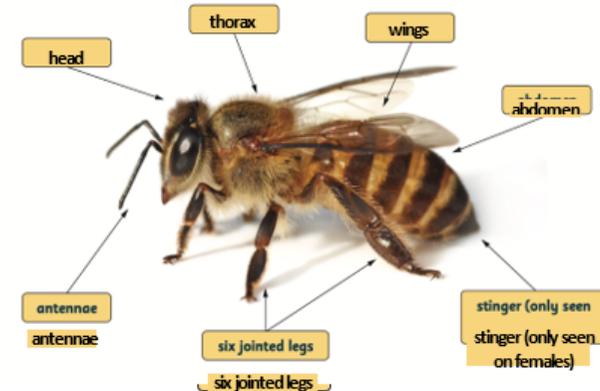
Between 1985 and 2005, the number of honeybee colonies in the UK fell by 53% and wild honeybees were considered nearly extinct throughout Britain.

The East of England region is one of the richest regions for bees due to the range of habitats present. This is partly because many bees prefer the warmer and drier conditions of the region.

Of the 228 bee species in this region, 25 are

threatened to become extinct. An additional 31 species are also known as a 'conservation concern', which means they are not as highly threatened, but their future is far from secure.

Body parts of a bee



A common myth is that all bees can sting. However, only female bees can sting. Bees often sting to defend themselves, especially if their nest or hive is disturbed.



Types of bees

There are over 270 species of bees in the UK and over 20,000 known species of bees worldwide! Most of the bees in the UK are species of solitary bees, meaning they do not live in colonies like honeybees.

The most common species of bees in the UK are the bumblebees, and there are three you will recognise: the buff-tailed bumblebee, the white-tailed bumblebee, and the red-tailed bumblebee. The honeybee is the only species of bee that produces honey and is kept by beekeepers for this reason.



buff-tailed bumblebee



white-tailed bumblebee

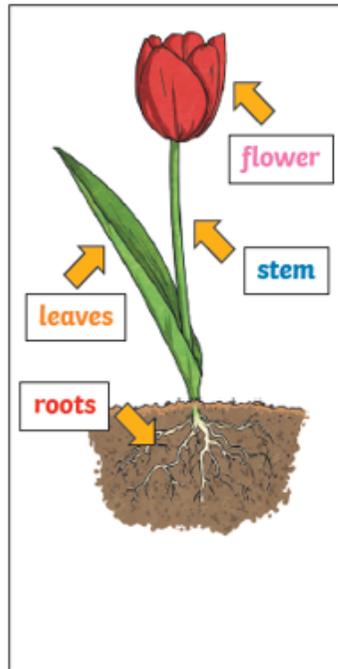


red-tailed bumblebee

Key Vocabulary

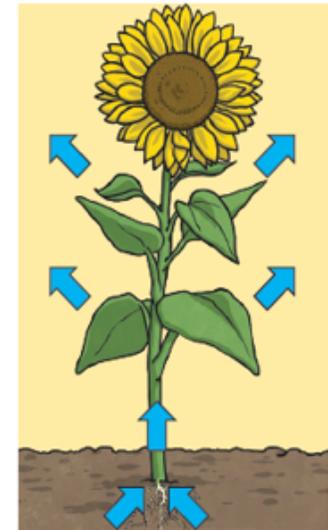
roots	These anchor the plant into the ground and absorb water and nutrients from the soil.
stem	This holds the plant up and carries water and nutrients from the soil to the leaves . A trunk is the stem of a tree.
leaves	These make food for the plant using sunlight and carbon dioxide from the air.
flowers	These make seeds to grow into new plants. Their petals attract pollinators to the plant.
nutrients	These substances are needed by living things 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.

Year 3 Plants Knowledge Organiser



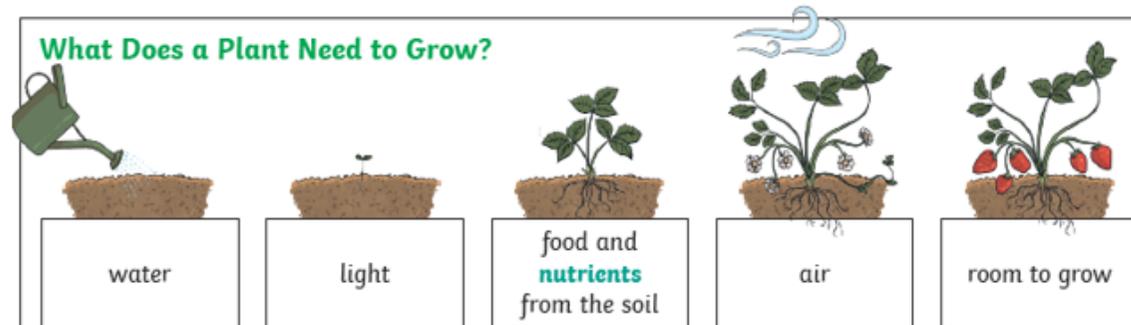
How Water Moves through a Plant

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**.



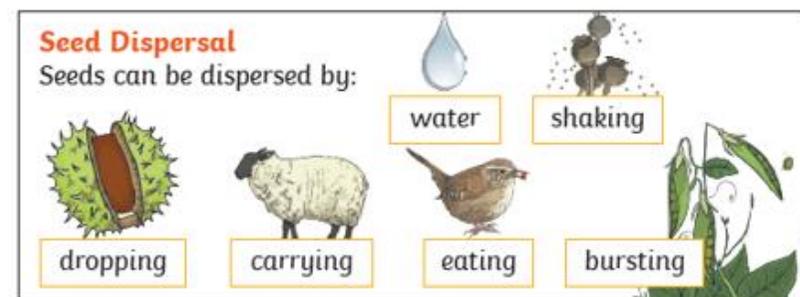
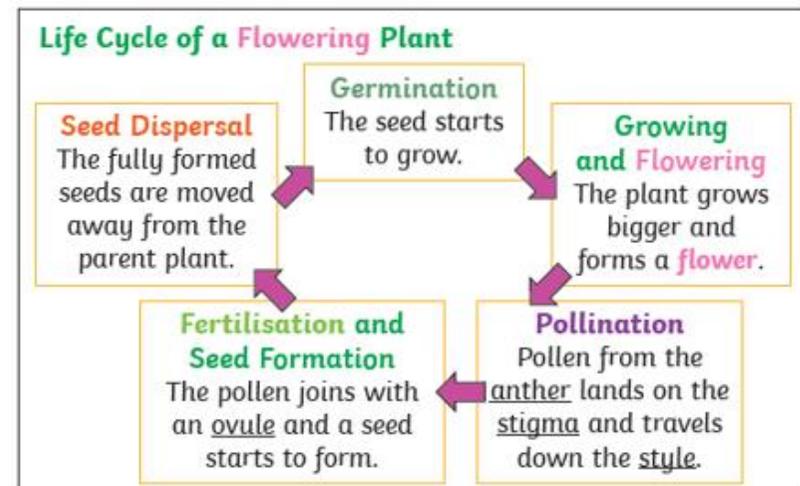
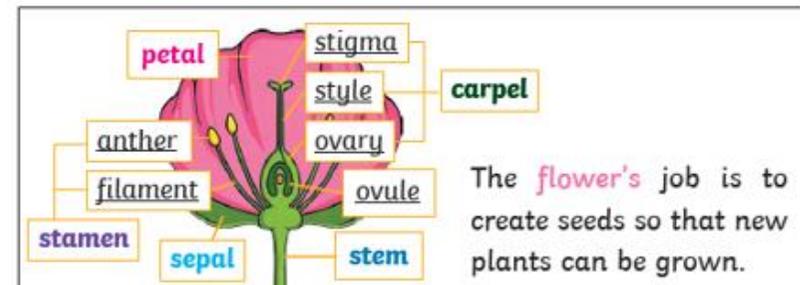
The water is sucked up the **stem** like water being sucked up through a straw.

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.



Year 3 – Connecting Computers

Key Vocabulary for the unit:

Computer network – A number of connections linking devices together

Digital device – a piece of physical equipment that uses digital data

Information technology – is a term that encompasses all forms of technology used to create, store, exchange, and use information in its various forms

Input – a piece of equipment used to provide data and control signals

Network switch – A device that connects multiple devices on a network with one another

Output – allows data to be transmitted by the computer in a human-friendly form, for example, sound being played through a speaker.

Server – a networked computer for storing files.

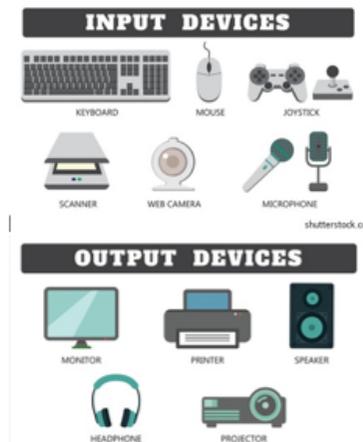
SMART rules – Our online safety rules. Smart, Meet, Accepting, Reliable, Tell.

Wireless access point – A wired device that sends and receives wireless signals for devices with wireless connectivity to and from the rest of the network connectivity.

Key Knowledge for the unit:

1. Computer networks work together to pass messages from one device to another.
2. Input devices are used to provide data and control signals to a digital device. An example of this is typing on a keyboard to turn into letters on a word processor.
3. Output devices are used to give the results of processed data. An example of this is a computer printer taking information from a computer and printing it so it can be seen.

Useful diagrams for the unit:



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Adapted Jigsaw PSHE planning

Year 3	Knowledge	Social and emotional skills
 Be Ready	<ul style="list-style-type: none"> • Know how to face new challenges positively and know how to set personal goals • I understand my rights and responsibilities as a member of my school • make choices about my own behaviour because I understand how rewards and consequences feel • Consider why manners are important 	<ul style="list-style-type: none"> • know what I value most about my school and can identify my hopes for this year • I understand that I have the responsibility to follow the classroom rules • understand that my actions and words affect me and others
 Be respectful	<p>This half term the children will discuss what the school vision and what the school culture is. They will be thinking of what they want to achieve during the year and setting goals which are both personal and academic. They will think about what they need to do <u>in order to</u> achieve these goals and predict how they feel when they achieve these goals. They will discuss how all children have a right to education and they are responsible for ensuring these rights are met. Children will discuss the school rules and the rewards and consequences. They will also discuss</p>	
 Be responsible	<p>Vocabulary: Goals, rights, responsibilities, rules, choices, rewards, consequence, manners, polite</p>	

Year 3 – form

Key knowledge

- Know how to shape (mould) newspaper using hand and tape
- Understand how to attach other pieces e.g. legs to the body
- Know what paper mache is and how it can be used
- Know how to add detail and secure this using paper mache

Key vocabulary

Pattern – a repeated design

Detail – The smaller parts of a picture or item e.g. the detail on the insect's eyes.



Texture – what things are made from.

Shaping – moulding the newspaper into the correct shape for the insect's body and head



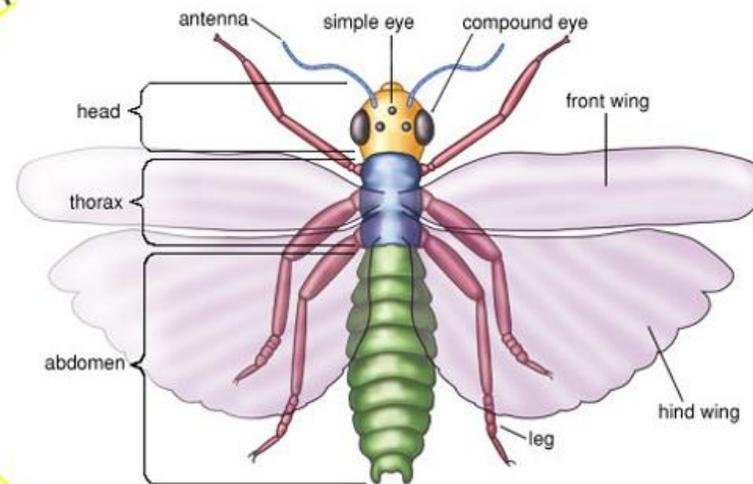
Joining – attaching other pieces of the body using tape

Smoothing – using PVA glue, hands or a brush to make sure there are no lumps in the newspaper



Key skills

1. Use joining techniques to join head and body parts
2. Use smoothing techniques to ensure insect is even
3. Be able to use smaller pieces of material to join and smooth
4. Add detail using pieces of material
5. Paint using correctly mixed colours



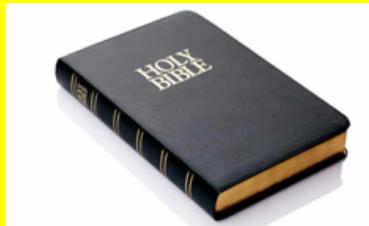
Year 3 Religious Education Knowledge Organiser

Unit 1 What do Christians learn from the Creation story?(Creation/Fall)



Key Theological Vocabulary

- **Christian**—A person who follows and believes in the teachings of Jesus, God and the Holy Spirit
- **Jewish**— A person who follows and believes the teachings of Judaism and follows the scriptures of the Old Testament/Torah.
- **Bible**—The holy book that Christians read to learn more and guide them in their beliefs..
- **Old Testament**—The first part of the Bible, used by both Christian and Jewish people to guide their lives.
- **God**—Jewish and Christian people believe in one God. A divine, holy being who they believe created the world.
- **creation** in a religious sense it is God's action of bringing the universe into being.



What we will learn

Making sense of belief

- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.
- Make clear links between Genesis 1 and what Christians believe about God and Creation.
- Recognise that the story of 'the fall' in Genesis 3 gives an explanation of why things go wrong in the world.

Making connections

- Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

Understanding Impact

- Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's Creation is; care for the earth in some specific ways.)
- Describe how and why Christians might pray to God, say sorry and ask for forgiveness

Stewards of Creation



The monks at Mucknell Abbey in Worcestershire

Christian/Jewish Creation story

Genesis 1 v 1-25



Genesis 1 v 26-31-humans made in God's image



The Fall

Genesis 2: 15-17 and Genesis 3-the fall describes the way that Adam and Eve 'fell' from their close relationship with God.



Year 3 – printing and painting

Key knowledge

1. Know how to mix colours to make a colour wheel.
2. Know that black, blue, white or yellow can change the shade of a colour.
3. Know about Jackson Pollock.
4. Know how to print and record textures and patterns.

Key vocabulary

Splatter



Dripping



Shade - Adding black to a colour

Tint - Adding white to a colour

Printing - moving images onto different places using one object.



Key skills

1. Mix paints to create a colour wheel
2. Change the shade or tint of a colour using black, blue, white or yellow.
3. Use dripping and splattering techniques when painting
4. I can use printing techniques to mix colours
5. I can record textures and patterns

Jackson Pollock

Jackson Pollock was born in 1912. He got into a lot of trouble at school and was expelled twice.

Pollock didn't paint on an easel like most painters, he put his canvases on the floor. He said it made him feel closer to the painting.

Pollock invented 'drip painting'. He would use different tools to drip, pour and splatter paint onto the canvas from above. These paintings became very famous.

Pollock was often very unhappy and he used his art to express his feelings. Therefore, many of his paintings use dark, gloomy colours.