



**Learning in Form 3  
Spring 2025**



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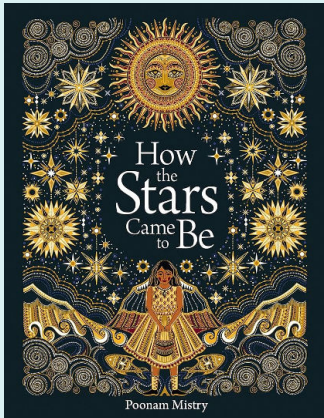
# Overview of Spring Term Curriculum

## Form 3

	Spring 1	Spring 2
<b>English</b>	<b>How the Stars Came to Be</b> by Poonam Mistry <b>Oliver and the Seawigs</b> by Philip Reeve and Sarah McIntyre	<b>The rhythm of the rain</b> by Grahame Baker-Smith <b>The Bluest of the Blues</b> by Anna Atkins
<b>Mathematics</b>	<b>Place value, money, fractions, addition and subtraction, multiplication and division, time, data and shape</b>	
<b>Science</b>	<b>Light</b>	<b>Forces and Magnets</b>
<b>Knowledge (History)</b>	<b>The Anglo-Saxons, Scots and Vikings</b>	
<b>Knowledge (Geography)</b>	<b>Rivers</b>	<b>UK Geography: The South West</b>
<b>Art</b>	<b>Art of Ancient Egypt</b>	<b>Anglo Saxon Art</b>
<b>STEAM</b>	<b>Nature's engineers - Wild Eco Builders</b>	<b>Happy Traveller - Lego Spike Essential</b>

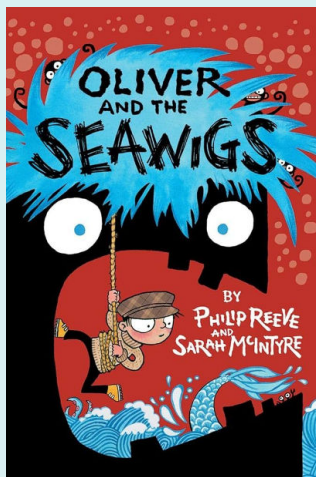
# ENGLISH

To support children to read and write with accuracy, we place high quality, challenging children's literature at the heart of our approach to English.



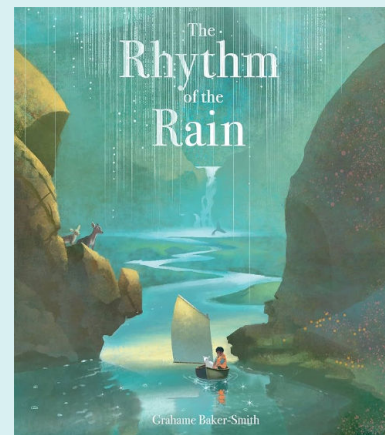
Poonam Mistry has invented her own 'pourquoi' or origin tale about how the stars came to be, lighting the night sky, and how they are arranged, some formed into the pictures seen in constellations, some distributed more randomly. The distinctive patterns in her illustrations which are both bold and delicate, and her colour palette of deep shades of blue threaded with gold, yellow and bronze, complement the story perfectly.

**Potential Writing Outcomes :** Book talk responses, playscript, information text, covering letter, annotation, free writing, poetry, diary entry, personal narrative and original creation story.



Oliver Crisp's parents are explorers and for 10 years they have travelled the world, taking Oliver with them. Now they have decided that all the great unknowns have been seen and they are ready to return home. To their surprise they discover a dozen mysterious islands in the bay near their house. They pull out the dinghy and immediately set off to explore whilst Oliver begins to unpack. When he goes out to check on them, the islands are gone and so are his parents. That is why a boy who dreams of staying home and going to school winds up on yet another amazing adventure, in search of his missing parents.

**Potential Writing Outcomes :** Drawing and annotating, writing in role, note writing, message, character profile, diary entry, chants, instruction writing, dictionary definitions, leaflet, poetry, argument, message in a bottle, story mapping and narrative.



The ubiquity of water throughout the world, its necessity to humans and animals and how the water cycle works are all explored in an imaginative combination of words and pictures. It begins and ends with Isaac, playing in a pool by a mountainside as raindrops start to fall, and wondering where the water goes from a jar he empties. The reader follows the river that flows past Isaac's home as it winds through the countryside and the city to the sea. Mist from the ocean rises up into a cloud bringing rain to thirsty people in a land far from Isaac's pool.

**Potential Writing Outcomes :** Visual organisers, personal narrative, poetry, writing in role, referential writing, persuasive speech, poetry, biography, explanation text and narrative.

Subtitled 'Anna Atkins and the First Book of Photographs' this picture book lovingly and creatively introduces the life of this nineteenth century botanist who found new ways to present her findings. Anna's childhood interest in plants was encouraged by her scientist father and she drew and recorded the treasures she found, for example amassing an enormous collection of seaweeds. She is acknowledged to be one of the first women in the world to take a photograph, none of which survive today. However, her experiments with cyanotype prints have had greater longevity and can be seen in a number of museums in the UK and the USA. A note from the author/illustrator explains how she created the mixed media illustrations and readers are encouraged to make their own cyanotypes.



**Potential Writing Outcomes :** Writing in role, drawing and annotating, letter, message, non-fiction writing, poetry and biography..



# SPELLING

Orchard House School follows the Read, Write, Inc programme for the teaching of spelling.



## Spelling sounds practised in the Spring term:

Focus	Example Words
Words with the <b>sh</b> sound spelt <b>ch</b>	Chef, chalet, chandelier, chute, machine, brochure, moustache, parachute
Adding the suffix <b>-ion</b>	Education, collection, invention, action, attraction, celebration, exaggeration, concentration
Adding the suffix <b>-ian</b>	Magician, electrician, musician, optician, politician
Adding the prefix <b>re-</b>	Redo, rewrite, replay, rebuild, rearrange, reappear, reheat, reconnect, recycle, replace, renew
Adding the prefix <b>anti-</b>	Anticlockwise, antiseptic, antisocial, antifreeze
Adding the prefix <b>super-</b>	Supersonic, superhero, superstar, supermarket, supersize, superhuman
Adding the prefix <b>sub-</b>	Submarine, subway, subzero, subtitle, submerge, subheading



# MATHEMATICS

*\*Please note : subject to adjustment and adaptation to accommodate reinforcement or allow for further differentiation as required by cohort. May also be subject to change to allow for other educational events.*

Week commencing	Learning Objectives for Spring 1
07/01/25	<b>Place Value &amp; Money:</b> Partition 3-digit numbers; place on a line
13/01/25	<b>Place Value &amp; Money:</b> Understand $\times 100$ and $\div$ as inverses Understand place value in money ; $\times 10$ and $\div 10$
20/01/25	<b>Fractions:</b> Concept of a fraction; halving Finding $\frac{1}{2}$ , $\frac{1}{4}$ , $\frac{3}{4}$ , $\frac{1}{3}$ , $\frac{2}{3}$ of amounts
27/01/25	<b>Time and Data:</b> Tell time to 5 minutes; Roman numerals Time events; units of time; pictograms
03/02/25	<b>Addition &amp; Subtraction:</b> Mental addition of 2-digit numbers Use different strategies to subtract
10/02/25	<b>Fractions:</b> Develop concept of fractions Finding fractions of amounts

Week commencing	Learning Objectives for Spring 2
24/02/25	<b>Place Value &amp; Money:</b> Represent 3- digit numbers in different ways PV in money: add/subtract amounts
03/03/25	<b>Time and Data:</b> Tell time to the nearest minute Calculate/ compare time intervals
10/03/25	<b>Time and Data:</b> Units of time: calculate intervals <b>Fractions:</b> Find unit/non unit fractions using division
17/03/25	<b>Addition and Subtraction:</b> Expanded addition: 3 digit numbers Strategies to subtract from nos $> 100$
24/03/25	<b>Multiplication and Division:</b> Counting in equal steps; sequences Revise multiplication and division facts
31/03/25	<b>Shape:</b> Lines of symmetry; name / sort 2-D shapes



# MATHEMATICS

## CALCULATION METHODS

Below you will find a reference for some of the methods used to teach the the mental and written calculation aspects of mathematics this term.

### Expanded Addition

Add  $328 + 241$

- 1.Partition the numbers, and line up the 100s, 10s and 1s. Why do we leave a blank space under the second number?
- 2.Add the 1s, 10s and 100s...
- 3.Finally recombine 500, 60 and 9...

$$\begin{array}{r}
 300 \quad 20 \quad 8 \\
 + 200 \quad 40 \quad 1 \\
 \hline
 500 \quad 60 \quad 9
 \end{array}$$

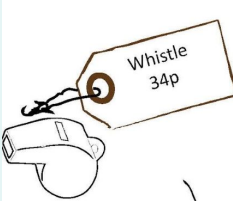
$500 + 60 + 9 = 569$

$$\begin{array}{r}
 654 \\
 + 218 \\
 \hline
 872
 \end{array}$$

When we are confident we move on to the compact method.

### Multiplying and dividing by 10 using money

We can use a place value grid to help.



How much would it cost to buy 10 whistles?

£10	£1	.	10p	1p
			3	4

£10	£1	.	10p	1p
	3	.	4	0

The digits move one place to the left when we multiply by 10.  
The digits move one place to the right when dividing by 10.



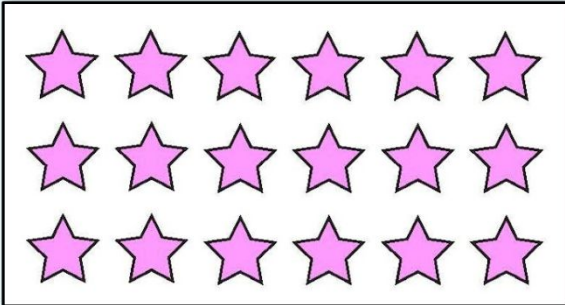
# MATHEMATICS

## CALCULATION METHODS

Below you will find a reference for some of the methods used to teach the mechanical aspects of mathematics this term.

### Fractions

#### Finding Fractions of Amounts



#### Find $\frac{1}{3}$ of 18

We can divide 18 by 3.

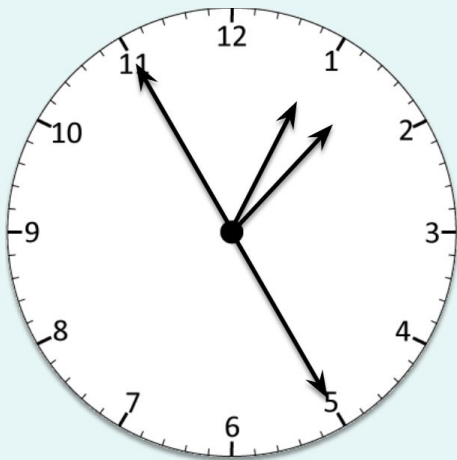
We can use a 3 by 6 array to check.

We can find  $\frac{1}{3}$  of 18.

We can use this to find  $\frac{2}{3}$  of 18.

### Begin to calculate time intervals in hours and minutes

Lunch break is 12:55. What time is it 30 minutes later



Can we just add 30 to the minutes?

Make 12:55 on the analogue clock and move the hands forward 30 minutes.

The hands have passed through to next hour, so it is now 1:25pm.

### Division and Multiplication

#### Looking at the relationship between facts

$3 \times 4 = 12$ , so  $3 \times 8 =$  double 12, which is 24.

If  $5 \times 6 = 30$  then  $5 \times 12 = 60$ .

$4 \times 8 = 32$ , so  $4 \times 4 =$  half of 32, which is 16.

If  $7 \times 6 = 42$  then  $7 \times 3 = 21$ .





# SCIENCE

## Light

**During this unit, the children will:**

- Identify the difference between light sources and non light sources
- Explore the light that comes from the sun and how to stay safe
- Explore materials which are reflective
- Discover how shadows are formed
- Investigate how shadows change throughout the day
- Investigate how you can change the size of a shadow



## Forces and Magnets

**During this unit, the children will:**

- Explore contact and non-contact forces
- Compare how things move on different surfaces
- Explore different types of magnets
- Explore the properties of magnets and everyday objects that are magnetic
- Understand the magnetic forces can act at a distance
- Explore the everyday uses of magnets





# GEOGRAPHY

## Rivers



Topic	Knowledge Goals
<b>What is a river?</b>	<ul style="list-style-type: none"> <li>Throughout time people have lived by rivers and used them for food and transport.</li> <li>Every river begins as a stream and starts at a 'source', and ends with an estuary.</li> <li>When streams merge together they form a river.</li> </ul>
<b>Rivers of Europe</b>	<ul style="list-style-type: none"> <li>The River Thames is the second longest river in England.</li> <li>Many rivers in England flow through more than one county, but many rivers in Europe will flow through more than one country.</li> <li>The River Danube flows through ten European countries.</li> </ul>
<b>Rivers of Africa</b>	<ul style="list-style-type: none"> <li>There are two main rivers flowing through Africa- the Nile and the Niger.</li> <li>Both rivers flow through more than one country.</li> <li>Both rivers are important for trade and travel.</li> </ul>
<b>Rivers of Asia</b>	<ul style="list-style-type: none"> <li>There are five important rivers in Asia- The Yellow, the Yangtze, the Ob, the Ganges and the Indus.</li> <li>The Yellow and the Yangtze flow through China.</li> <li>Ancient Indian civilisation began along the river Indus.</li> </ul>
<b>Rivers of Australia, South America and North America</b>	<ul style="list-style-type: none"> <li>The Amazon River is located in South America and is being debated as either the longest or second longest river in the world.</li> <li>The Mississippi River is located in North America.</li> <li>The Murray River is located in Australia. Dams are built by people to control the flow of water in rivers.</li> </ul>

## The South West of England

Topic	Knowledge Goals
<b>Introduction to the South West</b>	<ul style="list-style-type: none"> <li>The South West is an area of England known for its landscapes and beaches.</li> <li>The South West of England has areas of outstanding natural beauty.</li> <li>The climate of the South West is warmer and drier than much of England</li> </ul>
<b>Coastal areas and erosion</b>	<ul style="list-style-type: none"> <li>The south-west is famous for its beaches and coastline.</li> <li>Much of the coastline is exposed to the rough Atlantic Ocean.</li> <li>The coast is eroding year on year. This is why formations such as Durdle Door have been created on the Jurassic Coast.</li> </ul>
<b>Landmarks and tourism</b>	<ul style="list-style-type: none"> <li>Tourism is a very major industry in the South West.</li> <li>The South West is popular because it is one of the warmest parts of the UK as it is furthest South and warmed by the Gulf Stream.</li> <li>Tourists have many places to visit in the South West: the beaches, the moors and the historic buildings.</li> </ul>
<b>Agriculture and climate</b>	<ul style="list-style-type: none"> <li>The South West has warm summers and mild winters.</li> <li>The weather and landscape mean that fruit and vegetables are grown.</li> <li>The South West is particularly well known for its dairy products.</li> </ul>
<b>Changes over time</b>	<ul style="list-style-type: none"> <li>Fossils found along the Jurassic coast tell the story of millions of years of history.</li> <li>Agriculture and mining were important industries in the past in the South West.</li> <li>Agriculture and tourism are important industries today in the South West.</li> </ul>



# History

## The Anglo Saxons, Scots and Vikings

Topic	Knowledge Goals
<b>Anglo Saxon England</b>	<ul style="list-style-type: none"><li>• After the Romans left Britain around 410 CE, the Anglo Saxons invaded.</li><li>• The Anglo Saxons were made up of the Angles, Saxons and the Jutes and divided England into kingdoms.</li><li>• The three largest Anglo-Saxon kingdoms were Northumbria, Mercia and Wessex</li></ul>
<b>The Scots and the Picts</b>	<ul style="list-style-type: none"><li>• The Romans were unable to defeat the Picts when they invaded Britain.</li><li>• The Scots and the Picts both lived in Scotland, separated by the Grampian Mountains.</li><li>• The area of Scotland called Pictland merged with the kingdom of Dál Riata. This formed the kingdom of Alba, later known as Scotland.</li></ul>
<b>Anglo Saxon Settlements</b>	<ul style="list-style-type: none"><li>• There was a big difference between the lives of rich and poor Anglo Saxons.</li><li>• Many Anglo Saxons were farmers and grew crops and kept animals.</li><li>• Most Anglo Saxon children didn't learn to read or write, and worked like their parents.</li></ul>
<b>Anglo Saxon Culture and Religion</b>	<ul style="list-style-type: none"><li>• Anglo Saxons were skilled craft workers and enjoyed playing games, feasting and telling stories.</li><li>• The Pope sent a Monk to England to try and convert the Anglo Saxons to Christianity.</li><li>• A monk called Bede wrote a book about Anglo Saxon history and how people converted to Christianity.</li></ul>
<b>Who were the Vikings</b>	<ul style="list-style-type: none"><li>• The Vikings were very good at ship building and exploring.</li><li>• Their strong ships allowed them to explore far over the seas.</li><li>• Vikings raided and also traded around the world.</li></ul>
<b>Viking Raids and Invasions</b>	<ul style="list-style-type: none"><li>• In 793, the Vikings raided the monastery of St Cuthbert on Lindisfarne.</li><li>• The Vikings killed many people and stole valuable things from the places they attacked.</li><li>• There are lots of things remaining in Britain today that show the Vikings lived here.</li></ul>
<b>Alfred the Great</b>	<ul style="list-style-type: none"><li>• King Alfred was the Anglo-Saxon King of Wessex.</li><li>• King Alfred dreamed about defeating the Vikings and let some cakes burn.</li><li>• King Alfred defeated the Vikings and made an agreement to trade peacefully .</li></ul>
<b>Viking Settlements and Dane Law</b>	<ul style="list-style-type: none"><li>• The Danelaw was an area of England ruled by the Vikings.</li><li>• Many Vikings lived on farms, growing crops and looking after animals.</li><li>• Vikings often lived in houses made from wattle and daub.</li></ul>
<b>Viking Religion and Culture</b>	<ul style="list-style-type: none"><li>• The Vikings did not write religious stories down, they told them to one another over many years.</li><li>• Odin, Thor, Loki and Freja were Viking Gods.</li><li>• Many Vikings converted to Christianity.</li></ul>
<b>Edward the Confessor</b>	<ul style="list-style-type: none"><li>• King Canute was a Viking King who ruled over much of England.</li><li>• King Canute showed his followers that he could not control the tides.</li><li>• Later, England had an English King called Edward the Confessor, who left no clear heir.</li></ul>
<b>The Norman Invasion</b>	<ul style="list-style-type: none"><li>• After Edward the Confessor died, Harald Hardrada, Harold Godwinson and William, Duke of Normandy, all wanted to be King of England.</li><li>• The Battle of Hastings was fought between Harold Godwinson and William, Duke of Normandy in 1066.</li><li>• William's Norman army were victorious and William became King of England.</li></ul>



# STEAM

## Skills & Competencies:

Our STEAM curriculum consists of a series of projects that aim to develop a set of fundamental competencies, that empower pupils to effectively navigate personal, cultural, economic, and societal obstacles they will inevitably encounter throughout their lives:

1. **Curiosity:** The ability to ask questions and explore how the world works
2. **Creativity:** The ability to generate new ideas and apply them
3. **Criticism:** The ability to recognise information and ideas and to form reasoned arguments and judgements
4. **Communication:** The ability to express thoughts and feelings clearly and confidently in a range of forms
5. **Collaboration:** The ability to work constructively with others
6. **Compassion:** The ability to empathise with others and to act accordingly
7. **Composure:** The ability to connect with the inner life of feeling and develop a sense of personal harmony and balance
8. **Citizenship:** The ability to engage constructively with society and to participate in the processes that sustain it.

### Wild Eco Builders : Nature's Engineers

A project that enables children to invent and engineer 3D paper buildings using shapes and patterns inspired by nature.



### Spike Lego : Happy Traveller

Form 3 develop their understanding of computer science as they create sequences and loops, decompose problems, and improve programs to meet specific needs. They'll investigate ways of accurately describing the decisions they've made when creating a program, carry out fair tests, and develop their ability to generate and debug multiple solutions. These activities are all based on construction of modes of transport.





# PSHCEE / RSE

Orchard House School has been implementing the PSHCEE /RSE Programme across the school since September 2020. We would like to reassure you that all the online Jigsaw teaching materials meet the current statutory expectations for RSHE (DfE, 2019) and if and when any new guidance is published, you can be fully confident that our materials will be updated and reviewed to ensure that they are compliant and reflect the needs of our children.

We follow a scheme of work called Jigsaw, a mindful approach to PSHCEE / RSE. The lessons aim to build children’s emotional literacy, self- esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way.

Dreams and Goals	Healthy Me
<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>    Dreams and ambitions</li> <li>    New challenges</li> <li>    Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>    Evaluating learning processes</li> <li>    Managing feelings</li> <li>    Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>    Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>    Attitudes towards drugs</li> <li>Keeping safe and why it’s important</li> <li>    Online and offline scenarios</li> <li>    Respect for myself and others</li> <li>    Healthy and safe choices</li> </ul>





# PHILOSOPHY & ORACY

*Philosophy and oracy are integral disciplines at Orchard House School. They are woven throughout the curriculum and we encourage a thoughtful, talk-rich culture within every classroom and incorporate both disciplines into lesson planning. In addition to the opportunities to nurture these elements at school, we invite families to take part in our weekly “Sticky Questions” school initiative.*

## **What is Sticky Questions?**

The aim of sticky questions is to get parents and children talking about interesting questions. Every Wednesday, your child will come home with a Sticky Question stuck to their uniform. There's no writing involved. Just take the time to talk with them about it and see what you each think and why.

What makes Sticky Questions “sticky” is that you can keep arguing about them. It's not like a maths worksheet where a teacher is looking to see a particular answer. What matters is that you and your child talk and think together. If you disagree, so much the better. If you think alike, you might play at disagreeing for the sake of argument.

On Thursday, the class will carry on the talk during Form time, bringing in ideas heard from home. Part of the point of this exercise is to celebrate differences in thinking between children and within families.

## **Whole Class Philosophy Lessons**

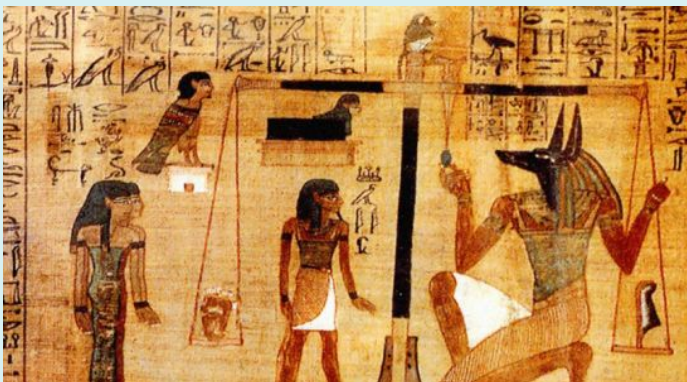
<b>Debating Skills</b>	Topic : Just the Universe and Everything in it! Themes : Living things, Science, The Blue Planet, The Truth Shall Set You Free, Galaxies Far, Far Away and Wibbly Wobbly, Timey Wimey
<b>The Value of Trees</b>	A variation of the question, “if a tree falls in a forest and nobody hears it, does it make a sound”. If a tree stays standing in a forest and no one buys it, how much is it worth. This topic aims to get children to think about value beyond the scope of money.
<b>The Pharaoh's Afterlife</b>	Linking with history studies on Egypt, children explore questions such as : If you were Pharaoh's advisor, what would you recommend he be buried with? What would be better, an eternal afterlife or reincarnation in our world? What would a 'perfect' afterlife look like? Are people naturally good?
<b>Monstrous</b>	A story on myths and monsters that prompts questions such as: Where do we come across myths and monsters? What are monsters and myths for? Are any myths being created today?



# Art

Art is highly valued at Orchard House School. Topics promote creativity and self-expression alongside ambitious teaching of artistic periods, mediums and movements. Learning is interconnected with the Knowledge curriculum, adding colour and texture to people, places and moments in time.

Spring 1	Spring 2
<p><b>Key Vocabulary: ancient Egypt, pharaoh, pyramid, tomb art, sphinx, bust, papyrus, the Book of the Dead</b></p>	<p><b>Key Vocabulary: Anglo-Saxon, Sutton Hoo, shoulder clasp, symmetrical, interlocking, interlace, Lindisfarne Gospels, illuminate, manuscript, tapestry, embroidery, the Battle of Hastings</b></p>
<p><u>Art of Ancient Egypt</u></p> <ul style="list-style-type: none"> <li>To learn about the art of the Ancient Egypt</li> <li>Sarcophagus Drawing/Symmetry.</li> <li>To learn about lines and proportions and create an ancient <u>Egyptian sarcophagus</u>.</li> <li>The use of repetition and learning about balance for a harmonic composition for a Sarcophagus.</li> <li><u>Ancient Egyptian Landscape</u></li> <li>To learn about colour, form and collage and create an Egyptian landscape with silhouettes and pyramids</li> </ul>	<p><u>Anglo Saxon Art</u></p> <ul style="list-style-type: none"> <li><u>Anglo-Saxon Portraits</u>- To create a portrait of an Anglo-Saxon man or woman. They will learn about proportions and facial features.</li> <li>To learn about the clothes, helmets and Anglo-Saxon jewellery.</li> <li><u>Masterpieces in metal</u>—<u>Sutton Hoo</u></li> <li>To draw the patterns on a shoulder clasp</li> <li>To create symmetrical patterns and interlocking patterns.</li> </ul>



Book of the Dead (painting on papyrus)



Shoulder clasp found at Sutton Hoo (British Museum, London)



# BEYOND THE ORCHARD



## SPORT



### PE

Children will continue their rotation of:

#### Gymnastics

- To learn and practise a wide range of gymnastics skills including; cartwheels, handstands, rolls and balances.
- To put these skills into routines and sequences.

#### Health Related Fitness

- What happens to the body during exercise (physiological changes)
- Why is exercise important?
- Range of activities to focus on: cardiovascular endurance, speed, agility, balance, coordination, competition.

#### POP Lacrosse

- Introduction to Pop lacrosse.
- To focus on skills of throwing and catching and ground balls.
- To understand principles of attack and defence and put these into a game. To be able to play a small sided game showing basic skills

## GAMES

### Girls

#### Hockey- Spring 1

- To practise and improve passing skills including a push pass
- Dribbling technique and reverse stick
- Attacking and defending principles
- Basic rules

To play games against other schools

#### Football- Spring 2

- To practise ball mastery skills, including dribbling, kicking, stopping and shooting
- To demonstrate attacking and defending in football
- To practise shooting
- To play a small sided and larger games

### Boys

#### Tag & Contact Rugby

- Progressive Introduction to contact rugby
- Passing Tackling
- Attacking principles
- Defending principles
- Game play against other schools.

#### Hockey

- To practise and improve passing skills including a push pass
- Dribbling technique and reverse stick
- Attacking and defending principles
- Basic rules

To play games against other schools





# BEYOND THE ORCHARD



## Computing



### Computing systems and networks 2: Emailing

Learning how to send and edit emails, add attachments and how to be a responsible digital citizen by thinking about the contents of what is sent.

### Computing systems and networks 3: Journey inside a computer

Assuming the role of computer parts and creating paper versions of computers helps to consolidate an understanding of how a computer works, as well as identifying similarities and differences between various models



## Music & Performance



### Music

Form 3 continue Wider Musical Opportunities where they are introduced to instruments such as the violin, recorder, trumpet, flute, clarinet and trombone.

### Drama

During Spring term, year 3 will focus on understanding the broader world of performance. They will discover various careers in theatre, TV and film, along with the roles and responsibilities that come with them. Pupils will have the chance to engage in these roles through practical activities and real-life scenarios, applying what they've learned and working collaboratively.



## French



- To learn about the festival of the Three Kings
- To read an authentic story 'Petit ours brun et la galette des rois'
- To learn strategies to read a short text and understand the main ideas (Ancient Egypt)
- To learn high frequency verbs and manipulate familiar sentences (Ancient Egypt)
- To learn about the festival of La Chandeleur and names of the different flavours of crêpes
- To recognise possessive adjectives
- To write names of family members from memory
- To be able to introduce my family

# Knowledge Organisers

## What is a Knowledge Organiser?

A knowledge organiser shows the key factual knowledge that we want our children to use and remember to have basic knowledge and understanding of a topic. These are a one page overview of each topic taught over a half term and can include:

- Key vocabulary and technical terms
- Images such as maps, diagrams or photographs
- A timeline
- Famous quotations
- Essential knowledge laid out in easily digestible chunks

## The Benefits of Knowledge Organisers

- They help children learn and retain the knowledge of the curriculum.
- They give children the 'bigger picture' of a topic, subject area or concept.
- It provides opportunities for regular retrieval which aids long term retention
- They make the knowledge explicit.

## How You Can Use Knowledge Organisers to Help Your Children with Their Learning.

- Using them as a springboard for discussion - Talk to your child about what's on the knowledge organisers.
- Quizzing - Crucially, all information on a knowledge organiser is quizzable. Fun, low stakes quizzes of the information will help children learn and remember the knowledge.
- Displaying them somewhere at home will enable your child to become more familiar with the knowledge.

# Knowledge Organiser: The South West of England

Stonehenge



Glastonbury Tor



Tintagel Castle



The Eden Project



KEY VOCABULARY

coastline

the **line of the coast**, where the land meets the sea

the Gulf Stream

a **current of warm water** that moves across the Atlantic Ocean before reaching the South West of England

county

England is split up into areas called counties, these areas **have their own councils** who make decisions about local issues

arable

**growing crops** for farming

pastoral

**raising animals** for farming

Area of Outstanding Natural Beauty (AONB)

a special area of **land that is protected** because of its beauty and importance

moor

a **large area of land where no crops are grown**, often covered in heather

tourism

when people **travel to an area for a holiday**



# Rivers

River Thames

River Danube

River Nile

River Ganges

River Amazon

The Murray

Europe

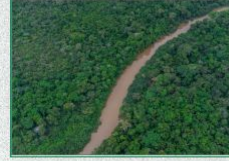
Europe

Africa

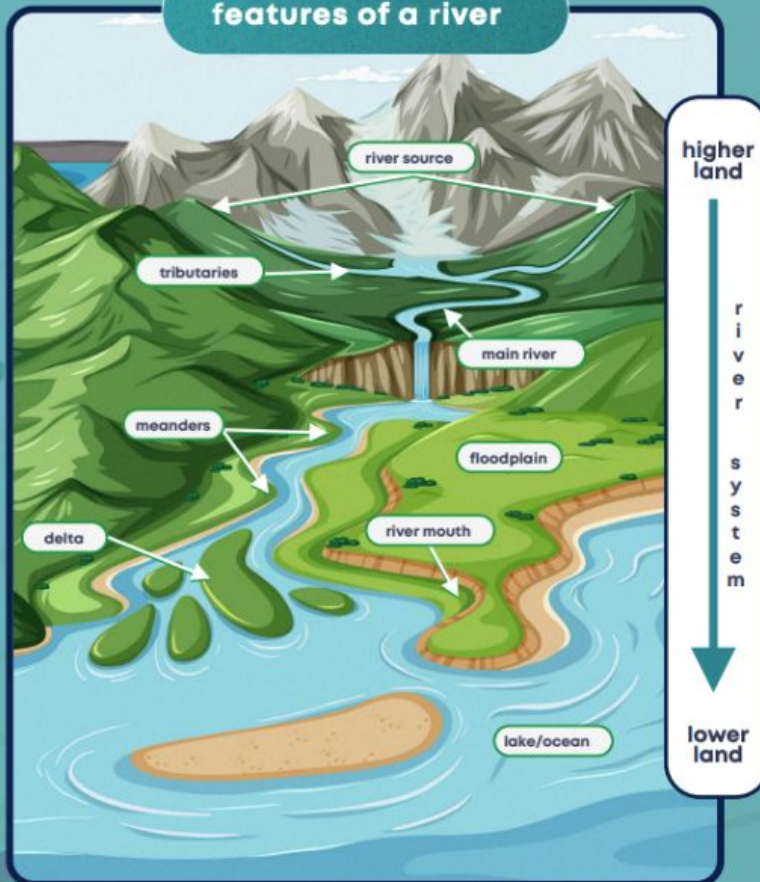
Asia

South America

Australia



## features of a river



### KEY VOCABULARY

river

a **large natural stream of water** that flows into lakes or into the sea

river source

the **start of the river**, usually on high ground

stream

a small, **narrow river**

tributaries

a stream or lots of streams that **join together into a river**

estuary

the area where a river **widens and meets the sea**

mouth of a river

the **end of a river**, where the sea begins

river basin/  
drainage basin

the area of land from which **water has drained into a river**

watershed

the **edge of a river basin**

waterway

a **route within a river that is used by people** for travelling along, for pleasure, for travel or for trade



# The Anglo Saxons, the Scots and the Vikings

## KEY VOCABULARY

Anglo-Saxon

Viking

kingdom

Scots

Picts

migration

settlement

raid

trade

invasion

Pagan

Danelaw

danegeld

a mix of people from **Germany, Denmark and the Netherlands** who came to live in England during the 5th Century (the three biggest tribes were the **Angles**, the **Saxons** and the **Jutes**)

**people of Scandinavian origin** who travelled by sea and raided, invaded and settled in Europe from the 8th century

a country or place **ruled by a king or queen**

**people who lived in Scotland** (previously thought to have migrated from Ireland)

**early settlers in Scotland** who fought with the Romans

where people **move from one place to live in another place**

a place **where people live**, and sometimes work

an **unexpected attack** where an enemy comes to steal and/or destroy

**buying and selling** goods or services

to **enter a country or place by force** with the intent of taking over

a word used to describe **people who believe in many gods and goddesses**

the area of **northern and eastern England** ruled by the Vikings

money, or goods, **paid by the Anglo-Saxons to the Vikings** to stop them invading more places

## KEY PEOPLE



King Cnut (Canute)

a Viking king who ruled Denmark, England and Norway



Edward the Confessor

an English king who built the original Westminster Abbey



Alfred the Great

ruled the kingdom of Wessex and fought back against the Vikings in Britain



Kenneth MacAlpin

King of the Picts who, according to national myth, was the first king of the Scots



Bede (Bede the Venerable)

a monk who wrote about life in Anglo Saxon England



Ethelred the Unready

English king who paid the Vikings to stop them attacking



William the Conqueror

defeated Harold Godwinson at the Battle of Hastings, 1066, and became King of England



the Romans leave Britain

410 CE



Angles, Saxons and Jutes begin to settle in England

449-450 CE



St. Augustine brings Christianity to England from Rome

597 CE



first recorded Viking attack in England

789 CE



Vikings raided the monastery of St Cuthbert on Lindisfarne

793 CE



Alfred the Great rules Wessex

871-899 CE



King Cnut rules England

1016-1035 CE



Edward the Confessor died: William of Normandy (The Conqueror) wins at the battle of Hastings

1066 CE

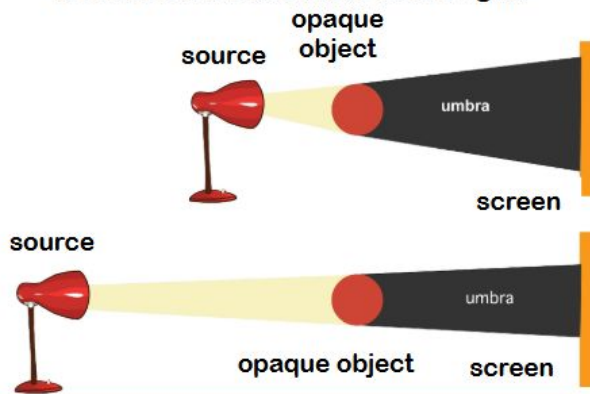
# Knowledge Organiser: Light

Careers connected to light:

optometrist, optic scientists, lighting engineer

## Size of a shadow changes

A shadow is caused when light is blocked by an opaque object. A shadow is larger when an object is closer to the light source. This is because it blocks more of the light.



## Mirrors and reflection

Mirrors reflect light very well, so they create a clear image. An image in a mirror appears to be reversed. For example, if you look in a mirror and raise your right hand, the mirror image appears to raise its left hand.

**TRANSPARENT**  
ALL light passes through



**TRANSLUCENT**  
SOME light passes through

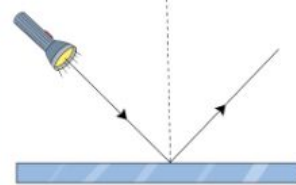


**OPAQUE**  
NO light passes through



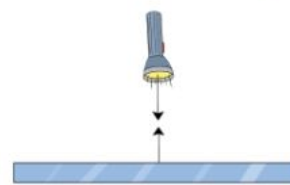
## Light is reflected from surfaces

Light from the torch hits the object.



regular reflection

The light is reflected from the object.



irregular reflection

## Key Facts

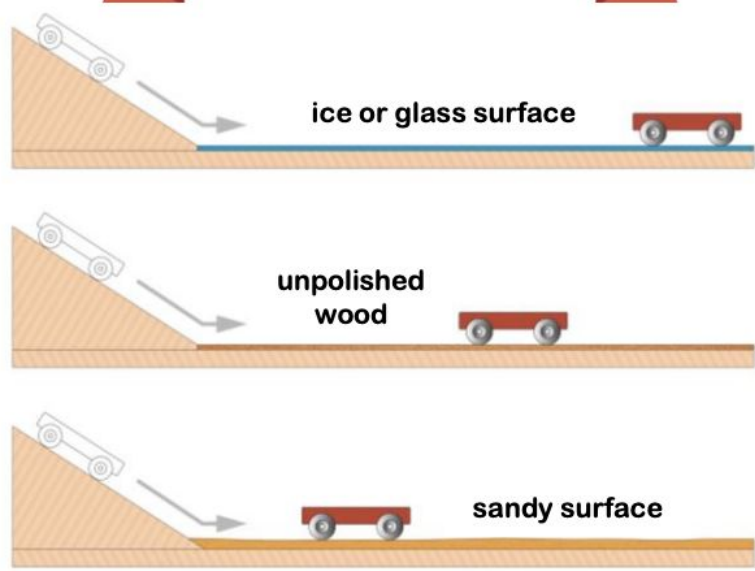
We need light to be able to see things. Light travels in a straight line. When light hits an object, it is reflected (bounces off). If the reflected light hits our eyes, we can see the object. Some surfaces and materials reflect light well. Other materials do not reflect light well. Reflective surfaces and materials can be very useful. Remember the Sun can be dangerous.



# Knowledge Organiser: Forces and Magnets

Careers connected to plants:  
conservation scientist, floriculturist, organic farmer

## Friction



## Forces

- Forces act in opposite directions to each other.
- When an object moves across a surface, **friction** acts as an opposite force. Friction is a force that holds back the **motion** of an object.
- Some surfaces create more friction than others, meaning that objects move across them more slowly.
- On a ramp, the force that causes the object to move downwards is gravity.
- Objects move differently depending on the **surface** of the object itself and the surface of the **ramp**.

## non-magnetic

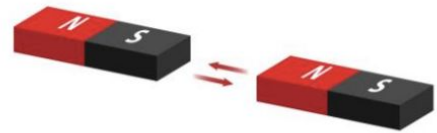


## magnetic

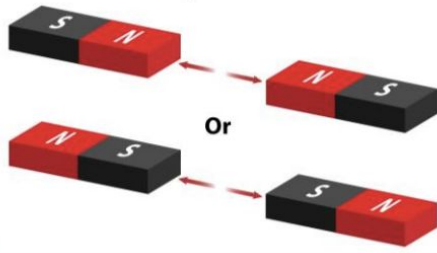


## Magnetic Forces

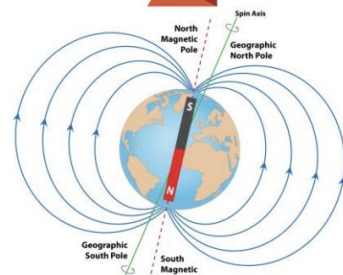
### Attraction



### Repulsion



## How do magnetic poles work?



The ends of a magnet are called poles. One end is called the north pole and the other end is called the south pole. Opposite poles attract; similar poles repel. If you place two magnets so the south pole of one faces the north pole of the other, the magnets will move towards each other. This is called attraction. If you place the magnets so that two of the same poles face each other, the magnets will move away from each other. They are repelling each other.

each other. This is called attraction. If you place the magnets so that two of the same poles face each other, the magnets will move away from each other. They are repelling each other.

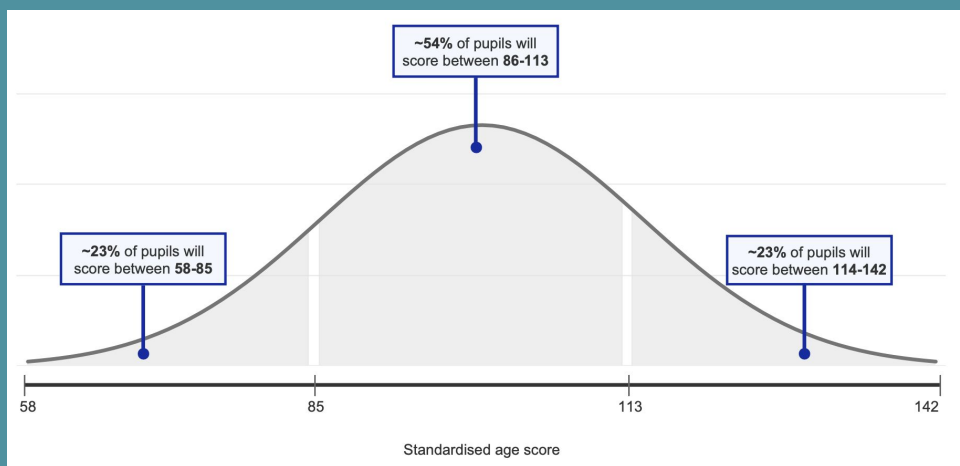
# Assessments

## Spring Term

### Understanding Standardised Scores

Pupil performance in assessments is measured using a standardised age score (SAS). Standardised age scores can range from 58 at the lowest end, to 142 at the highest end. The average standardised age score is 100. Please note that a child's score is an indication of their ability on any one occasion, as performance can be affected by a number of factors and should be considered together with other indicators of ability. The graph below shows a normal distribution of standardised age scores. Standardised age scores allow for a fair comparison of results, as they take into account:

- The number of questions answered correctly
- The difficulty of the questions answered
- The pupil's age at the time of assessment
- The pupil's performance compared to a national sample



### Assessments taken by Form 3 children at Orchard House School in the Spring Term

#### NGRT (New Group Reading Test)

This is a standardised, adaptive, termly assessment to measure reading and comprehension skills against the national average. It is used to identify where intervention may be needed and to monitor progress made. This test will be taken termly in its digital form during the 3rd-4th week of term during English lessons.

#### NGST (New Group Spelling Test)

The New Group Spelling Test (NGST) is an adaptive, digital assessment which allows termly monitoring of spelling skills, benchmarked against the national average. Questions are delivered via audio and the assessment is adaptive – meaning that questions change based on pupil's responses, so more able pupils can be challenged while weaker pupils are kept engaged. This test will be taken termly in its digital form during the 3rd-4th week of term during English lessons.

#### New PUMA (Progress in Understanding Mathematics Assessment)

This is a standardised, paper based termly mathematics assessment. It is used to track progress over a year and enables teachers to identify gaps in learning at strand level and therefore inform future teaching. It is taken in the 6th - 7th week of term during Maths lessons.