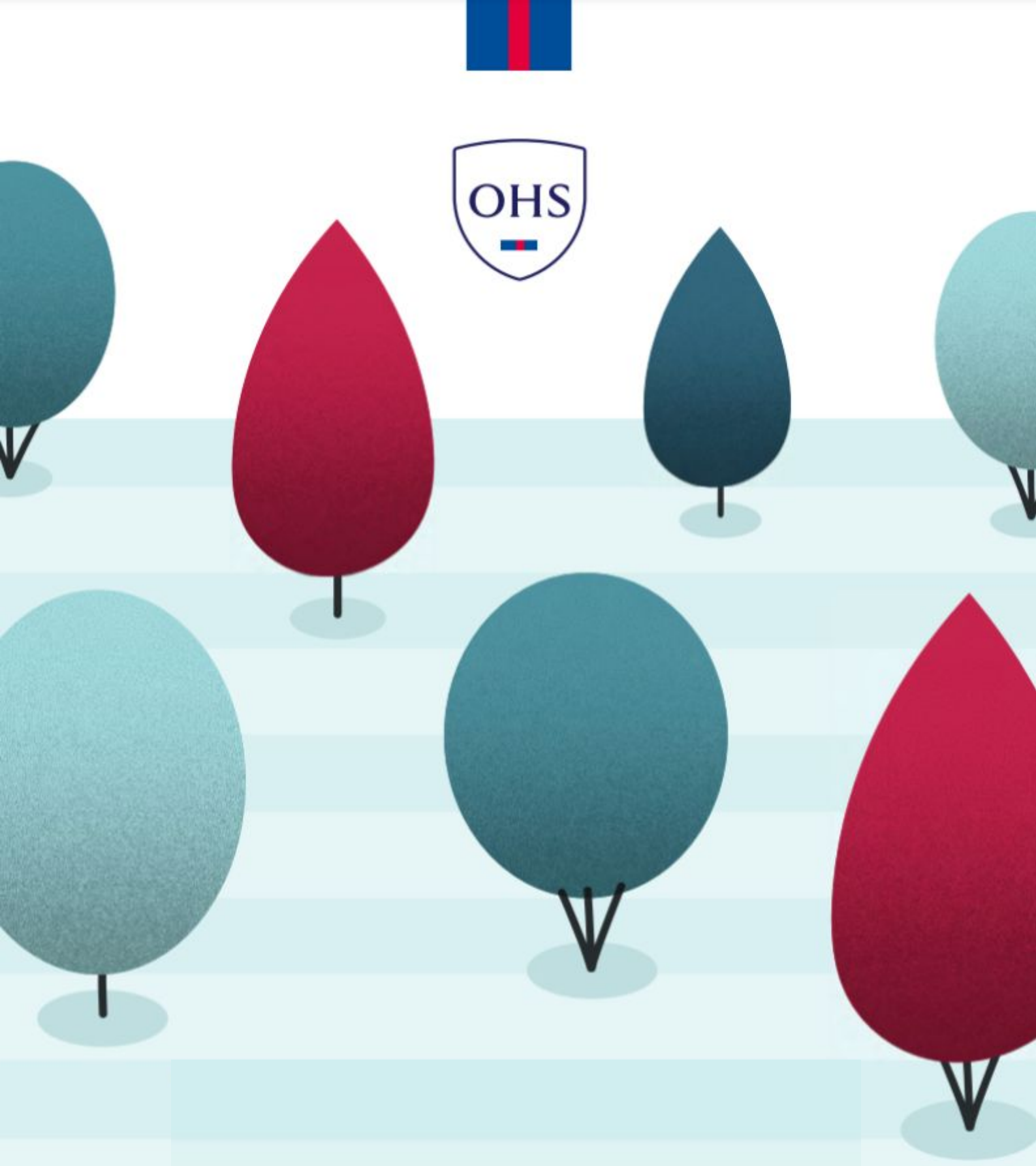


Learning in Form 3
Summer 2025

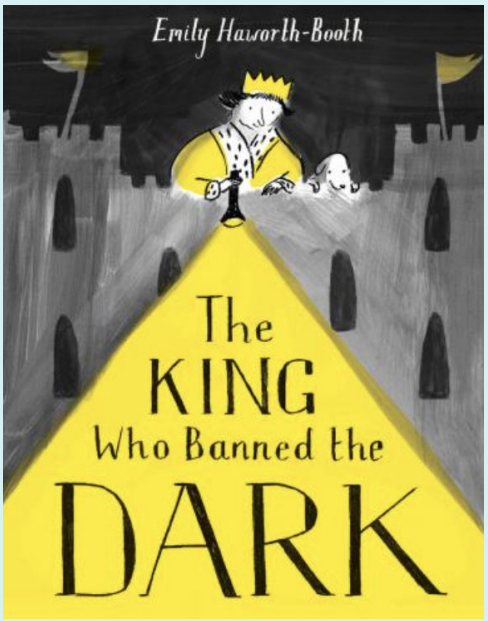
CONTENTS

Overview of Summer Term Curriculum Form 3

	Summer 1	Summer 2
English	**The King Who Banned the Dark** by Emily Haworth-Booth **Tales of Wisdom and Wonder** by Hugh Lupton	**Krindlekrax** by Philip Ridley
Mathematics	**Place Value, Addition and Subtraction, Multiplication and Division, Fractions and Shape**	
Science	**Plants**	**Rocks**
Knowledge (History)	**Law and Power (1154-1272**	**The Wars of the Roses**
Knowledge (Geography)	**Western Europe**	**Asia: India and China**
Art	**Architecture**	**Modern Architecture**
STEAM	**CREST Superstar STEM Challenges**	**Squashed Tomato Challenge**

ENGLISH

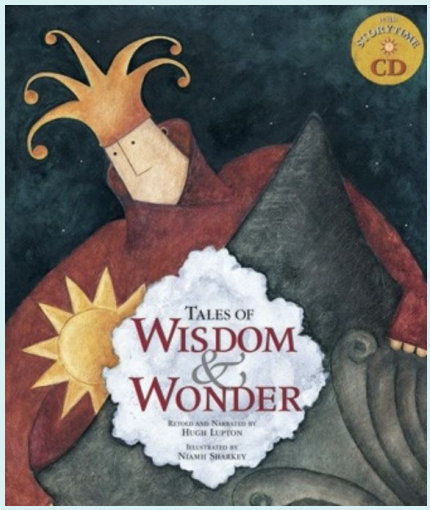
To support children to read and write with accuracy, we place high quality, challenging children's literature at the heart of our approach to English.



When a little boy grows up to be king, he decides to use his power to tackle his fear of the dark by banning it. His advisors persuade him that the best way to do this is by convincing the people that it was what they wanted anyway. They even plan a celebration of the dark ban with a grand fireworks display but maybe the people are not as susceptible as the king and his advisors believe... This debut picture book by Emily Haworth-Booth, in which the predominantly yellow colour palette lights up the darkness, has a strong underlying political and philosophical message very relevant for our

Potential Writing Outcomes : Thoughts and ideas around a text in response to what has been read or seen in the illustrations, letter writing , concept maps to explore story predictions and ideas , writing in role, journalistic writing , note-taking, text analysis, free verse poetry, performance of writing, balanced argument in a written letter, formal speech, book review and wwn narrative based on themes of the book

This collection of seven tales from around the world explores, through the art of storytelling, something of the rich culture and tradition of told stories and the lessons one can learn from them. The stories provoke discussion around aspects of the culture they represent, the morals and lessons that can be derived from the stories and the rich oral tradition of storytelling across the globe.



Potential Writing Outcomes: Poetry, story maps, fact files, instructions, writing in role, narrative descriptions, book making, diary entry

Krindlekrax is the name of a mysterious lizard that lurks under Lizard Street, where a boy named Ruskin lives. Ruskin is an unlikely hero (gentle, skinny and no footballer) but he is desperate to be chosen for the role of hero in the school play. The lives of Ruskin and Krindlekrax become entwined through the stories told by Corky, the school caretaker, and Ruskin's father whose job as zookeeper came to a mysterious end. As the story unfolds, Ruskin proves he can be a worthy hero after all. This is a humorous, fast-paced read with vividly painted characters and events. The text is strongly patterned, which aids prediction, and the book is structured in short chapters, making it an accessible and quick read.

Potential Writing Outcomes : Writing in role: letter writing, thought bubbles, diary entry, letter to an agony aunt Magazine interview Non-chronological report Narrative recount

SPELLING

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

Revision of Sounds from the Autumn and Spring Terms :

Focus	Example Words
Adding the prefixes **dis-** and **in-**	Invisible, incapable, incomplete, independent, dishonest, disagree, disappear, disapprove
Adding **im-** to root words beginning with **m** or **p**	impossible, imperfect, immature, impolite, impatient
Adding the suffix **-ous**	Enormous, fabulous, hazardous, famous, dangerous, mountainous, poisonous
Adding the suffix **-ly**	Humbly, carefully, finally, completely, nicely, rudely, comically, giggly
Words ending in **-ture**	Adventure, mixture, future, picture, furniture, creature, capture, nature, temperature
Adding **-ation** to verbs to form nouns	Preparation, information, plantation, temptation, exploration, explanation, realisation
Words with **c** sound spelt **ch**	Chemist, character, echo, chorus, mechanic, chaos, mechanic, stomach
Homophones	Where, wear, week, weak, grate, great, bear, bare, write, right
Orange words (tricky words to learn)	Answer, island, February, length, strength, business
Words with the ***sh*** sound spelt **ch**	Chef, chalet, chandelier, chute, machine, brochure, moustache, parachute
Adding the suffix **-ion**	Education, collection, invention, action, attraction, celebration, exaggeration, concentration
Adding the suffix -**ian**	Magician, electrician, musician, optician, politician
Adding the prefix **re-**	Redo, rewrite, replay, rebuild, rearrange, reappear , reheat, reconnect, recycle, replace, renew
Adding the prefix **anti-**	Anticlockwise, antiseptic, antisocial, antifreeze
Adding the prefix **super-**	Supersonic, superhero, superstar, supermarket, supersize, superhuman
Adding the prefix **sub-**	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 Summer 1
21/04/25	**Addition and Subtraction:** Mentally add/subtract 1-digit numbers
28/04/25	**Multiplication and Division:** Partition to double, halve, multiply using the grid method
05/05/25	**Fractions:** Fractions of amounts; Fractions as operators and as numbers
12/05/25	**Addition and Subtraction:** Add / subtract multiples of 10, near multiples **Shape:** Identify, describe and sort 3D shapes
19/05/25	**Addition and Subtraction**: 3-digit expanded and compact addition

Week commencing	Learning Objectives for Summer 2
02/06/25	**Multiplication and Division:** Solve scaling problems; Divide numbers just beyond times tables
09/06/25	**Shape :** Right angles as turns; angles in 2D shapes
16/06/25	**Addition and Subtraction:** Subtract large numbers using counting up
23/06/25	**Fractions:** Add/ Subtract fractions with the same denominator **Place Value :** PV in 4 digit numbers
30/06/25	**Addition and Subtraction :** Revise expanded and column addition Efficient strategies for mental addition/subtraction
07/07/25	**Multiplication and Division:** Gain fluency using multiplication & division

MATHEMATICS

CALCULATION METHODS

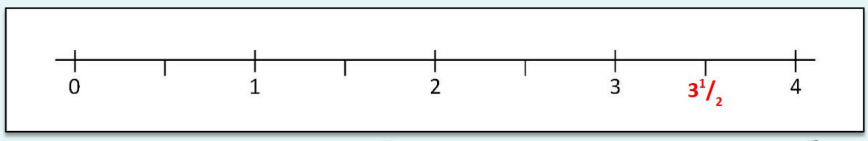
Below you will find a reference for some of the methods used to teach the the mental and written calculation aspects of mathematics this term.

Multiplication and Division
Begin to Multiply Using the Grid Method

Let's look at how we multiply 14 by 3 using the grid method.

x	10	4	
3	30	12	**42**

Fractions
Fractions as Operators and Numbers

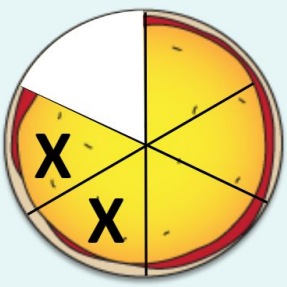


Let's count in steps of $^1/_2$ on this number line.

Where does $3^1/_2$ belong on the line?

Remember **fractions** can be **numbers** (positions on the number line) and **operators** (to find a proportion of an amount) e.g. 100m is half way through a 200m race... '100 is $^1/_2$ of 200').

Fractions
Add and Subtract Fractions with the Same Denominator



This pizza was in 6 slices and one has already been eaten so we start with $^5/_6$.

Ali eats $^2/_6$.

How much of the pizza is left?

$^5/_6 - {}^2/_6 = {}^3/_6$

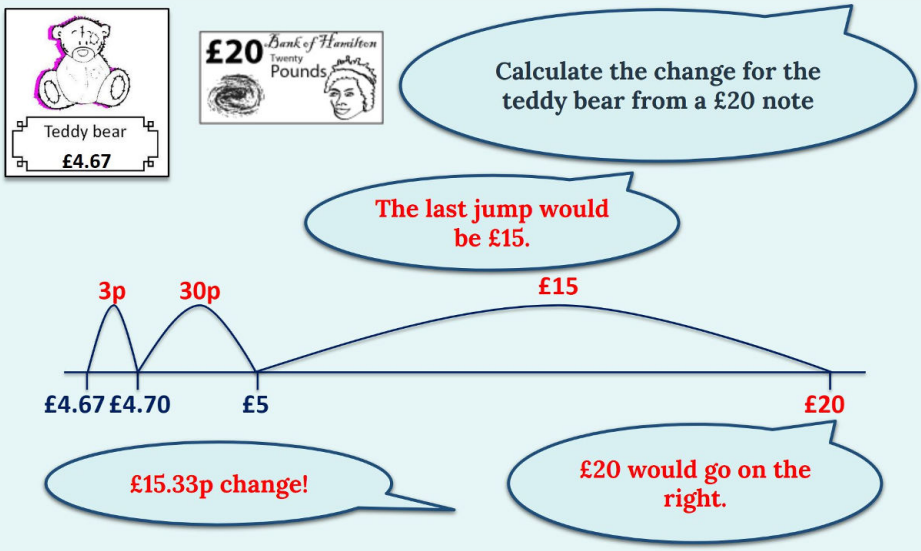
What's another way to write $^3/_6$?

MATHEMATICS

CALCULATION METHODS

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

Addition and Subtraction
Subtract Large Amounts by Counting Up



Division and Multiplication
Scaling Problems

How much of each ingredient is needed to make 10 jugs of lemonade.

LEMONADE

x10 = 30 lemons
x10 = 1500g
x10 = 10 litres

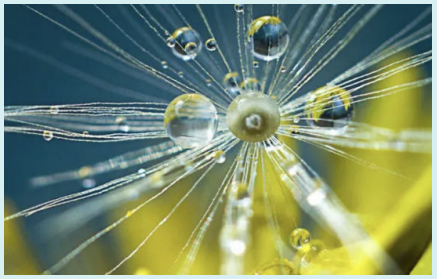
1500g is 1kg and 500g, or 1½ kg (1½ bags of sugar!).

SCIENCE

Plants

During this unit, the children will:

- Compare the effect of different factors on plant growth.
- Describe the functions of different parts of a flowering plant and how they are used in photosynthesis.
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of flowering plants.
- Understand the pollination and the ways in which seeds are dispersed.
- Compare the effect of different factors on plant growth.



Rocks

During this unit, the children will:

- Explore the formation and properties of igneous rocks.
- Explore the formation and properties of sedimentary and metamorphic rocks.
- Weathering and the suitability of rocks for different purposes.
- Explore how water contributes to the weathering of rocks.
- Understand how fossils are formed .
- Explore different types of soil.

GEOGRAPHY

Western Europe	
Topic	**Knowledge Goals**
Countries and Settlements in Western Europe	• The countries in Western Europe include; France, Germany, the Netherlands, Belgium, Switzerland, Luxembourg and Austria. • Important cities in Western Europe include; Paris, Berlin, Brussels, Vienna, Bern and Amsterdam. • The Atlantic Ocean borders most of Western Europe.
Climate of Western Europe	• Western Europe has a temperate climate which means it doesn't get extremely hot or cold. • In Western Europe it rains enough for lots of different plants to grow. • A climate graph can tell us about the temperature and rainfall over a year.
Trade in Western Europe : What do people make, buy and sell?	• Countries in Western Europe trade with each other. • Countries in Western Europe make products and sell them to other countries. • Countries in Western Europe buy products from other countries.
France	• France is in Western Europe. • Paris is the capital of France. • France has diverse landscape including sandy beaches, green fields and snowy mountains.
A comparison of London and Paris	• London and Paris are both capital cities in Europe. • The River Thames flows through London and the River Seine flows through Paris. • London and Paris have famous landmarks including Big Ben (London) and the Eiffel Tower (Paris).

Asia: India and China	
Topic	**Knowledge Goals**
Location of India and China	• India and China are both located in Asia. • Many people live in India and China. • New Delhi is the capital of India and Beijing is the Capital of China
Human and Physical Geography of India	• To know that India's physical geography includes mountains, desert and jungle. • To know India has a range of different climates. • To know India has a large population of 1.3 billion.
Rivers of India	• China is the biggest country in the world with a very large population. • 20% of China is desert, including the Gobi desert. • A plateau is a high area of flat land.
Human and Physical Geography of China	• An ancient civilisation grew in the Indus Valley which gave India its name. • The Ganges is sacred to Hindus and pilgrims bathe in its waters. • The Ganges and Indus rivers provide fertile soil and water for farming nearby.
The Great Wall of China	• Qin Shi Huangdi was the first Emperor of China. • Qin Shi Huangdi ordered that a wall was built to protect China from invaders. • The building of the Great Wall of China went on for longer than Qin Shi Huangdi's lifetime.

History

Law and Power

Topic	Knowledge Goals
Henry II and English Common Law	• Henry II used Royal Justices (Judges) to travel the country to make sure local courts were following Common Law. • During the middle ages, legal cases were often decided by 'Trial by Ordeal' • Henry established the use of the Jury of Presentment
Henry II and Thomas Becket	• Henry II made his friend, Thomas Becket, Archbishop of Canterbury. • Henry II and Thomas Becket argued over the power of the Church. • Henry II said 'will no one rid me of this turbulent priest?' and some of Henry's knights killed Becket
The Crusades and Richard the Lionheart	• Christian European kings wanted to win control of the 'Holy Land' • The Holy Land is significant to Muslims, Jews, and Christians because it contains important religious sites. • Richard I a Christian King fought Saladin a Muslim Leader.
King John and the Magna Carta	• Whilst Richard I was away fighting in the Holy Land, his brother John began to rule as king. • When Richard died, he became King John. • King John is remembered as being a troublesome king. King John was forced to agree with promises in the Magna Carta in 1215.
Simon de Montfort	• Henry III fought the barons at the Battle of Lewes, and Simon de Montfort defeated and imprisoned the King. • Simon de Montfort asked every county in England to send two people to represent them at a meeting. • This meeting was called a 'Parliament', from the French word 'parler' which means 'to talk'.

The War of the Roses

Topic	Knowledge Goals
An Introduction to the Wars of the Roses	• The Wars of the Roses were fought between two families: The House of Lancaster (red rose), and the House of York (white rose). • It was a Civil War that lasted from 1455-1485 At the start of the Wars, Henry VI from the House of Lancaster was King. • The House of York wanted to seize power from him.
Henry VI vs. Edward IV	• Henry VI (House of Lancaster) was believed by many at the time to have the strongest claim to the throne • Henry VI suffered from poor mental health and lost wars and land against the French • Edward IV defeated Henry VI at the Battle of Towton and made himself king of England
Richard III and the Princes in the Tower	• When Edward IV died, his son became king. • Richard III locked away the princes in the Tower of London. He said this was to keep them safe. • Richard has been accused of killing Edward IV's sons—his own nephews—so that he could become king.
The Battle of Bosworth Field	• Henry Tudor was a Lancastrian from Wales, who killed Richard III at the Battle of Bosworth Field. • Henry Tudor became Henry VII, the first Tudor King. • Richard III's remains were found in 2013 near the location of Bosworth Field.
Henry VII and the Tudors	• Henry VII was the first Tudor King • Henry VII, a Lancastrian, married the daughter of Edward IV from the House of York. • This union between the two warring houses, Lancaster and York, was represented in the Tudor Rose.

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.

CREST Super Star Challenges

Band Rollers: This activity is designed to get children thinking about design, energy, forces and motion.

Fantastic Fingerprints: The investigators have been given a news article about fingerprints. Teachers at Startown Primary School are wondering if they can use fingerprints to identify the students. Are the students' fingerprints that different?

Fossil Folly: Dina Digg isn't sure how to put together a dinosaur in the right way. Can the children help to work out the best orientation?

Camouflaged Creatures: During this activity, children will think about the different types of camouflage that animals use, test different camouflage patterns against different backgrounds and present their findings to the rest of the group.

Kite Calamity : Through this activity Form 3 will design and test models to come up with the best kite and make a model kite that will fly.

Recycle, Reuse: Form 3 will think about why we recycle paper and try different ways of making their own paper by recycling waste paper.

The Squashed Tomato Challenge

In Nepal many farmers living on the mountainside grow tomatoes and sell them to earn a living. The problem is getting to market involves a long, dangerous walk down the mountain side and at the end of which the tomatoes may well be a bit squashed.

Children are challenged to design, build and test a way of moving tomatoes that won't squash them!

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.

Relationships	Changing Me
Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

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

Debating Planet	Topic : How Humans Should Be Theme: Equality
	Topic : How Humans Should Be Theme: Scales of Justice
	Topic : How Humans Should Be Theme: Right and Wrong
	Topic : How Humans Should Be Theme: How We Run the World
	Topic : How Humans Should Be Theme: Prejudice
	Topic : How Humans Should Be Theme: I Want to Break Free
The Fairest Teacher of Them All	An enquiry based on the themes of fairness and equality.
The Problem of Evil	An enquiry exploring beliefs and why bad things happen in the world.
Ah - Ha!	A light hearted puzzle poem to spark discussion on what we say out loud and how we say it.

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.

Summer 1 Architecture	Summer 2 Modern Architecture
Key Vocabulary: architect, pillar or column, dome, materials, symmetrical, asymmetrical, in relief, in the round, frieze, mosaic, tower	**Key Vocabulary: architecture, design, traditional architecture, architect, modern architecture, innovative, function, feature, materials, process, construction**
<u>The Leaning Tower of Pisa</u> • To learn about lines and use different types of lines to add details to the Leaning Tower of Pisa. • To learn about space and create a background to show the area behind my tower and add flowers to the foreground. • To learn about form and make the tower 3D instead of flat. <u>Clock Tower</u> • To learn about shapes and use both flat and 3D shapes to create a clock tower. • To learn about patterns and decorate the clock tower with designs made from repeated shapes and lines. • To learn about and use paper folding to give my freestanding clock tower form.	<u>Skyscraper Line Drawing- Inspired by Franz Jr.</u> • To learn about space and create a cityscape with depth by drawing the sides of my buildings with angled lines so they look 3D and overlapping my buildings. • To learn about lines and draw skyscrapers by observing the contour line of these buildings. • To learn about repetition and create artwork that is active and unified by using the repeating shapes of squares, rectangles and circles. <u>Adobe Chalk Landscape of New Mexico</u> • To learn about line and shape and draw Mexican adobes using oil pastel. They will know they have it when the adobes overlap, giving the illusion of space. • To learn about landscapes, and include a foreground, middle ground, and background, clearly defined with a horizon line. • To learn about colour and use chalk pastels to colour the landscape and outline the drawing to create contrast between the lines and the colored background.

BEYOND THE ORCHARD

SPORT

PHYSICAL EDUCATION

Summer 1:Athletics

- To understand the different aspects of an athletics warm up.
- To revisit sprinting and to understand the main teaching points.
- To introduce sprint starts.
- To understand the phases of a long jump.
- To revisit relays and how a baton changeover works.
- To understand the key teaching points for the throwing type 'push'
- To understand what pacing means and why it is important in middle and long distance running.

Summer 2: Tennis & Padel tennis

- Develop basic hand-eye coordination.
- To develop forehand and backhand techniques.
- To understand the teaching points for a volley.
- To introduce the concept of the serve.
- To look at basic rallying.
- To be able to return a forehand and backhand from a teacher's or partner feed.
- Introduction of simple match play for both sports.

GAMES

Cricket

- To participate in various cricket formations including 3 T cricket, pairs cricket.
- To develop throwing and catching practise
- To understand How to hold a bat
- To improve and understand different batting technique
- To develop bowling technique.
- To understanding fielding and positional play
- To participate in competitive games.

BEYOND THE ORCHARD

Computing

Creating media: Video trailers
Developing filming and editing video skills through the storyboarding and creation of book trailers

Data handling: Comparison cards databases
By learning about records, fields and data, the children further explore the concepts of sorting and filtering.

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

Music & Performing Arts

Drama

During the Summer term, Form 3 will develop a range of drama strategies, including freeze-frame, tableau and hot seating, developing their understanding of various texts through engaging in a range of creative and imaginative role-play situations. Children will develop their ability to work independently and collaboratively in groups, whilst continuing their exploration of character through voice and movement.

Music
Form 3 will continue to benefit from the Wider Musical Opportunities scheme where they are introduced to instruments such as the violin, recorder, trumpet, flute, clarinet and trombone during a 30 minutes group lesson by one of our visiting music teachers. In addition, they will also receive a class music lesson encompassing singing and music appreciation and consolidate their knowledge and understanding of rhythm and music notation.

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:

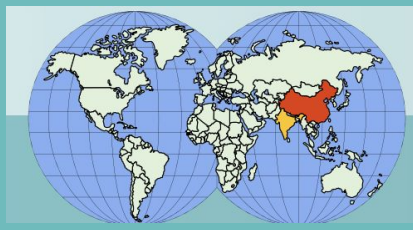
- Key vocabulary and technical terms
- Images such as maps, diagrams or photographs
- A timeline
- Famous quotations
- Essential knowledge laid out in easily digestible chunks

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.

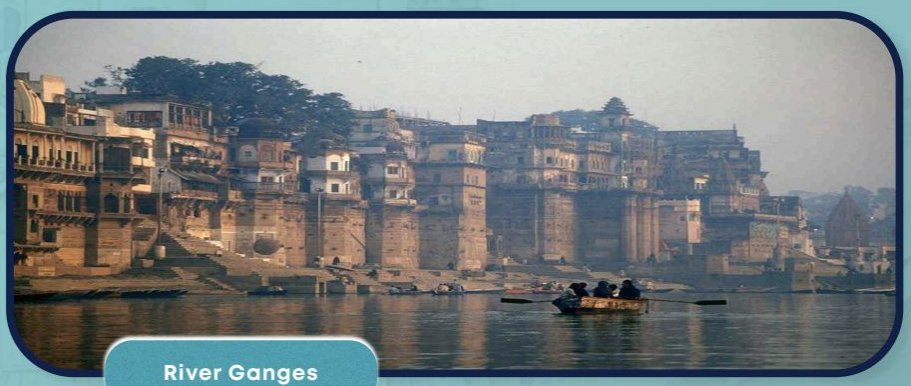
How You Can Use Knowledge Organisers to Help Your Children with Their Learning.

- Using them as a springboard for discussion - Talk to your child about what's on the knowledge organisers.
- Quizzing - Crucially, all information 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.



Asia: India & China

- population: 1.44 billion
- capital city: New Delhi
- main language: Hindi हिंदी लेखन
- main religions: Hinduism, Islam, Buddhism & Sikhism



River Ganges

- population: 1.42 billion
- capital city: Beijing
- main language: Mandarin 普通话写作
- main religions: officially Atheist

Great wall of China

KEY VOCABULARY

Taj Mahal	one of the **most famous monuments in India**: built by Shah Jahan in 1653 as a tomb for his wife
Indus River	one of the **longest rivers in Asia**: travels through China, India and Pakistan
Indus Valley Civilisation	an **ancient civilisation** that flourished in the Indus River valley, from about 2500 to 1500 B.C
River Ganges	a river that runs through the north-east of India: the Ganges is a **sacred river** in the Hindu religion
Great Wall of China	a **defensive wall** built through China to protect it from invaders
Qin Shi Huangdi	the **First Emperor of China** who began the construction of the Great Wall

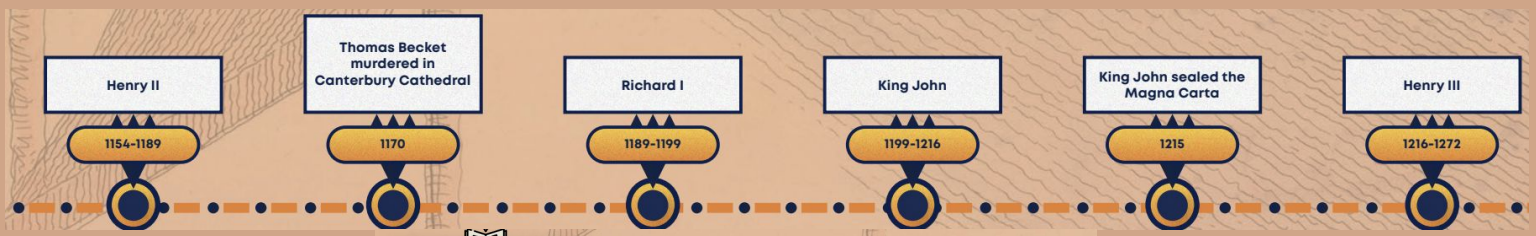
Western Europe

France	Germany	Belgium	Switzerland	Austria	the Netherlands	Luxembourg
capital city: Paris	capital city: Berlin	capital city: Brussels	capital city: Bern	capital city: Vienna	capital city: Amsterdam	capital city: Luxembourg City
language(s): French	language(s): German	language(s): French and Flemish	language(s): German, French and Italian	language(s): German	language(s): Dutch and English	language(s): French, German, Luxembourgian

KEY VOCABULARY

climate	the **weather conditions** in an area over a long period of time
temperate climate	a climate where the conditions **do not get extremely hot or extremely cold**
trade	**buying and selling** things, e.g. food, machines, books
import	**buying** things from other countries
export	**selling** things to other countries
agriculture	the **farming** of plants and/or animals
the Alps	a large **mountain range** located in Western Europe

Law and Power



KEY VOCABULARY

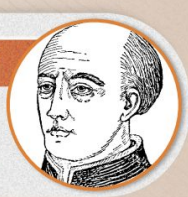
jury	a group of people that **make a decision on someone's guilt** based on evidence given
Rule of law	a **set of rules** that must be followed
trial by ordeal	to decide someone's guilt by use of a **cruel test**
the Crusades	**a series of invasions** of Muslim controlled territory in the Holy Land by Christian armies
Holy Land	modern day **Israel and Palestine**
knight	a **king's soldier** who wore armour
tyrant	a **cruel ruler**
baron	a very **powerful and wealthy** landowner
burgh	a medieval **area of land**
Parliament	the highest legislature, consisting of the **Sovereign, House of Lords and the House of Commons**
Magna Carta	a **document of rules** sealed by King John in 1215

KEY PEOPLE

Henry II

know as the 'Father of English Common Law'

Archbishop of Canterbury



the head of the English church: Thomas Becket was the Archbishop of Canterbury from 1162-1170

Richard I

fought in the Holy Wars: known as Richard the Lionheart

King John

King of England from 1199-1216: he signed the Magna Carta in 1215

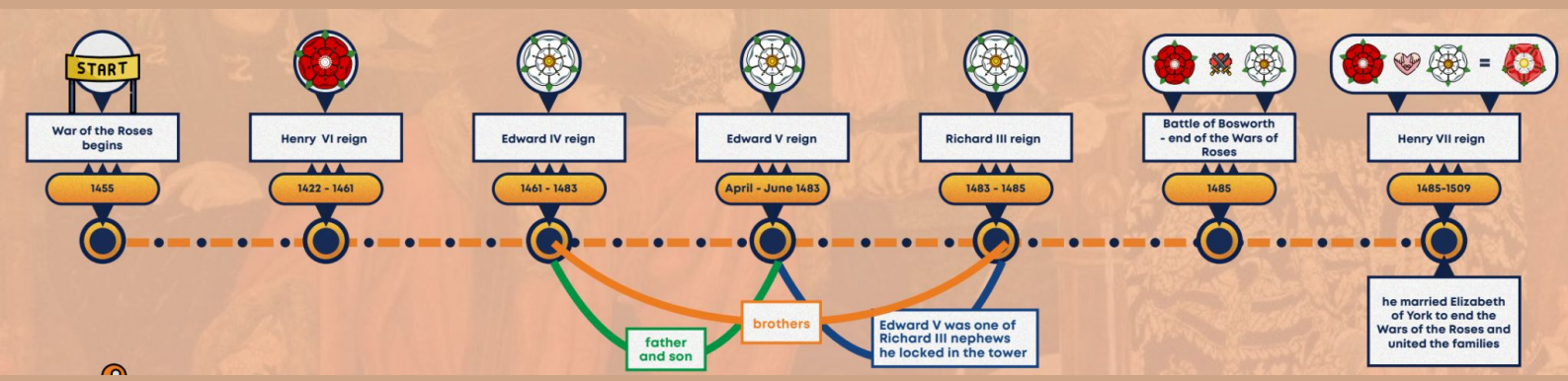
Pope

the head of the Catholic church: Pope Innocent III was the Pope between 1198-1216

Henry III

was captured by Simon de Monfort

The Wars of the Roses



KEY VOCABULARY

civil war	a war between people from the **same country**
House of York	branch of the English royal **House of Plantagenet** (three of its members became kings of England)
House of Lancaster	the other branch of the English royal **House of Plantagenet**
Wars of the Roses	civil wars for control of the throne of England: it was fought between **two rival branches of the royal House** of Plantagenet
Plantagenet	the name of the family which **all the kings of England from 1154 to 1485** belonged to

Plantagenet Monarchs:

Henry VI
1422 - 1461
39 year reign

Edward IV
1461 - 1483
22 year reign

Richard III
1483 - 1485
2 year reign

April - June 1483
Edward V
just over 2 month reign

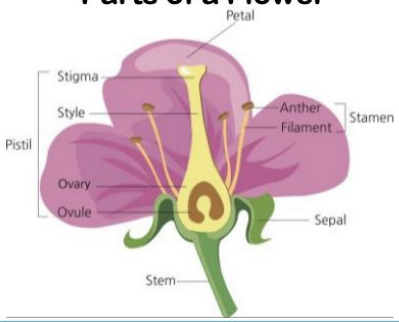
1485 - 1509
Henry VII
24 year reign

Knowledge Organiser: Plants

Rocket Words

fertiliser	substances added to the soil or sprayed on the leaves of plants to keep them well
potassium	a metal that is used in fertilising crops
chlorophyll	captures the sun's rays and creates sugary carbohydrates or energy, which allows the plant to grow
photosynthesis	the process in which green plants use sunlight to make their own food
xylem	carries water from the roots to all parts of the tree or plant
phloem	a tissue where substances can flow up and down to carry the food throughout the plant
anther	the part of a stamen that produces and contains pollen and is usually borne on a stalk
filament	the stalk of a plant stamen that bears the anther
stomata	tiny openings or pores, found mostly on the undersurface of a plant leaf and used for gas exchange
transpiration	the process of water movement in a plant
pollen	a fine powder produced by certain plants
nectar	a liquid produced by the flower of plants

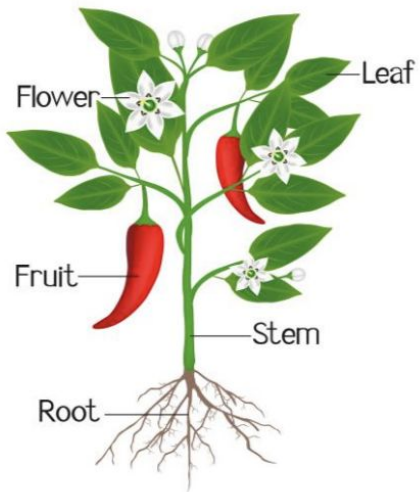
Parts of a Flower



Seed Dispersal

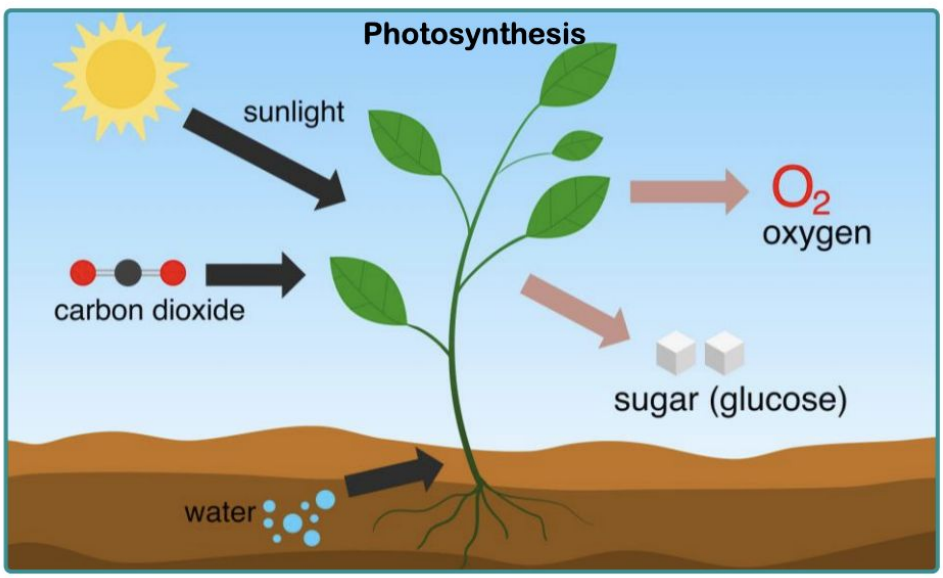
Life Cycle of a Plant

Parts of a Plant



1. The roots of a plant 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.
5. The fruit is the part of a flowering plant that contains the seeds.

Photosynthesis



Knowledge Organiser: Rocks

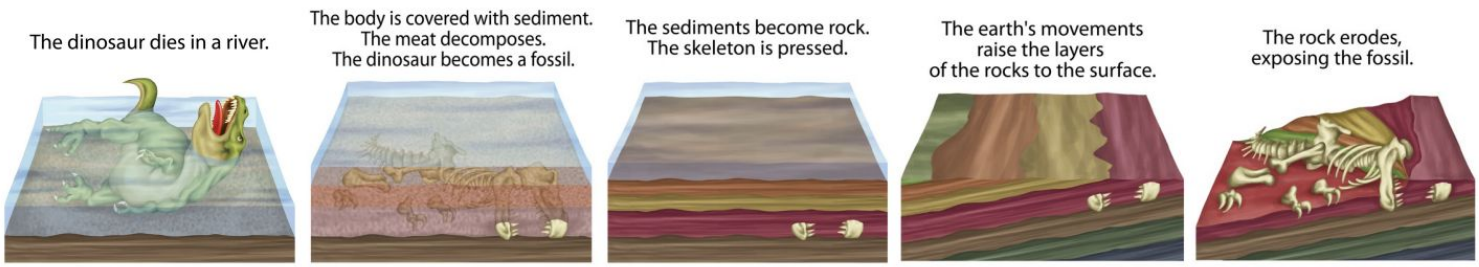
What is soil made from?

AIR – Oxygen, carbon dioxide, nitrogen
ORGANIC MATTER – Living and dead plants and animals.
WATER – Air and water fill the gaps between particles of soil.
MINERALS – Broken down rock.

chalk	flint	marble	limestone	sandstone	granite
					

Igneous Rock	Metamorphic Rock	Sedimentary Rock
		
Far underground the temperature is so hot, rock melts into a liquid (molten rock). When the liquid is underground, it is called magma and it can cool to form igneous rock.	**Metamorphic rocks are formed under the surface of the earth from the change (metamorphosis) that occurs under the intense heat and pressure (squeezing).**	**These rocks form under the sea. Rocks are broken into small pieces by wind and water (erosion). They settle as mud, sand, minerals and even remains of living things. Over time layers build up and the pressure turns this sediment into rock.**

How fossils are formed.



Assessments Summer 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 (depending on the test). 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. 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 Summer Term

PTM (Progress Test in Maths)

The Progress Test in Maths (PTM) is an attainment test that reflects current approaches to the assessment of Mathematics. Each test assesses key aspects of Maths appropriate to the age of the students, including Mental Maths for students. PTM measures students' mathematical skills and knowledge in areas such as number, shape, data handling and algebra, as well as their mathematical reasoning and problem solving. This paper based test yields both raw scores and standardised scores, which provides teachers with much useful information that can be used for both formative and summative purposes. This test will be taken in weeks 6-7 of the Summer term during Maths lessons.

PTE (Progress Test in English)

The Progress Test in English (PTE) is a test designed to assess each student's attainment in English. It is a paper based test and is tailored to the age of the child. For example, phonic knowledge and skills will be tested in the youngest age groups; spelling, punctuation and grammar will be tested in later years. This test will be taken in weeks 6-7 of the Summer term during English lessons.

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 paper 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.