Helping your child at home

a guide for parents

Year 3

Al Ameen Primary School

In the name of Allah, The Beneficent, The Merciful

Our vision is to develop confident well-mannered children who use their full potential and achieve their best. Children at our school will acquire the skills and knowledge required for them to live in modern Britain. Subsequently, they will become courteous, law abiding, proud and active citizens of a harmonious multi cultured society, drawing guidance from the Quran and the life of the Prophet (peace be upon him).

Assalamu Alaikum wa Rahmatullah

Thank you for taking time out to look through this guide for parents. This guide includes a wealth of information and we have put this together with the aim of keeping you informed of what we are teaching your children in school and how you can further support their learning at home.

Please note that we hold regular parent workshops which are very useful and give you practical strategies for helping your child.

We hope this guide is useful. If there is something you're not sure about, please do not hesitate to speak to us.

The following are covered in this guide:

- Curriculum content - As outlined in the government's Programmes of Study (core subjects)
- Curriculum content - As outlined in the government's Programmes of Study (foundation subjects)
- Curriculum maps (these are maps of the topics we will be teaching throughout the year)
- Helping your child read (a guide for parents)
- Phonics (a guide for parents)
- Recommended reading list – This is a list of age appropriate books we expect children to have read for each year group
- Helping your child with spelling (a guide for parents)
- Helping your child with writing (a guide for parents)
- Helping your child with maths (a guide for parents)
- Helping your child in the foundation subjects (a guide for parents)
- Knowledge organisers – These are a snapshot of what children have learnt for that particular topic. Currently, we have these for Science and Humanities.
- Staying healthy
- Tips for packed lunches
- Recommended websites
- School subscriptions – This is a list of subscriptions we use to aid the children's learning

All curriculum booklets and additional content can be found on our website: www.alameen.bham.sch.uk

Curriculum Content

English		
By the beginning of Year 3, your child should be able to independently and accurately, read a range of books. They should be able to understand words outside their normal everyday vocabulary. The aim is for them to become independent, fluent and enthusiastic readers who read widely and frequently with understanding and enjoyment. Your child will also continue to develop across the different strands of writing: imagination and ideas, audience and purpose, handwriting or typing, spelling, grammar, and punctuation.		
Word Reading	**Children will be taught to:**	
	1	apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
	2	read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Reading - Comprehension	**Children will be taught to:**	
	1	develop positive attitudes to reading and understanding of what they read by: ○ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks ○ reading books that are structured in different ways and reading for a range of purposes ○ using dictionaries to check the meaning of words that they have read ○ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally ○ identifying themes and conventions in a wide range of books ○ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ○ discussing words and phrases that capture the reader's interest and imagination ○ recognising some different forms of poetry [for example, free verse, narrative poetry]
	2	understand what they read, in books they can read independently, by: ○ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ○ asking questions to improve their understanding of a text ○ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ○ predicting what might happen from details stated and implied ○ identifying main ideas drawn from more than one paragraph and summarising these ○ identifying how language, structure, and presentation contribute to meaning
	3	retrieve and record information from non-fiction
	4	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Writing - Transcription	**Spelling**	
	Children will be taught to:	
	1	use further prefixes and suffixes and understand how to add them (English Appendix 1)
	2	spell further homophones
	3	spell words that are often misspelt (English Appendix 1)
	4	place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
	5	use the first two or three letters of a word to check its spelling in a dictionary
	6	write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far
	Handwriting	
	1	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
	2	increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

English		
Writing - Composition	**Children will be taught to:**	
	1	plan their writing by: ○ discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ○ discussing and recording ideas
	2	draft and write by: ○ composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) ○ organising paragraphs around a theme ○ in narratives, creating settings, characters and plot ○ in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
	3	evaluate and edit by: ○ assessing the effectiveness of their own and others' writing and suggesting improvements ○ proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
	4	proof-read for spelling and punctuation errors
	5	read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Writing – VGP*	**Children will be taught to:**	
	1	develop their understanding of the concepts set out in English Appendix 2 by: ○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ○ using the present perfect form of verbs in contrast to the past tense ○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ○ using conjunctions, adverbs and prepositions to express time and cause ○ using fronted adverbials ○ learning the grammar for years 3 and 4 in English Appendix 2
	2	indicate grammatical and other features by: ○ using commas after fronted adverbials ○ indicating possession by using the possessive apostrophe with plural nouns ○ using and punctuating direct speech
	3	use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

VGP = Vocabulary, Punctuation and Grammar

English - Appendix 2: Vocabulary, grammar and punctuation	
Year 3: Detail of content to be introduced	
Word	Formation of **nouns** using a range of **prefixes** [for example super–, anti–, auto–] Use of the **forms** a or an according to whether the next **word** begins with a **consonant** or a **vowel** [for example, a rock, an open box] **Word families** based on common **words**, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
Sentence	Expressing time, place and cause using **conjunctions** [for example, when, before, after, while, so, because], **adverbs** [for example, then, next, soon, therefore], or **prepositions** [for example, before, after, during, in, because of]
Text	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the **present perfect** form of **verbs** instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
Punctuation	Introduction to inverted commas to **punctuate** direct speech
Terminology for pupils	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Year 3 and 4 Word List				
accident	consider	group	notice	regular
accidentally	continue	guard	occasion	reign
actual	decide	guide	occasionally	remember
actually	describe	heard	often	sentence
address	different	heart	opposite	separate
answer	difficult	height	ordinary	special
appear	disappear	history	particular	straight
arrive	early	imagine	peculiar	strange
believe	earth	increase	perhaps	strength
bicycle	eight	important	popular	suppose
breath	eighth	interest	position	surprise
breathe	enough	island	possess	therefore
build	exercise	knowledge	possession	though
busy	experience	learn	possible	although
business	experiment	length	potatoes	thought
calendar	extreme	library	pressure	through
caught	famous	material	probably	various
centre	favourite	medicine	promise	weight
century	February	mention	purpose	woman
certain	forward(s)	minute	quarter	women
circle	fruit	natural	question	
complete	grammar	naughty	recent	

Mathematics		
The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting, and place value. This should involve working with numerals, words, and the four operations, including with practical resources (for example, concrete objects and measuring tools). At this stage, pupils should develop their ability to recognise, describe, draw, compare, and sort different shapes and use the related vocabulary. They will use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time, and money.		
Number & Place Value	**Children will be taught to:**	
	1	count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
	2	recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
	3	compare and order numbers up to 1000
	4	identify, represent and estimate numbers using different representations
	5	read and write numbers up to 1000 in numerals and in words
	6	solve number problems and practical problems involving these ideas.
Addition & Subtraction	**Children will be taught to:**	
	1	add and subtract numbers mentally, including: ○ a three-digit number and ones ○ a three-digit number and tens ○ a three-digit number and hundreds
	2	add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
	3	estimate the answer to a calculation and use inverse operations to check answers
	4	solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Multiplication & Division	**Children will be taught to:**	
	1	recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
	2	write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
	3	solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
Fractions	**Children will be taught to:**	
	1	count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
	2	recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators
	3	recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
	4	recognise and show, using diagrams, equivalent fractions with small denominators
	5	add and subtract fractions with the same denominator within one whole
	6	compare and order unit fractions, and fractions with the same denominators
	7	solve problems that involve all of the above.
Measurement	**Children will be taught to:**	
	1	measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
	2	measure the perimeter of simple 2-D shapes
	3	add and subtract amounts of money to give change, using both £ and p in practical contexts
	4	tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
	5	estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
	6	know the number of seconds in a minute and the number of days in each month, year and leap year
	7	compare durations of events [for example to calculate the time taken by particular events or tasks].
Geometry	**Properties of shapes**	
	Children will be taught to:	
	1	draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
	2	recognise angles as a property of shape or a description of a turn
	3	identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle
	4	identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
	Position and direction	
	Children will be taught to:	
	1	interpret and present data using bar charts, pictograms and tables
	2	solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

Science		
During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ○ asking relevant questions and using different types of scientific enquiries to answer them ○ setting up simple practical enquiries, comparative and fair tests ○ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ○ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ○ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ○ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ○ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ○ identifying differences, similarities or changes related to simple scientific ideas and processes ○ using straightforward scientific evidence to answer questions or to support their findings.		
Plants	**Children will be taught to:**	
	1	identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
	2	explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
	3	investigate the way in which water is transported within plants
	4	explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Animals Inc Humans	**Children will be taught to:**	
	1	identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
	2	identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Rocks	**Children will be taught to:**	
	1	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
	2	describe in simple terms how fossils are formed when things that have lived are trapped within rock
	3	recognise that soils are made from rocks and organic matter
Light	**Children will be taught to:**	
	1	recognise that they need light in order to see things and that dark is the absence of light
	2	notice that light is reflected from surfaces
	3	recognise that light from the sun can be dangerous and that there are ways to protect their eyes
	4	recognise that shadows are formed when the light from a light source is blocked by an opaque object
	5	find patterns in the way that the size of shadows change.
Forces and Magnets	**Children will be taught to:**	
	1	compare how things move on different surfaces
	2	notice that some forces need contact between two objects, but magnetic forces can act at a distance
	3	observe how magnets attract or repel each other and attract some materials and not others
	4	compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
	5	describe magnets as having two poles
	6	predict whether two magnets will attract or repel each other, depending on which poles are facing.

History at Key Stage 2	
Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content	
Children will be taught about:	
1	changes in Britain from the Stone Age to the Iron Age
2	the Roman Empire and its impact on Britain
3	Britain's settlement by Anglo-Saxons and Scots
4	the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
5	a local history study
6	a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
7	the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
8	Ancient Greece – a study of Greek life and achievements and their influence on the western world
9	a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Geography at Key Stage 2		
Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.		
Children will be taught to:		
Locational Knowledge		
1	locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	
2	name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	
3	identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	
Place knowledge		
1	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	
Human and physical geography		
1	describe and understand key aspects of:	
	a	physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
	b	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical skills and fieldwork		
1	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	
2	use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	
3	use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	

PE at Key Stage 2	
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.	
Children will be taught about:	
1	use running, jumping, throwing and catching in isolation and in combination
2	play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
3	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
4	perform dances using a range of movement patterns
5	take part in outdoor and adventurous activity challenges both individually and within a team
6	compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Art at Key Stage 2	
Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.	
Children will be taught:	
1	to create sketch books to record their observations and use them to review and revisit ideas
2	to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
3	about great artists, architects and designers in history

Computing at Key Stage 2	
A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.	
Children will be taught to:	
1	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
2	use sequence, selection, and repetition in programs; work with variables and various forms of input and output
3	use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
4	understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
5	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
6	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
7	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Lower Key Stage 2 Full Curriculum Map

Stage	Year	Term	History/ Geography	Art/ D & T	Science	Computing	PE	PSHE	Islamic	English	Maths
Lower Key Stage 2	Year 3	1a	Extreme Earth	Autumn	Forces and Magnets	Word Processing	Dance/ Movement: Extreme Earth	Who am I? Choices	5 Pillars: Prayer/ Beliefs	**Vehicle text:** The Iron Man **Narrative:** Approach Threat **Explanation:** How to capture the Iron Man	Place value within 1000 Addition and subtraction Multiplication and division
		1b	Rainforests	Insects	Plants	Drawing and Desktop Publishing	Gymnastics: Movement	Communities	Etiquettes: Character development	**Vehicle text:** Fox **Narrative:** Fable Narrative **Information:** Foxes	
		2a	Ancient Egypt	British Art & Artists	Rocks	Online Safety	Gymnastics: Shape	Health and hygiene	W Religions: Prominent people	**Vehicle text:** Rhythm of the rain **Narrative:** Setting narrative **Recount:** River Information	Multiplication and division Money Statistics Length Fractions
		2b	The Romans	The Great Bread Bake Off	Light	Programming Turtle Logo and Scratch	Striking and Fielding: Fundamentals	Feeling and relationships	Seerah: Hijrah (migration)	**Vehicle text:** Jemmy Button **Narrative:** Return narrative **Information:** Letters	
		3a	The UK	Let's Go Fly a Kite	Animals including Humans	Internet Research and Communication	Athletics	Mental health and emotional well-being	Prophets: Ibrahim, Ismail & Yusuf	**Vehicle text:** Egyptology **Narrative:** Egyptian Mystery **Instructions:** Secret Diary	Fractions Time Angles and properties and shapes Mass Capacity
		3b	Crime and Punishment	Juggling Balls	Scientists and Inventors	Presentation Skills	Invasion Games	Rules and laws	Campaigns	**Vehicle text:** Into the forest **Narrative:** Lost narrative **Recount:** Newspaper report	
	Year 4	1a	Somewhere to Settle	Autumn	Living Things and their Habitats	Word Processing	Dance/ Movement: Carnivals of the Animals	Who am I? Choices	5 Pillars: Fasting	**Vehicle text:** The whale **Narrative:** Setting narrative **Recount:** Newspaper report	Place value- 4 digit numbers Addition and subtraction Measure- perimeter Multiplication and division
		1b	Anglo-Saxons and Scots	Battery Operated Lights	Animals, including humans	Programming Turtle Logo and Scratch	Gymnastics: Movement	Communities	Etiquettes: Character development	**Vehicle text:** Leaf **Narrative:** Outside narrative **Information:** Polar bears	
		2a	All Around the World	Fruit & Vegetables	Scientists and Inventors	Online Safety	Dance/ Movement: Water	Health and hygiene	W Religions: Core beliefs	**Vehicle text:** Arthur and the golden rope **Narrative:** Myth narrative **Information:** defeating a Viking monster	Multiplication and division Measure- area Fractions Decimals
		2b	Vikings and Anglo-Saxons	Mechanical Posters	Electricity	Using and Applying Skills	Invasion Games	Feeling and relationships	Seerah: Post-hijrah	**Vehicle text:** The lost happy endings **Narrative:** Twisted narrative **Persuasion:** Letter	
		3a	What's it like in Sheffield	European Art & Artists	Sound	Animations	Athletics	Mental health and emotional well-being	Prophets: Yunus, Ayyub, Daawood & Sulayman	**Vehicle text:** The journey **Narrative:** Refugee narrative **Recount:** Diary	Decimals Money Time Statistics Geometry- angles and 2D shapes Geometry- position and direction
		3b	Riotous Royalty	Edible Garden	States of Matter	Scratch Questions and Quizzes	Outdoor Adventurous Activities	Rules and laws	Campaigns	**Vehicle text:** Manfish **Narrative:** Invention narrative **Recount:** Jacques Cousteau Biography	

First Aid

Year 3 = Bites & Stings and Calling 999

Year 4 = Asthma and Calling 999

Help your child with Reading

I SPY

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture ofa...? How many ... can you see?

Ask Questions

Ask questions about the story as you read it, e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it Fun

Enjoy reading together. Give characters funny voicesand engagewith the pictures. Make a game out of finding words that rhyme or start with the same sound.

Create

Use reading to inspire drawings or new stories.

Be Seen

Make sure you are seen reading. Keep books magazines at easy reach.

Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

Go Online

Look online & in app stores for appropriate word & spelling games.

Make Space

Have a special place or a certain time when you read together.

Read everything out loud

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...

anything that is close to hand!

All children will take two books home to read each week. One will be based on their book band as illustrated in this chart. The other will be a book they have chosen from the school library.

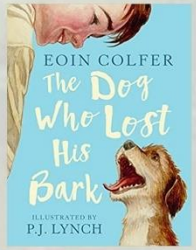
Children also take home reading logs and are expected to read every day for 10 – 15 minutes to a parent or older sibling. We request parents to make a note in their child's reading log after listening to them read.

Children will also have guided reading sessions as they progress through their grasp of phonics and will listen to their teacher read to them during storytime.

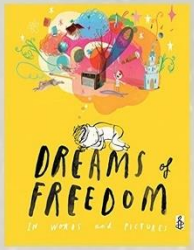
We have developed recommended reading lists for all children in our school and the list for year 3 is included below. Please work with your child and aim for them to complete reading all of the books in this list by the end of year 3.

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4–5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5–6 years old	5	Green
		6	Orange
		7	Turquoise
Year 2 / Primary 3	6–7 years old	8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7–8 years old	8	Brown
		9	
		10	
		11	
		12	Grey
		13	
		14	
Year 4 / Primary 5	8–9 years old	15	Dark blue
		16	
Year 5 / Primary 6	9–10 years old	17	Dark red
		18	
Year 6 / Primary 7	10–11 years old	19	
		20	

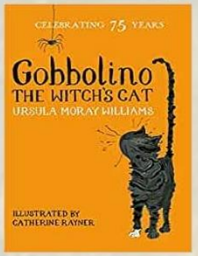
LKS2 YEAR 3



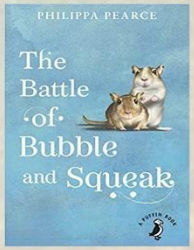
The Dog Who Lost His Bark
by Eoin Colfer
Patrick has wanted a dog of his own for a long as he can remember — and this summer, he longs for a buddy more than ever.



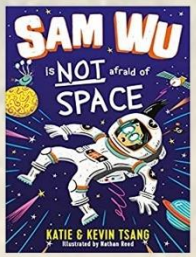
Dreams of Freedom
by Amnesty International
This book contains 17 quotations about many different aspects of freedom.



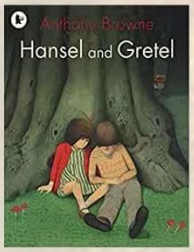
Gobbolino the Witch's Cat
by Ursula M Williams
No one could mistake Gobbolino for a simple kitchen cat, with his sparky whiskers and magic tricks...



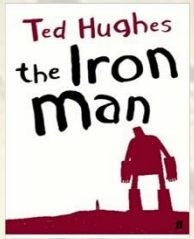
The Battle of Bubble and Squeak
by Philippa Pearce
Sid, Peggy and Amy adore the two gerbils, Bubble and Squeak, but their mother detests them.



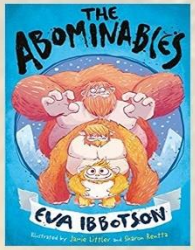
Sam Wu is NOT Afraid of Space!
by Katie Tsang
Sam Wu is not afraid of many things. Definitely not ghosts, sharks, the dark, spiders or EVEN zombies! But space, well ...



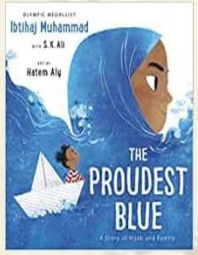
Hansel and Gretel
by Anthony Browne
This extraordinary book brings the classic childhood tale to a new generation



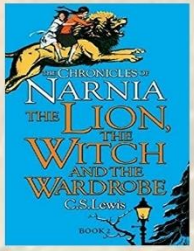
The Iron Man
by Ted Hughes
Mankind must put a stop to the dreadful destruction by the Iron Man and set a trap for him, but he cannot be kept down.



The Abominables
by Eva Ibbotson
When Agatha Farlingham is kidnapped by a yeti on a mountain in Tibet, she soon discovers that the hairy monster is clever and noble.

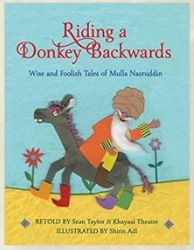


The Proudest Blue
by Ibtihaj Muhammad
It's Faizah's first day of school, and her older sister Asiya's first day of wearing hijab — made of a beautiful blue fabric. But not everyone sees hijab as beautiful.



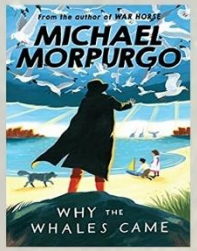
The Lion, the Witch and the Wardrobe
by C.S Lewis
Lucy has stumbled upon a marvellous land of fauns and centaurs, nymphs and talking animals.

Me and Mister P
by Maria Farrer
Meet Arthur and his brand new friend, Mister P - the world's most helpful(ish) polar bear!

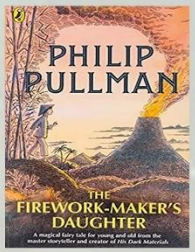


Riding a Donkey Backwards
by Sean Taylor
Why does Mulla Nasruddin spoon yoghurt into the river? What is the reason he rides his donkey backwards? Why does he paint a picture that is blank?

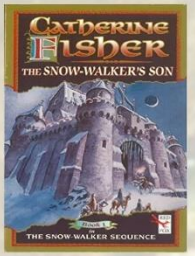
LKS2 YEAR 4



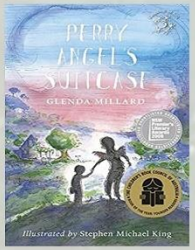
Why the Whales Came
by Michael Morpurgo
Gracie and her friend Daniel have always been warned to stay away from the Birdman and his side of the island. But then...



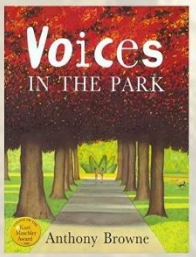
The Firework-Maker's Daughter
by Philip Pullman
Lila doesn't just want to be a Firework-Maker's daughter, she wants to be a Firework Maker herself.



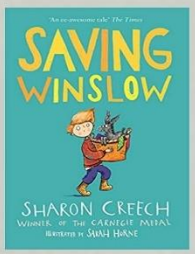
The Snow-Walker's Son
by Catherine Fisher
Jessa and Thorkil are banished by the evil witch Gudrun to the ice kingdom to the North.



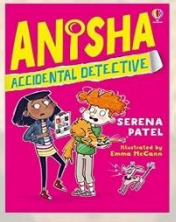
Perry Angel's Suitcase
by Glenda Millard
Perry arrives at the Kingdom of Silk one day , carrying only a small and shabby suitcase embossed with five golden letters.



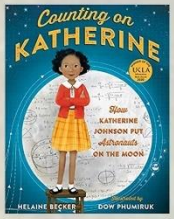
Voices in the Park
by Anthony Browne
Four different voices tell their own versions of the same walk in the park.



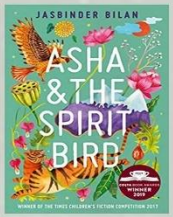
Saving Winslow
by Sharon Creech
Louie doesn't have the best luck when it comes to nurturing small animals - not even lightning bugs, worms or goldfish.



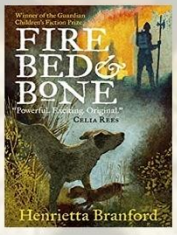
Anisha, Accidental Detective
by Serena Patel
Anisha is all set to be a (reluctant) bridesmaid at Aunty Bindi's wedding...



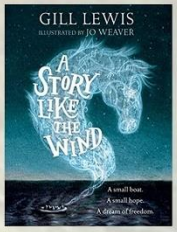
Counting on Katherine
by Helaine Becker
A true story of a groundbreaking African-American woman who went above what was expected of her.



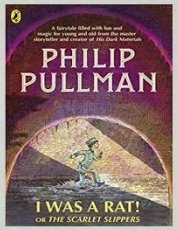
Asha & the Spirit Bird
by Jasbinder Bilan
Asha lives in the foothills of the Himalayas. Money is tight and she misses her papa who works in the city.



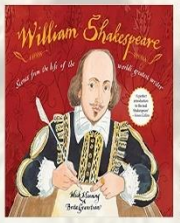
Fire, Bed and Bone
by Henrietta Branford
The narrator of this tale is a hunting dog, living in a peasant household in 1381.



A Story Like the Wind
by Gill Lewis
A small group of refugees is crowded on to a boat on the sea. They share their stories as the boat travels towards the dream of freedom

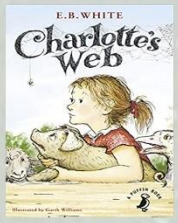


I Was a Rat! Or, The Scarlet Slippers
by Philip Pullman
I was a Rat! Roger insists, and insists . . .



William Shakespeare: Scenes from the life of the world's greatest writer
by Mick Manning
The life of William Shakespeare is vividly depicted in this interesting read.

Two Weeks with the Queen by Morris Gleitzman
Colin is desperate to do something to help Luke. He wants to find the best the doctor in the world.



Charlotte's Web
by E B White
Wilbur's life has already been saved by Fern, but when he is sold to her uncle, he realises his life is in even more danger.

Help your child with Spelling

At Al Ameen, we use the Read Write Inc scheme to develop children's spelling skills.

Spelling Games to play at home

Encourage your child to 'have a go' at spelling a new word

Making a first attempt is good for confidence, and it can reinforce spelling patterns and help identify problem areas.

Make sure they remember to use their phonics as they try to spell a word

Encouraging children to break the word they want to spell into its individual sounds and then try to match those sounds to the letters of the alphabet is really important. The chances are these have been painstakingly taught at school in KS1, and for older children it's about making sure they keep this skill fresh.

Reminding children to segment 'catch' into its three sounds – 'c' 'a' 'tch' – sounds like such a basic way of supporting spelling, but practising it is so important.

Ask them to write down the words that they need to remember how to spell

The physical act of writing the words by hand helps to anchor the spelling in children's memories and encourages them to think about the letters that represent the sounds in the word. You just don't get the same benefits if children type the words into a PC or tablet.

Hidden words is a game that you can prepare yourself

Write the words on your child's spelling list, hidden in a series of letters. Now that they are hidden, ask your child to find them. For example:

sfhplayknc – play | qrubitpdh – bit | nvzbikejfa – bike

Your child could circle the hidden words with coloured pens. To raise the challenge, you could set a time limit on the game. For example, how many words can you find in one minute?

Making silly sentences can be great fun

Challenge your child to write a silly sentence, including as many of the words on their spelling list as possible. For example, your child may have to learn 'room, took, hoop, foot, book'. They could make up a silly sentence such as 'The boy took his book across the room but got his foot caught in a hoop'. Again they could draw illustrations to go with the sentences.

Remind them to read through their writing and check for spelling errors

They need to develop a feel for whether a word looks right. They could underline words they are not sure of and then you could both check with a dictionary.

'Over-pronunciation' is a great spelling strategy

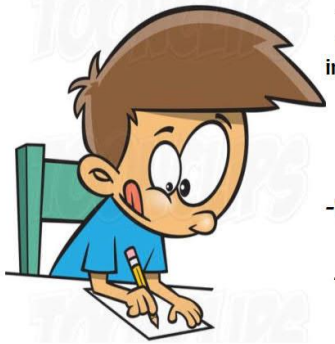
So for 'Wednesday' encourage children to say 'Wed-nes-day' as they write. There are lots of words which feature sounds that aren't always pronounced clearly (such as words ending in -ed), so asking children to over-pronounce these when spelling can also be useful (for example, teaching children to say 'hopped' or 'skipped' instead of 'jumpt' can be a huge help).

Few resources are more motivating than a highlighter pen for primary-aged children

You can focus children's attention on the tricky bits in a word by asking them to highlight them. For example, show them that receive has 'ei' in the middle and ask them to write the word, and then highlight or underline this part to help them remember.

PUNCTUATION, VOCABULARY & GRAMMAR YEAR 3 KNOWLEDGE ORGANISER

Year 3 Overview



-By the end of Year 3, you should be able to correctly show direct speech in your writing. This includes using inverted commas correctly alongside other punctuation.

-You should develop the use of a range of prefixes, understanding their meaning, and have a growing understanding of different word families.

-You should correctly use 'a' or 'an' depending upon the opening sound of the following word.

-To show time, place and effect, you should be able to use some conjunctions, adverbs and prepositions.

-You should be structuring your writing using paragraphs, headings, and sub-headings.

Punctuation

Direct Speech

-Inverted commas (also known as speech marks) show when there is direct speech (someone is speaking). The inverted commas should be placed at the beginning and end of the spoken passage, as in the examples below:

- "You'll never guess what I've just seen!" said Chris, excitedly.
- "No, they are for our school play," Erica responded.
"Where is Mongolia?" asked David, looking at the map.

-Inverted commas are placed outside of other punctuation marks (commas, question marks and exclamation marks – full stops are not used within direct speech).
-Each new character's speech begins on a new line. Each line of speech should begin with a capital letter.
Reporting clauses (e.g. 'said Daisy', 'sighed Melanie', 'shouted Paul') are often used at the end of the speech. A full stop is used to finish the reporting clause.

Vocabulary and Grammar

Word Level

-**Prefixes:** Prefixes can change the meaning of words.

super- means to have more power over other things, e.g. 'superhuman', 'supernatural' and 'supermassive.'

anti- means to go against something, e.g. 'anticlockwise', 'antisocial' and 'antidote.'

auto- means 'self', e.g. 'automatic', 'automobile', 'autopilot.'

-**The Articles 'A' and 'An':** Use 'an' when the next word begins with a vowel sound, e.g. an elephant, an ant.

-Use 'a' in all other instances, e.g. 'a dog', 'a forest.'

-**Word Families:** Word families are grouped together by their meaning and grammar, e.g. help, helpless, helper, helpful

Sentence Level

- **Time, Place and Effect:** Conjunctions, adverbs and prepositions can be used to show us the time, place, and cause of events and information, e.g.

Conjunctions: 'I wake up before my alarm. I snore when I sleep.'

-School was cancelled because it was snowing.

Adverbs: 'I eat my breakfast, then eventually walk to school.

Prepositions: 'I sleep in my covers, beside my teddy bear.'

-'The living room is below my bedroom.'

Text Level

Paragraphs: Paragraphs are a way to group similar ideas in your writing. Change paragraphs by leaving a line, to break up your writing. Change paragraphs when you change the time, place or subject in your writing.

Also use **headings** and **sub-headings** to clearly present ideas.

Present Perfect Verb Form: This tense shows something that started in the past and continues to the present, e. g. 'he has gone out to play' instead of 'he went out to play.'

Key Terminology

Preposition | Conjunction | Word Family | Prefix | Clause | Subordinate Clause | Direct Speech | Consonant | Vowel | Comma | Inverted Comma

Help your child with Writing

Writing is a key skill that is used in all areas of the curriculum and the breadth of our curriculum ensures that pupils make links across all areas and subjects, writing a range of genres using subject-specific vocabulary to enhance their writing and engage their reader. Through cross-curricular writing, the skills taught in English lessons are transferred into other subjects, showing consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

Writing is taught in daily English lessons through units that are planned around high-quality texts. We teach English as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Through differentiated quality first teaching, all pupils receive the support they need in order to make good progress, to be confident and to be able to enjoy writing. Those working above age related expectations are given opportunities to extend their writing in a variety of ways, such as being given a choice of tasks in order to write effectively for a range of audiences and purposes, having a deeper understanding of the impact their writing has on the reader, selecting the appropriate form and drawing independently on what they have read as models for their own writing; showing greater control in their writing, exercising an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this; and to use the range of punctuation taught at Key Stage Two correctly and, when necessary, to use such punctuation precisely to enhance meaning and avoid ambiguity.

Children are given adequate time to plan and edit their work. Teachers use high quality texts, full of rich vocabulary, to immerse the children in their learning and their writing builds on the knowledge that they have of the world around them. Teachers plan real life reasons for writing; tasks are meaningful and the children write for purpose, carefully considering the audience of and the purpose for their writing. Grammar is taught through the language used by the author in the class text. Class teachers model high quality writing, editing and proofreading, and use whole class writing to support all pupils. Teachers demonstrate the high expectations they have of all pupils. They recognise that good writing stems from reading and they place a high value on books and reading, regularly demonstrating the link between reading and writing. Children working above age-related expectations are able to draw independently on their own reading as a model for their writing.

Writing is celebrated throughout the school and we have whole-school writing events, including participation in school and nationwide competitions.

Help your child with Maths

Years 3 and 4 (lower Key Stage 2) share the same curriculum targets.
In lower Key Stage 2, the principal focus of maths teaching is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.
At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Pupils will also draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can accurately use measuring instruments and make connections between measure and number.
By the end of Year 4, pupils should have memorised their times tables up to and including the 12 times table, and they will show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Year 3 Maths activity games

Boards games to help with maths skills:

Snakes and Ladders
Ludo
Connect 4
Bingo

Shape

You could take your child on a 'shape walk' around an area to see what shapes they can spot. Look at the buildings to spot right angles and symmetrical shapes. Can they identify any irregular shapes by counting the numbers of sides?

Money

Receiving (and spending!) pocket money can make children very keen learners in this area! Put them in charge of a small part of the shopping list at the supermarket and give them a budget they must not go over. This will encourage them to:

- Recognise all coins and notes
- Total and write amounts up to £10 using £ and p
- Work out change that should be given.

Time

Make sure that there are both traditional and digital clocks around the house for your child to practise reading the time to 5 minute intervals. Ask them to be 'human alarm clocks' and to let you know when the oven needs turning off at 20 past 6. A watch is a great present at this time if they haven't got one. Encourage your child to solve problems involving time e.g. this programme starts at 12.20 and it is 50 minutes long. What time will it finish?

Measures

Cooking is a great way for your child to practise weighing and measuring in grams and kilograms. It's a terrific way to learn to accurately read scales and measure out capacities in litres and centilitres.

Multiplication tables

Helping your child to learn multiplication facts and regularly going over them will benefit them enormously. They should learn to recite them in order as well as give 'quickfire' answers when they are jumbled up (e.g. "What are seven four's?", "How many six's make 42?"). This can be done on car journeys or whenever there is a spare 5 minutes.

By the end of Year 3, it is hoped that your child will know their 2, 5, 10, 3, 4 and 6 times tables.

KEY STAGE 2

In Years 3 and 4, children develop the basis of written methods by building their skills alongside a deep understanding of place value. They should use known addition/subtraction and multiplication/division facts to calculate efficiently and accurately, rather than relying on counting. Children use place value equipment to support their understanding, but not as a substitute for thinking.

Key language: partition, place value, tens, hundreds, thousands, column method, whole, part, equal groups, sharing, grouping, bar model

Addition and subtraction: In Year 3 especially, the column methods are built up gradually. Children will develop their understanding of how each stage of the calculation, including any exchanges, relates to place value. The example calculations chosen to introduce the stages of each method may often be more suited to a mental method. However, the examples and the progression of the steps have been chosen to help children develop their fluency in the process, alongside a deep understanding of the concepts and the numbers involved, so that they can apply these skills accurately and efficiently to later calculations. The class should be encouraged to compare mental and written methods for specific calculations, and children should be encouraged at every stage to make choices about which methods to apply.

In Year 4, the steps are shown without such fine detail, although children should continue to build their understanding with a secure basis in place value. In subtraction, children will need to develop their understanding of exchange as they may need to exchange across one or two columns.

By the end of Year 4, children should have developed fluency in column methods alongside a deep understanding, which will allow them to progress confidently in upper Key Stage 2.

Multiplication and division: Children build a solid grounding in times-tables, understanding the multiplication and division facts in tandem. As such, they should be as confident knowing that 35 divided by 7 is 5 as knowing that 5 times 7 is 35. Children develop key skills to support multiplication methods: unitising, commutativity, and how to use partitioning effectively.

Unitising allows children to use known facts to multiply and divide multiples of 10 and 100 efficiently. Commutativity gives children flexibility in applying known facts to calculations and problem solving. An understanding of partitioning allows children to extend their skills to multiplying and dividing 2- and 3-digit numbers by a single digit.

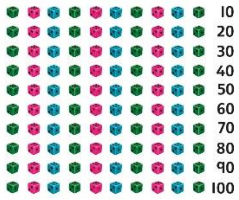
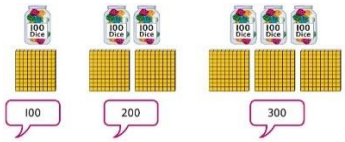
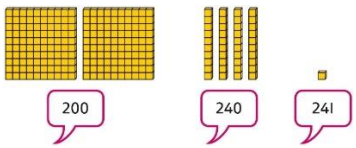
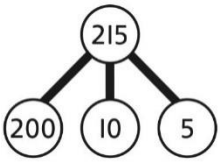
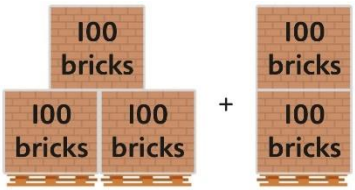
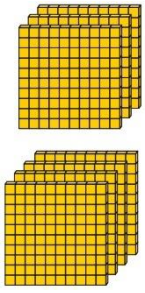
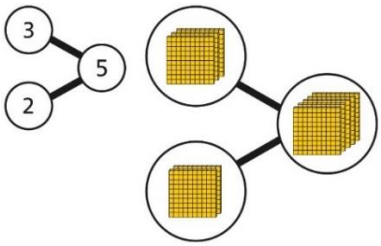
Children develop column methods to support multiplications in these cases. For successful division, children will need to make choices about how to partition. For example, to divide 423 by 3, it is effective to partition 423 into 300, 120 and 3, as these can be divided by 3 using known facts.

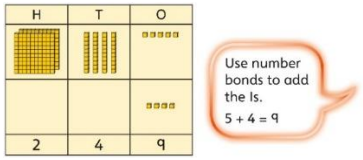
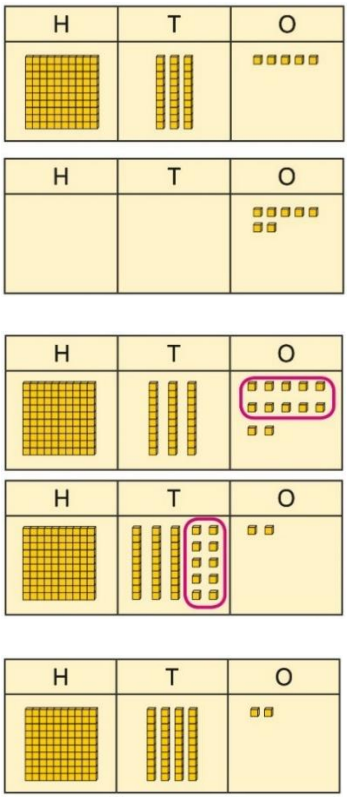
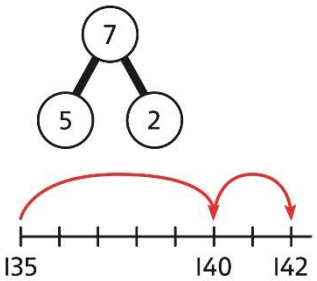
Children will also need to understand the concept of remainder, in terms of a given calculation and in terms of the context of the problem.

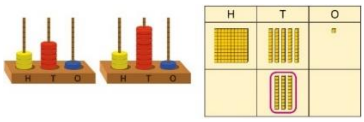
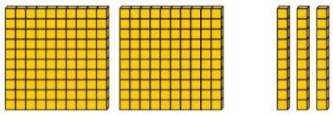
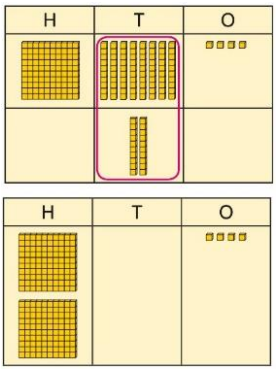
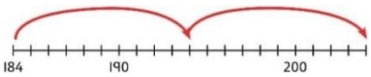
Fractions: Children develop the key concept of equivalent fractions, and link this with multiplying and dividing the numerators and denominators, as well as exploring the visual concept through fractions of shapes. Children learn how to find a fraction of an amount, and develop this with the aid of a bar model and other representations alongside.

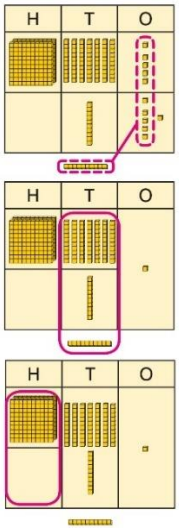
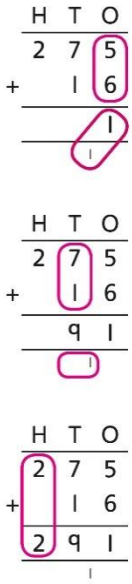
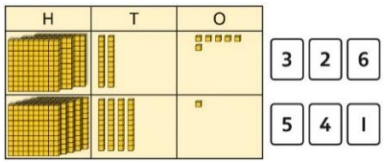
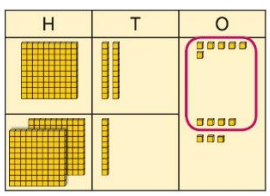
in Year 3, children develop an understanding of how to add and subtract fractions with the same denominator and find complements to the whole. This is developed alongside an understanding of fractions as numbers, including fractions greater than 1. In Year 4, children begin to work with fractions greater than 1.

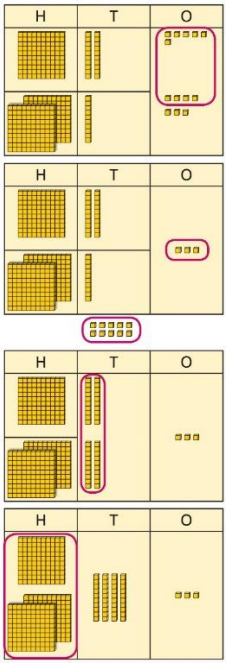
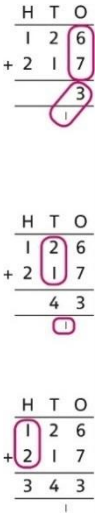
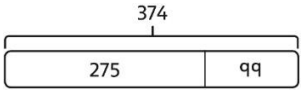
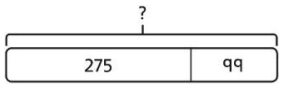
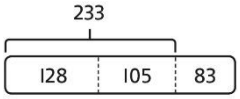
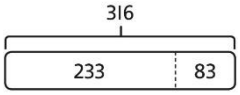
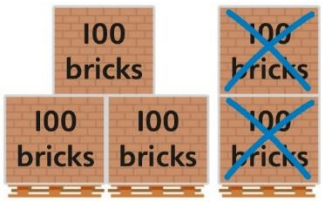
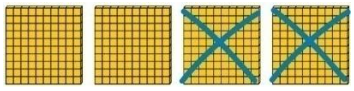
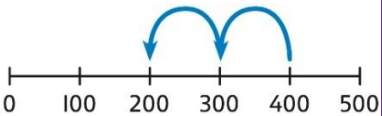
Decimals are introduced, as tenths in Year 3 and then as hundredths in Year 4. Children develop an understanding of decimals in terms of the relationship with fractions, with dividing by 10 and 100, and also with place value.

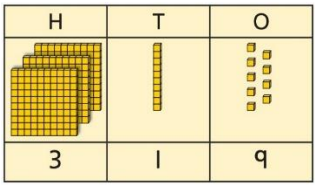
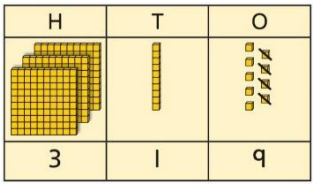
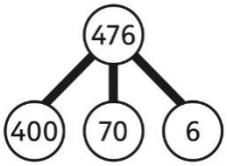
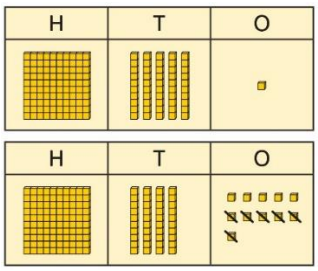
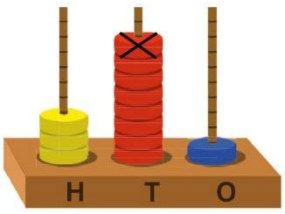
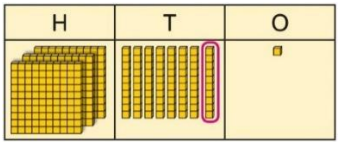
Year 3			
	Concrete	**Pictorial**	**Abstract**
Year 3 Addition			
Understanding 100s	Understand the cardinality of 100, and the link with 10 tens. Use cubes to place into groups of 10 tens. 	Unitise 100 and count in steps of 100. 	Represent steps of 100 on a number line and a number track and count up to 1,000 and back to 0. 
Understanding place value to 1,000	Unitise 100s, 10s and 1s to build 3-digit numbers. 	Use equipment to represent numbers to 1,000.  Use a place value grid to support the structure of numbers to 1,000. Place value counters are used alongside other equipment. Children should understand how each counter represents a different unitised amount.	Represent the parts of numbers to 1,000 using a part-whole model.  *215 = 200 + 10 + 5* Recognise numbers to 1,000 represented on a number line, including those between intervals.
Adding 100s	Use known facts and unitising to add multiples of 100.  *3 + 2 = 5* *3 hundreds + 2 hundreds = 5 hundreds* *300 + 200 = 500*	Use known facts and unitising to add multiples of 100.  *3 + 4 = 7* *3 hundreds + 4 hundreds = 7 hundreds* *300 + 400 = 700*	Use known facts and unitising to add multiples of 100. Represent the addition on a number line. Use a part-whole model to support unitising.  *3 + 2 = 5* *300 + 200 = 500*

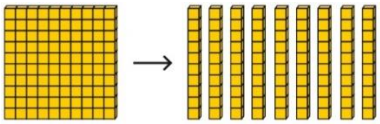
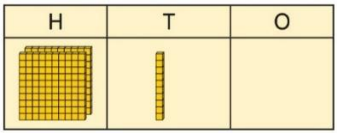
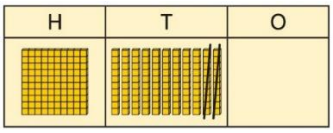
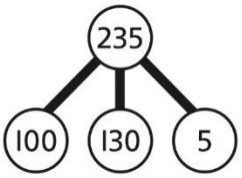
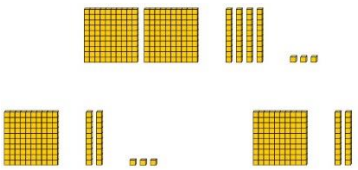
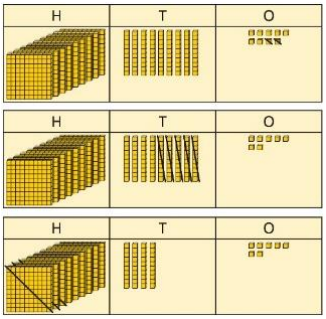
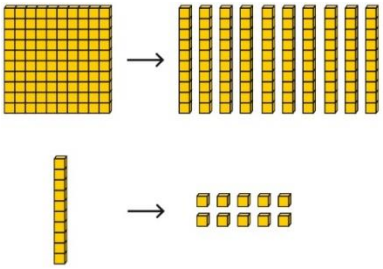
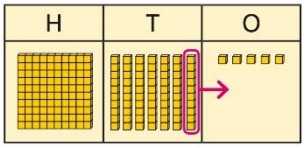
3-digit number + 1s, no exchange or bridging	Use number bonds to add the 1s.  *214 + 4 = ?* *Now there are 4 + 4 ones in total.* *4 + 4 = 8* *214 + 4 = 218*	Use number bonds to add the 1s.  *245 + 4* *5 + 4 = 9* *245 + 4 = 249*	Understand the link with counting on. *245 + 4*  Use number bonds to add the 1s and understand that this is more efficient and less prone to error. *245 + 4 = ?* *I will add the 1s.* *5 + 4 = 9* *So, 245 + 4 = 249*
3-digit number + 1s with exchange	Understand that when the 1s sum to 10 or more, this requires an exchange of 10 ones for 1 ten. Children should explore this using unitised objects or physical apparatus.	Exchange 10 ones for 1 ten where needed. Use a place value grid to support the understanding.  *135 + 7 = 142*	Understand how to bridge by partitioning to the 1s to make the next 10.  *135 + 7 = ?* *135 + 5 + 2 = 142* Ensure that children understand how to add 1s bridging a 100. *198 + 5 = ?* *198 + 2 + 3 = 203*
3-digit number + 10s, no exchange	Calculate mentally by forming the number bond for the 10s.	Calculate mentally by forming the number bond for the 10s. *351 + 30 = ?*	Calculate mentally by forming the number bond for the 10s. *753 + 40*

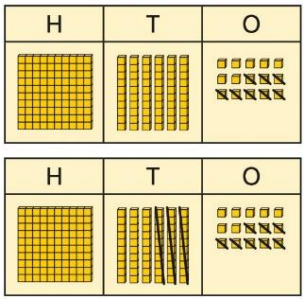
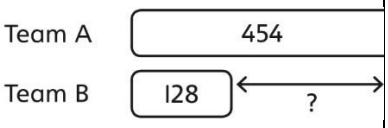
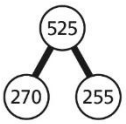
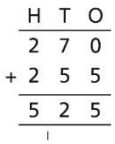
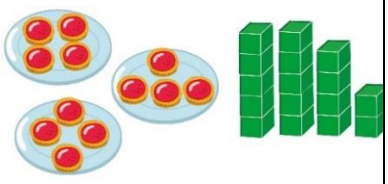
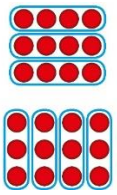
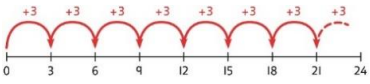
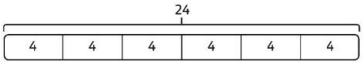
	 *234 + 50* *There are 3 tens and 5 tens altogether.* *3 + 5 = 8* *In total there are 8 tens.* *234 + 50 = 284*	 *5 tens + 3 tens = 8 tens* *351 + 30 = 381*	*I know that 5 + 4 = 9* *So, 50 + 40 = 90* *753 + 40 = 793*
3-digit number + 10s, with exchange	Understand the exchange of 10 tens for 1 hundred. 	Add by exchanging 10 tens for 1 hundred. *184 + 20 = ?*  *184 + 20 = 204*	Understand how the addition relates to counting on in 10s across 100.  *184 + 20 = ?* *I can count in 10s … 194 … 204* *184 + 20 = 204* Use number bonds within 20 to support efficient mental calculations. *385 + 50* *There are 8 tens and 5 tens.* *That is 13 tens.* *385 + 50 = 300 + 130 + 5* *385 + 50 = 435*
3-digit number + 2-digit number	Use place value equipment to make and combine groups to model addition. 	Use a place value grid to organise thinking and adding of 1s, then 10s.	Use the vertical column method to represent the addition. Children must understand how this relates to place value at each stage of the calculation.
3-digit number + 2-digit number, exchange required	Use place value equipment to model addition and understand where exchange is required. *Use place value counters to represent* *154 + 72.* *Use this to decide if any exchange is required.*	Represent the required exchange on a place value grid using equipment. *275 + 16 = ?*	Use a column method with exchange. Children must understand how the method relates to place value at each stage of the calculation.

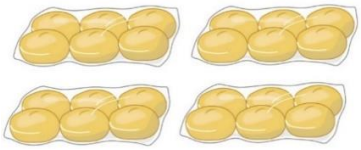
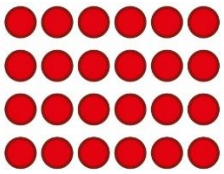
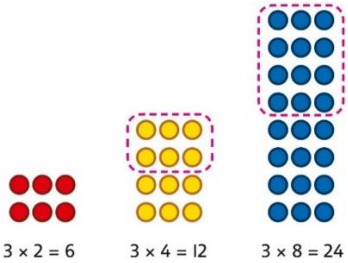
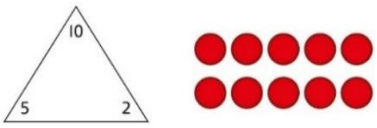
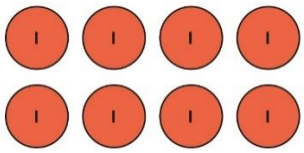
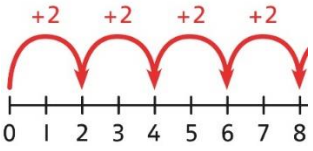
	There are 5 tens and 7 tens. That is 12 tens so I will exchange.	 *275 + 16 = 291* Note: In this example, a mental method may be more efficient. The numbers for the example calculation have been chosen to allow children to visualise the concept and see how the method relates to place value. Children should be encouraged at every stage to select methods that are accurate and efficient.	 *275 + 16 = 291*
3-digit number + 3-digit number, no exchange	Use place value equipment to make a representation of a calculation. This may or may not be structured in a place value grid. *326 + 541 is represented as:* 	Represent the place value grid with equipment to model the stages of column addition.	Use a column method to solve efficiently, using known bonds. Children must understand how this relates to place value at every stage of the calculation.
3-digit number + 3-digit number, exchange required	Use place value equipment to enact the exchange required.  *There are 13 ones.*	Model the stages of column addition using place value equipment on a place value grid.	Use column addition, ensuring understanding of place value at every stage of the calculation.

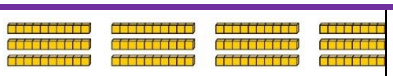
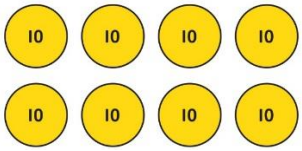
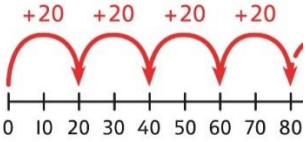
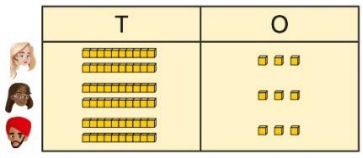
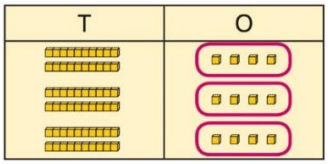
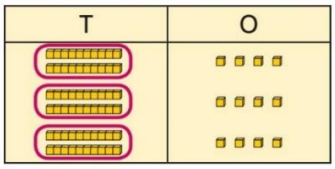
	I will exchange 10 ones for 1 ten.		 *126 + 217 = 343* Note: Children should also study examples where exchange is required in more than one column, for example *185 + 318 = ?*
Representing addition problems, and selecting appropriate methods	Encourage children to use their own drawings and choices of place value equipment to represent problems with one or more steps. These representations will help them to select appropriate methods.	Children understand and create bar models to represent addition problems. *275 + 99 = ?*  *275 + 99 = 374*	Use representations to support choices of appropriate methods.  *I will add 100, then subtract 1 to find the solution.* *128 + 105 + 83 = ?* *I need to add three numbers.* 128 + 105 = 233  
Year 3 Subtraction			
Subtracting 100s	Use known facts and unitising to subtract multiples of 100.  *5 – 2 = 3*	Use known facts and unitising to subtract multiples of 100.  *4 – 2 = 2* *400 – 200 = 200*	Understand the link with counting back in 100s.  *400 – 200 = 200* Use known facts and unitising as efficient and accurate methods.

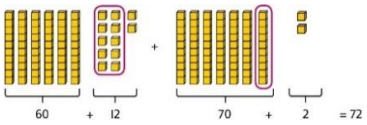
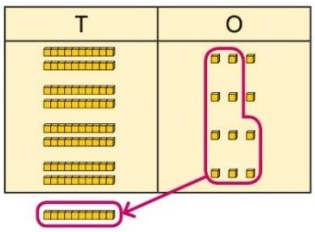
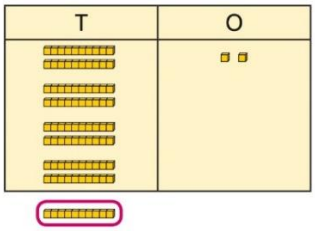
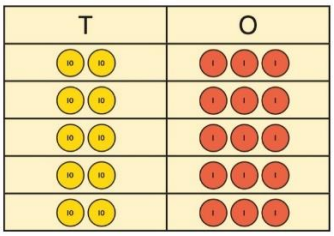
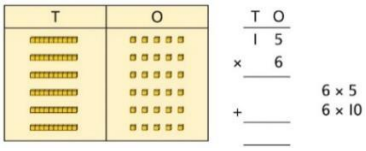
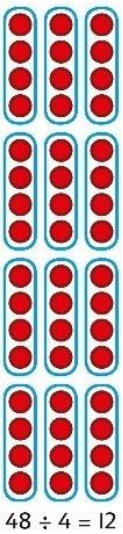
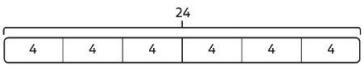
	500 – 200 = 300		*I know that 7 – 4 = 3. Therefore, I know that 700 – 400 = 300.*
3-digit number – 1s, no exchange	Use number bonds to subtract the 1s.  *214 – 3 = ?*  *4 – 3 = 1* *214 – 3 = 211*	Use number bonds to subtract the 1s.  *319 – 4 = ?*  *9 – 4 = 5* *319 – 4 = 315*	Understand the link with counting back using a number line. Use known number bonds to calculate mentally. *476 – 4 = ?*  *6 – 4 = 2* *476 – 4 = 472*
3-digit number – 1s, exchange or bridging required	Understand why an exchange is necessary by exploring why 1 ten must be exchanged. Use place value equipment.	Represent the required exchange on a place value grid. *151 – 6 = ?*  	Calculate mentally by using known bonds. *151 – 6 = ?* *151 – 1 – 5 = 145*
3-digit number – 10s, no exchange	Subtract the 10s using known bonds.  *381 – 10 = ?* *8 tens with 1 removed is 7 tens.* *381 – 10 = 371*	Subtract the 10s using known bonds.  *8 tens – 1 ten = 7 tens* *381 – 10 = 371*	Use known bonds to subtract the 10s mentally. *372 – 50 = ?* *70 – 50 = 20* *So, 372 – 50 = 322*

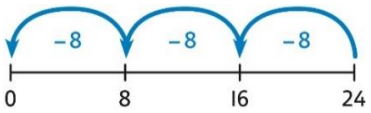
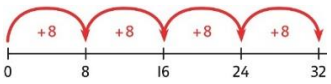
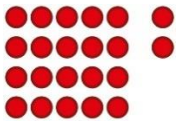
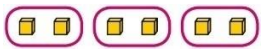
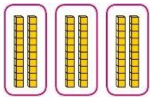
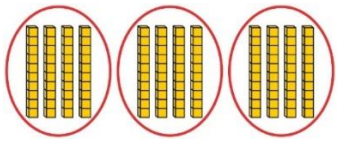
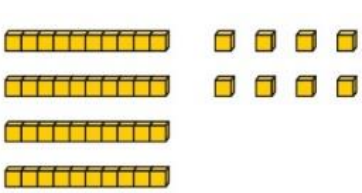
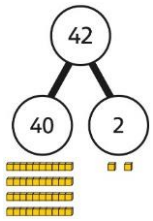
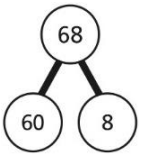
3-digit number – 10s, exchange or bridging required	Use equipment to understand the exchange of 1 hundred for 10 tens. 	Represent the exchange on a place value grid using equipment. *210 – 20 = ?*  *I need to exchange 1 hundred for 10 tens, to help subtract 2 tens.*  *210 – 20 = 190*	Understand the link with counting back on a number line. Use flexible partitioning to support the calculation. *235 – 60 = ?*  *235 = 100 + 130 + 5* *235 – 60 = 100 + 70 + 5* *= 175*
3-digit number – up to 3-digit number	Use place value equipment to explore the effect of splitting a whole into two parts, and understand the link with taking away. 	Represent the calculation on a place value grid.  	Use column subtraction to calculate accurately and efficiently. H T O 9 9 9 – 3 5 2 7 H T O 9 9 9 – 3 5 2 4 7 H T O 9 9 9 – 3 5 2 6 4 7
3-digit number – up to 3-digit number, exchange required	Use equipment to enact the exchange of 1 hundred for 10 tens, and 1 ten for 10 ones. 	*Model the required exchange on a place value grid.* *175 – 38 = ?* *I need to subtract 8 ones,*  *so I will exchange a ten for 10 ones.*	Use column subtraction to work accurately and efficiently. H T O 1 6 15 – 3 8 1 3 7 175 – 38 = 137 If the subtraction is a 3-digit number subtract a 2-digit number, children should understand how the recording relates to the place value, and so how to line up the digits correctly. Children should also understand how to exchange in calculations

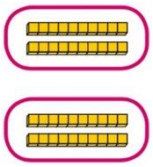
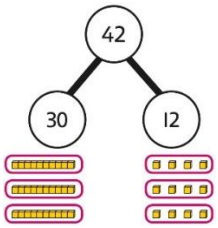
			where there is a zero in the 10s column. 
Representing subtraction problems		Use bar models to represent subtractions. 'Find the difference' is represented as two bars for comparison.  Bar models can also be used to show that a part must be taken away from the whole.	Children use alternative representations to check calculations and choose efficient methods. Children use inverse operations to check additions and subtractions. The part-whole model supports understanding. *I have completed this subtraction.* *525 – 270 = 255* *I will check using addition.*  
Year 3 Multiplication			
Understanding equal grouping and repeated addition	Children continue to build understanding of equal groups and the relationship with repeated addition. They recognise both examples and non-examples using objects.  Children recognise that arrays can be used to model commutative multiplications.	Children recognise that arrays demonstrate commutativity.  *This is 3 groups of 4.* *This is 4 groups of 3.*	Children understand the link between repeated addition and multiplication.  *8 groups of 3 is 24.* *3 + 3 + 3 + 3 + 3 + 3 + 3 + 3 = 24* *8 × 3 = 24* A bar model may represent multiplications as equal groups.  *6 × 4 = 24*

	 *I can see 3 groups of 8.* *I can see 8 groups of 3.*		
Using commutativity to support understanding of the times-tables	Understand how to use times-tables facts flexibly.   *There are 6 groups of 4 pens.* *There are 4 groups of 6 bread rolls.* *I can use 6 × 4 = 24 to work out both totals.*	Understand how times-table facts relate to commutativity.  *6 × 4 = 24* *4 × 6 = 24*	Understand how times-table facts relate to commutativity. *I need to work out 4 groups of 7.* *I know that 7 × 4 = 28* *so, I know that* *4 groups of 7 = 28* *and* *7 groups of 4 = 28.*
Understanding and using ×3, ×2, ×4 and ×8 tables.	Children learn the times-tables as 'groups of', but apply their knowledge of commutativity.  *I can use the ×3 table to work out how many keys.* *I can also use the ×3 table to work out how many batteries.*	Children understand how the ×2, ×4 and ×8 tables are related through repeated doubling.  	Children understand the relationship between related multiplication and division facts in known times-tables.  *2 × 5 = 10* *5 × 2 = 10* *10 ÷ 5 = 2* *10 ÷ 2 = 5*
Using known facts to multiply 10s, for example 3 × 40	Explore the relationship between known times-tables and multiples of 10 using place value equipment. *Make 4 groups of 3 ones.*  *Make 4 groups of 3 tens.*	Understand how unitising 10s supports multiplying by multiples of 10. 	Understand how to use known times-tables to multiply multiples of 10. 

	 *What is the same?* *What is different?*	 *4 groups of 2 ones is 8 ones.* *4 groups of 2 tens is 8 tens.* *4 × 2 = 8* *4 × 20 = 80*	 *4 × 2 = 8* *4 × 20 = 80*
Multiplying a 2-digit number by a 1-digit number	Understand how to link partitioning a 2-digit number with multiplying. *Each person has 23 flowers.* *Each person has 2 tens and 3 ones.*  *There are 3 groups of 2 tens.* *There are 3 groups of 3 ones.* Use place value equipment to model the multiplication context.  *There are 3 groups of 3 ones.* *There are 3 groups of 2 tens.*	Use place value to support how partitioning is linked with multiplying by a 2-digit number. *3 × 24 = ?*  *3 × 4 = 12*  *3 × 20 = 60* *60 + 12 = 72* *3 × 24 = 72*	Use addition to complete multiplications of 2-digit numbers by a 1-digit number. *4 × 13 = ?* *4 × 3 = 12* *4 × 10 = 40* *12 + 40 = 52* *4 × 13 = 52*
Multiplying a 2-digit number by a 1-digit number,	Use place value equipment to model how 10 ones are exchanged for a 10 in some multiplications. *3 × 24 = ?*	Understand that multiplications may require an exchange of 1s for 10s, and also 10s for 100s. *4 × 23 = ?*	Children may write calculations in expanded column form, but must understand the link with place value and exchange.

expanded column method	*3 × 20 = 60* *3 × 4 = 12*  *3 × 24 = 60 + 12* *3 × 24 = 70 + 2* *3 × 24 = 72*	  *4 × 23 = 92*  *5 × 23 = ?* *5 × 3 = 15* *5 × 20 = 100* *5 × 23 = 115*	Children are encouraged to write the expanded parts of the calculation separately.  *5 × 28 = ?* T O 2 8 × 5 4 0 5 × 8 1 0 0 5 × 20 1 4 0
Year 3 Division			
Using times-tables knowledge to divide	Use knowledge of known times-tables to calculate divisions.  *24 divided into groups of 8.* *There are 3 groups of 8.*	Use knowledge of known times-tables to calculate divisions.  48 ÷ 4 = 12 *48 divided into groups of 4.* *There are 12 groups.* *4 × 12 = 48* *48 ÷ 4 = 12*	Use knowledge of known times-tables to calculate divisions. *I need to work out 30 shared between 5.* *I know that 6 × 5 = 30 so I know that 30 ÷ 5 = 6.* A bar model may represent the relationship between sharing and grouping.  *24 ÷ 4 = 6* *24 ÷ 6 = 4* Children understand how division is related to both repeated subtraction and repeated addition.

			 *24 ÷ 8 = 3*  *32 ÷ 8 = 4*
Understanding remainders	Use equipment to understand that a remainder occurs when a set of objects cannot be divided equally any further.  *There are 13 sticks in total. There are 3 groups of 4, with 1 remainder.*	Use images to explain remainders.  *22 ÷ 5 = 4 remainder 2*	Understand that the remainder is what cannot be shared equally from a set. *22 ÷ 5 = ?* *3 × 5 = 15* *4 × 5 = 20* *5 × 5 = 25 … this is larger than 22* *So, 22 ÷ 5 = 4 remainder 2*
Using known facts to divide multiples of 10	Use place value equipment to understand how to divide by unitising. *Make 6 ones divided by 3.*  *Now make 6 tens divided by 3.*  *What is the same? What is different?*	Divide multiples of 10 by unitising.  *12 tens shared into 3 equal groups.* *4 tens in each group.*	Divide multiples of 10 by a single digit using known times-tables. *180 ÷ 3 = ?* *180 is 18 tens.* *18 divided by 3 is 6.* *18 tens divided by 3 is 6 tens.* *18 ÷ 3 = 6* *180 ÷ 3 = 60*
2-digit number divided by 1-digit number, no remainders	Children explore dividing 2-digit numbers by using place value equipment.  *48 ÷ 2 = ?* *First divide the 10s.*	Children explore which partitions support particular divisions.  *I need to partition 42 differently to divide by 3.*	Children partition a number into 10s and 1s to divide where appropriate.  *60 ÷ 2 = 30* *8 ÷ 2 = 4* *30 + 4 = 34* *68 ÷ 2 = 34* Children partition flexibly to divide where appropriate.

	 *Then divide the 1s.* 	 *42 = 30 + 12* *42 ÷ 3 = 14*	*42 ÷ 3 = ?* *42 = 40 + 2* *I need to partition 42 differently to divide by 3.* *42 = 30 + 12* *30 ÷ 3 = 10* *12 ÷ 3 = 4* *10 + 4 = 14* *42 ÷ 3 = 14*
2-digit number divided by 1-digit number, with remainders	Use place value equipment to understand the concept of remainder. *Make 29 from place value equipment.* *Share it into 2 equal groups.*  *There are two groups of 14 and* *1 remainder.*	Use place value equipment to understand the concept of remainder in division. *29 ÷ 2 = ?*  *29 ÷ 2 = 14 remainder 1*	Partition to divide, understanding the remainder in context. *67 children try to make 5 equal lines.* *67 = 50 + 17* *50 ÷ 5 = 10* *17 ÷ 5 = 3 remainder 2* *67 ÷ 5 = 13 remainder 2* *There are 13 children in each line and* *2 children left out.*

Helping your child with Science and the Foundation Subjects

Your child will study science and a number of foundation subjects throughout the year. Foundation subjects differ to the core subjects of: English, Maths and Science which are explored in further detail.

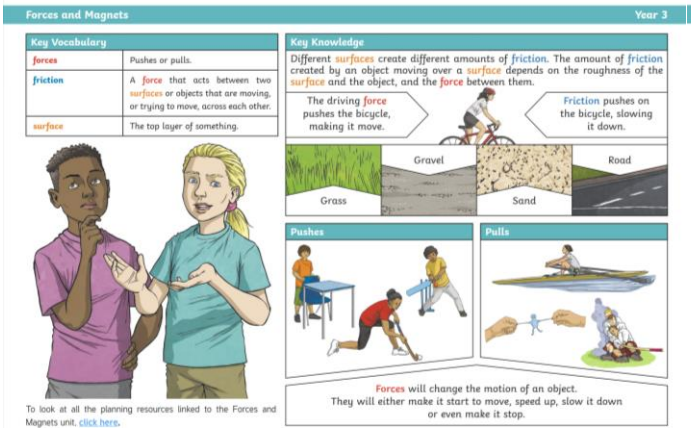
Even though foundation subjects are not explored as thoroughly, they are still important because they introduce pupils to a wide variety of skills and knowledge. Foundation subjects also give a taster to students on what they enjoy and excel at doing to give them a clear idea on what to progress further in their education.

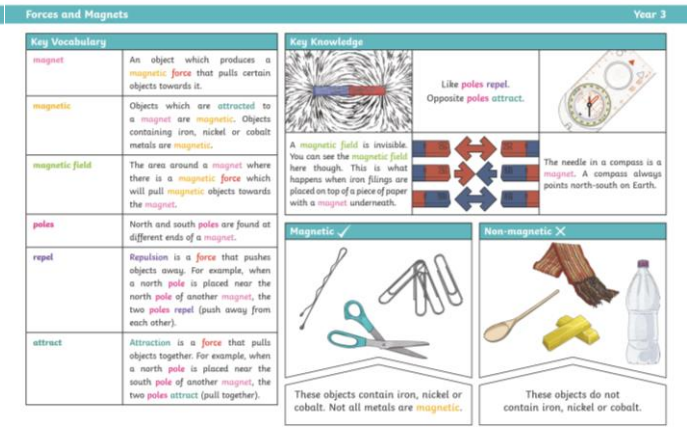
Below are some Knowledge Organisers which will help you understand what we will be covering in the subjects mentioned above. A Knowledge Organiser (KO) sets out in detail what we want children to know by the end of the topic. We expect the majority of children to be able to recall all of the information on the KO by the end of the unit of work. During their topic the children will take part in regular quizzes, that help stretch their long-term memory and develop their recall of key information.

We ask that parents read through these Knowledge Organisers at home with their children. It is also useful for children to go back to previous Knowledge Organisers and revise these so that the information from previous learning is not forgotten.

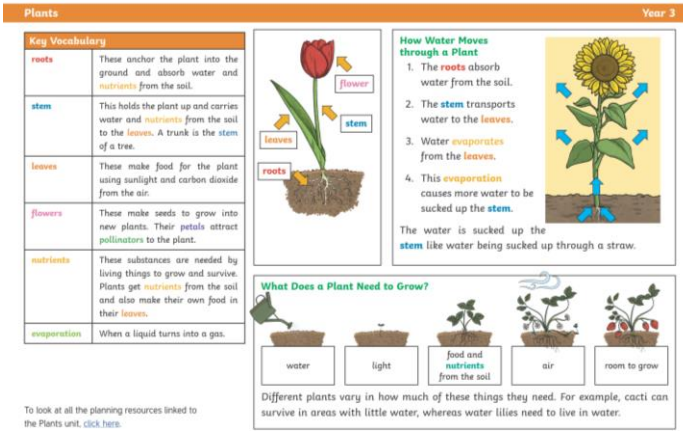
We are developing knowledge organisers across the curriculum but for now, can share the following in science and humanities

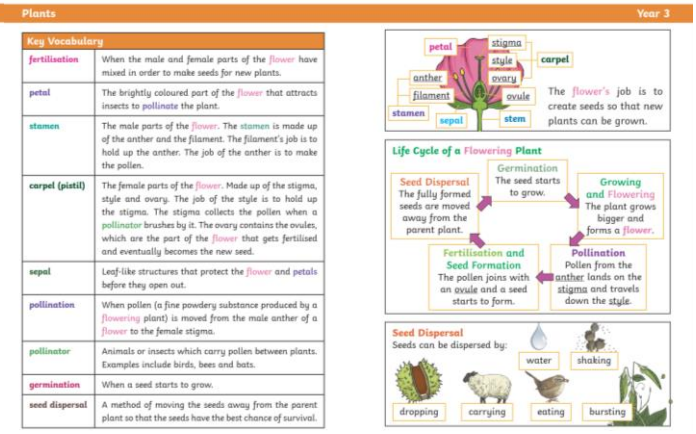
Science: Term 1a





Science: Term 1b





Science: Term 2a

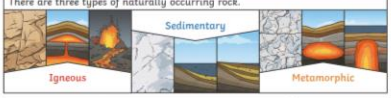
Rocks — Year 3

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

To look at all the planning resources linked to the Rocks unit, click here.

Key Knowledge

There are three types of naturally occurring rock.



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

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

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

Rocks — Year 3

Key Vocabulary	
fossilisation	The process by which fossils are made.
palaeontology	The study of fossils.
erosion	When water, wind or ice wears away land.

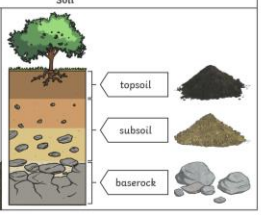
Caves are formed when water permeates through the base rock and erodes some of the rock away. Over thousands of years these caves can become very large.

Key Knowledge

Soil

Soil is the uppermost layer of the Earth. It is a mixture of different things:

- minerals (the minerals in soil come from finely broken-down rock);
- air;
- water;
- organic matter (including living and dead plants and animals).



Fossilisation

An animal dies. It gets covered with sediments which eventually become rock.

More layers of rock cover it. Only hard parts of the creature remain, e.g. bones, shells and teeth.

Over thousands of years, sediment might enter the mould to make a cast fossil. Bones may change to mineral but will stay the same shape.

Changes in sea level take place over a long period.

As erosion and weathering take place, eventually the fossil becomes exposed.

Science: Term 2b

Light — Year 3

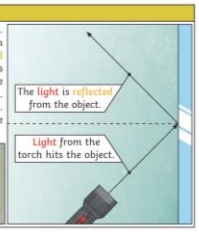
Key Vocabulary	
light	A form of energy that travels in a wave from a source.
light source	An object that makes its own light.
dark	Dark is the absence of light.
reflection	The process where light hits the surface of an object and bounces back into our eyes.
reflect	To bounce off.
reflective	A word to describe something which reflects light well.
ray	Waves of light are called light rays. They can also be called beams.

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.

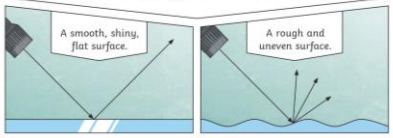
To look at all the planning resources linked to the Light unit, click here.

Key Knowledge

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...

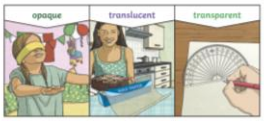


The surfaces that reflect light best are smooth, shiny and flat.

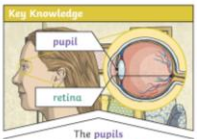


Light — Year 3

Key Vocabulary	
pupil	The black part of the eye which lets light in.
retina	A layer at the very back of the eye. The retina takes the light the eye receives. It then changes it into nerve signals to send to the brain.
shadow	An area of darkness where light has been blocked.
opaque	Describes objects that do not let any light pass through them.
translucent	Describes objects that let some light through, but scatter the light so we can't see through them properly.
transparent	Describes objects that let light travel through them easily, meaning that you can see through the object.

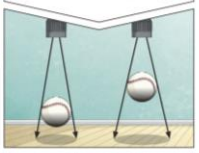


Key Knowledge

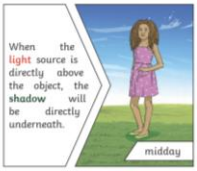


The pupils control the amount of light entering the eyes. If too much light enters, then it can damage the retina. To help protect the eyes, you can wear a hat with a wide brim and sunglasses with a UV rating.

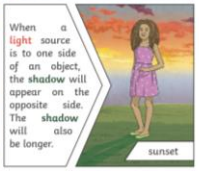
A shadow is caused when light is blocked by an opaque object. A shadow is larger when an object is closer to the light source. This is because it blocks more of the light.



When the light source is directly above the object, the shadow will be directly underneath.



When a light source is to one side of an object, the shadow will appear on the opposite side. The shadow will also be longer.



Science: Term 3a

Animals Including Humans — Year 3

Key Vocabulary	
healthy	in a good physical and mental condition
nutrients	substances that living things need to stay alive and healthy
energy	strength to be able to move and grow
saturated fats	types of fats, considered to be less healthy, that should only be eaten in small amounts
unsaturated fats	fats that give you energy, vitamins and minerals

- Living things need food to grow and to be strong and healthy.
- Plants can make their own food, but animals cannot.
- To stay healthy, humans need to exercise, eat a healthy diet and be hygienic.
- Animals, including humans, need food, water and air to stay alive.

Nutrient	Found in... (examples)	What it does/they do
carbohydrates		provide energy
protein		helps growth and repair
fibre		helps you to digest the food that you have eaten
fats		provide energy
vitamins		keep you healthy
minerals		keep you healthy
water		moves nutrients around your body and helps to get rid of waste

Animals Including Humans — Year 3

Key Vocabulary	
vertebrate	animals with backbones
invertebrate	animals without backbones
muscles	soft tissues in the body that contract and relax to cause movement
tendons	cords that join muscles to bones
joints	areas where two or more bones are fitted together

Skeletons do three important jobs:

- protect organs inside the body;
- allow movement;
- support the body and stop it from falling on the floor.

Skeletal muscles work in pairs to move the bones they are attached to by taking turns to contract (get shorter) and relax (get longer).

vertebrate → endoskeleton – a skeleton on the inside of the body that supports and protects it

invertebrate → exoskeleton – a skeleton on the outside of the body that supports and protects it

hydrostatic skeleton – a skeleton made up of a fluid-filled compartment in the body called a coelom, mainly found in soft-bodied animals

Science: Term 3b

Scientists and Inventors — Year 3

Key Vocabulary	
Sir Joseph Banks	Banks introduced 80 species of plants, including the eucalyptus and the banksia, which is named after him.
David Douglas	The Douglas fir tree is named after this botanist. He also introduced pines and the flowering currant to Britain.
Jeanne Baret	Baret introduced 70 plants to Europe, including the bougainvillea.
Tom Hart Dyke	This plant hunter hunts rare plants such as orchids.
Marie Curie	Marie Curie was a famous scientist who developed the use of x-rays, which meant that a lot more patients could be correctly diagnosed and treated.
George Washington Carver	George came up with more than 100 uses of a peanut so farmers could sell these plants at a higher price. The uses of peanuts included paints, face creams, plastics and medicines.
William Smith	William studied geology and would study the pattern of fossils. He realised that he could tell the age of a rock by looking at fossils.
Inge Lehmann	Inge was a seismologist and looked at the waves of energy caused by earthquakes. She concluded that the earth has a solid core at the centre.

Scientists and Inventors — Year 3

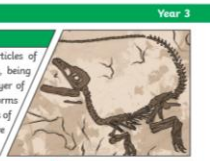
Key Vocabulary	
seismology	The study of earthquakes, including how they happen and how to measure them.
geology	The study of the earth and what it is made of.
botanist	A person who studies plants.
magma	Hot molten rock found deep below the earth's surface, which flows out of a volcano as lava.

Concave and Convex

Concave and convex mirrors reflect light differently to flat mirrors because the bend in the mirror causes the ray of light to reflect at different angles. Concave mirrors bulge inwards making the reflection appear larger. A car wing mirror is a convex mirror which makes objects appear smaller so you can see them and more of the road.

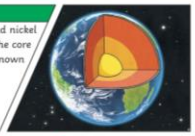
Fossils

Sedimentary rocks are formed by small particles of other rocks, along with minerals and plants, being squashed over many years to form a solid layer of rock. Over time, this process is repeated and forms lots of layers in the rock. Fossils are the remains of plants and animals that died as these layers were being formed and were preserved in the rock.



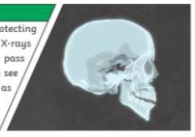
The Earth's core

The earth's core is made up of solid iron and nickel and it is as hot as the surface of the sun. The core is hot enough to melt rock, which is then known as magma.



X-rays

Bones are used for supporting our bodies, protecting our organs and allowing our limbs to move. X-rays are electromagnetic radiations that can pass through opaque materials and enable us to see images of things inside our bodies, such as bones, teeth and joints.



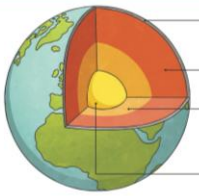
Humanities: Term 1a

Extreme Earth — Year 3

Key Vocabulary	
cumulonimbus cloud	Large thunderstorm clouds.
erupt	To suddenly burst out causing lava to explode out of the earth's surface.
fossils	The remains of plants or animals that lived a long time ago which can be found deep in the earth.
magma	Extremely hot, liquid rock.
tectonic plates	The earth's crust is made up of large areas called tectonic plates that join together.

Layers of Soil	
humus	Rotting dead leaves and animals.
topsoil	Plant's roots grow here. Very few rocks.
subsoil	Rocks and stones. Full of nutrients. Tree roots may reach. Fossils.
bedrock	A mass of rocks. Fossils.

Layers of Earth



Crust
Thin outer layer. Hard rock. 10km–90km thick.

Mantle
Extremely hot rock that flows. 3000km thick.

Outer core
Iron and nickel. Mostly liquid with some rocky parts. 4000°C.

Inner core
Iron and nickel. Hottest layer at over 5000°C.

Extreme Earth — Year 3

Volcanoes

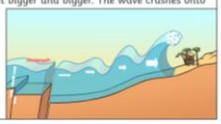
- Volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing magma to sometimes erupt through it.
- Active volcanoes have erupted in the last 10 000 years.
- Dormant volcanoes haven't erupted in the last 10 000 years but may erupt again.
- Extinct volcanoes aren't expected to erupt again.

Tornadoes

- A tornado is a swirling funnel of air that forms when warm air rises from near the ground into big cumulonimbus clouds.
- There can be thunder and lightning at the same time.
- You can see tornadoes due to the dust and water droplets caught in the clouds.
- Storm chasers are film-makers and scientists who head towards the storms. They film the tornadoes and collect data about them.
- Most tornadoes happen in Tornado Alley in America – more than 500 each year.
- Tornadoes can happen in the UK but only around 30 per year.

Tsunamis

- A tsunami is a giant wave caused by a huge earthquake under the ocean.
- The earthquake causes a large amount of water to be displaced very quickly causing a series of waves.
- As the waves travel through shallower water near land, they get bigger and bigger. The wave crashes onto the land causing devastation to buildings and sometimes even lives.



Earthquakes

- Earthquakes are caused when the earth's tectonic plates suddenly move.
- Most earthquakes occur near the tectonic plate boundaries.
- Earthquakes can cause lots of damage to roads, buildings and property.

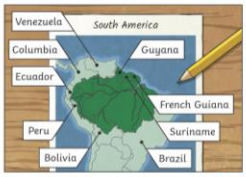
Humanities: Term 1b

Rainforests — Year 3

Key Vocabulary	
climate	The average weather conditions over a long period of time.
deforestation	The cutting down and clearing of forests.
equator	An imaginary circle running round the centre of the earth.
humid	Feeling very damp due to water vapour in the air.
native tribes	The original settlers of an area.
species	A group of similar animals or plants
weather	The specific condition on a given day.

The Amazon Rainforest

- 5.5 million square km (previously covered a much larger area)
- Parts in Brazil, Peru, Columbia, Venezuela, Ecuador, Bolivia, Guyana, Suriname and French Guiana
- 2.5 million insect species
- 40 000+ plant species
- 3 000 edible fruits
- 2 000+ species of birds and mammals
- 2 million tourists per year
- 170 different languages spoken
- 250 000 native tribes currently live there

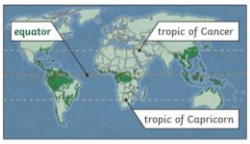


Where in the World?

Rainforests are found near to the equator between the tropic of Cancer and the tropic of Capricorn.

They can be found in every continent except Antarctica.

They are located in countries such as Brazil, India, Peru, Mexico, Australia and Malaysia.



Climate

The climate in the rainforest is the same all year round.

- Average rainfall of 6cm each month
- Usually rains every day
- Hot and humid

Rainforests — Year 3

Emergent Layer	Canopy Layer	Understory Layer	Forest Floor
Trees can be up to 60m tall	Trees form a roof over the plants below	Trees grow to less than 4m tall	Very few plants
Lots of sunlight	Lots of sunlight but also plenty of rain	Very little sunlight	Almost no sunlight
Cold and windy	Lots of food for animals	Warm and humid	Leaves and debris decompose quickly
Birds, bats, monkeys and butterflies	Snakes, toucans and tree frogs	Lots of insects	Gorillas, anteaters, leopards and tigers

Deforestation

Trees are cut down:

- to create fields for farming cattle and growing crops,
- to produce timber and wood pulp to make furniture and paper,
- to create space for housing.

Positive Impacts	Negative Impacts
• Jobs are created in logging and transporting timber and manufacturing products.	• People's homes are destroyed.
• Selling land raises money for local people.	• Animals and plants may become extinct through habitat loss.
	• Plants that may have been useful could be lost.

What Can Be Done to Protect the Rainforest?

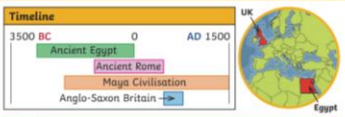
Use both sides of a piece of paper, and use pencils until they are stubs.	Use ebooks or a library rather than buying new books.
Turn off lights and electrical items when not in use.	Buy Fairtrade fruit, vegetables, chocolate and coffee.

Humanities: Term 2a

Ancient Egypt — LKS2

Key Vocabulary	
BC	Used to show that a date is before the year 0. This is counted backwards, so 200 BC is before 100 BC.
AD	Used to show that a date is after the year 0. This is counted forwards, so AD 100 is before AD 200.
irrigation	A system of canals or channels Egyptians dug to supply water to grow crops over a larger area than the water would reach naturally.
silt	Fine particles of soil, clay or sand carried and left by water.
hieroglyphics	A system of writing that used pictures and symbols (hieroglyphs) instead of letters.'
cartouche	An oval shape in which the names of kings and queens were often written in hieroglyphics to show that they were special.
pharaoh	A ruler of ancient Egypt.

Timeline



Writing

Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Almost all scribes were men, although there is some evidence of female doctors being able to read hieroglyphs in medical texts.

Hieroglyphs were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so that the right taxes could be taken.

The Rosetta Stone, discovered in 1799, was written in hieroglyphs and two other languages, including ancient Greek, which linguists (language experts) could still read.

Linguists translated the hieroglyphs by comparing the languages. It took 20 years to translate all the text into modern language.

The Nile

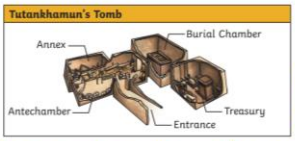
The river Nile was essential to life in ancient Egypt. Every year, it flooded, leaving behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas.

Most people lived along and around the Nile. This is still true in Egypt today. The river was used for water, fishing and trade. Mud from the river was used for bricks and papyrus plants were used to make paper.

Ancient Egypt — LKS2

Key Vocabulary	
Ra	Sun god, lord of the gods. Sailed his boat through the sky during the day and through the underworld at night.
Amun	Created all things. Usually invisible unless mixed with another god, e.g. as Amun-Ra.
Horus	God of the sky. Pharaoh were believed to be a god-like, living version of Horus.
Thoth	God of wisdom. Believed to have invented hieroglyphics and to keep a record of all knowledge.
Ma'at	Goddess of truth. Pharaohs promised to follow Ma'at and be fair and honest.
Isis	Queen of the goddesses.
Osiris	God of the dead.
Hathor	Goddess of love, music and dance.
Anubis	God of mummification. Weighed the hearts of the dead against Ma'at's feather. If your heart was lighter, you would live forever.
Sekhmet	Goddess of war, fire and medicine.

Tutankhamun's Tomb



Embalming and Mummification

1. Wash the body.
2. Pull out the brain through the nostrils with a hook and fill the skull with sawdust.
3. Remove all internal organs except the heart. Put them into canopic jars.
4. Cover the body in natron salt and leave it to dry for 40 days.
5. Remove the natron salt and pack the body with straw, dried grass or linen.
6. Apply makeup and fake eyes.
7. Wrap the body in linen fabric, adding amulets and a Book of the Dead.
8. Place the mummy in a sarcophagus (decorated coffin).

Tutankhamun Facts

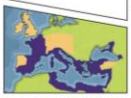
- Born: around 1342 BC
- Died: around 1323 BC
- Pharaoh from approx. 1333 BC to 1323 BC
- Known as the 'boy king' as he became pharaoh aged only 9
- Tomb discovered by Howard Carter and his team in the Valley of the Kings in 1922
- Tomb contained over 3000 treasures
- Historians believe Tutankhamun died suddenly as the tomb was finished hastily.

Humanities: Term 2b

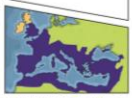
The Romans — LKS2

Key Vocabulary	
Caledonia	The name used in Roman times for Scotland.
Celts	People living in Britain.
emperor	The ruler of an empire.
Iceni	A tribe of Celts who lived in the east of Britain.
legion	A large section of the Roman army, made up of 5000 soldiers.
Picts	Tribes from Caledonia.
Roman Empire	The name used for the land that was controlled by the Romans, including parts of Europe, Middle East and North Africa.

Map showing the Roman Empire in 44 BC



Map showing the Roman Empire in AD 305



To look at all the planning resources linked to the Romans unit, click here.

55 BC: The First Raid
Julius Caesar wanted to extend his Roman Empire so he attempted to invade Britain but the Celts fought back and the Romans returned to Gallia (modern-day France).

54 BC: The Second Raid
Julius Caesar tried to take over Britain again. This time, he took bigger and stronger legions and had some success. Some British tribes were forced to pay tributes (luxury items, such as gold, slaves or soldiers) in order to carry on living how they were.

AD 43: Invasion
The new emperor, Claudius, was determined to make more of Britain part of his Roman Empire and started a successful invasion. Many Celts realised how powerful this Roman army was and agreed to obey Roman laws and pay taxes. Other tribes of Celts continued to fight against the Romans, who never gained full control of Britain.

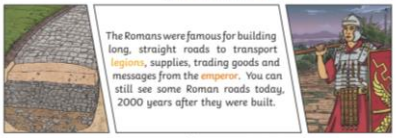
The Romans — LKS2

AD 60: Boudicca's Rebellion
The Romans decided that the Iceni tribe needed to start paying taxes but Queen Boudicca, the ruler of the tribe, refused to let this happen and formed an army to fight the Romans. Thousands of people died in these battles but the Romans eventually won.

AD 122: Hadrian's Wall
The Caledonian tribes fought battles against the Romans who had tried to take their land. The Romans wanted a way to separate their land from the Picts so the Roman emperor, Hadrian, ordered a wall to be built to protect the Romans' land. The wall was 117km long with castles, guarded turrets, major forts, barracks, bathhouses and even hospitals.

The Romans built elaborately designed Roman baths where people would go to relax and socialise. Some of these impressive buildings still remain today.

The Romans were famous for building long, straight roads to transport legions, supplies, trading goods and messages from the emperor. You can still see some Roman roads today, 2000 years after they were built.



Early in Roman times, the Roman people believed in many different gods and goddesses whom they believed controlled different aspects of their lives, such as time, love and the seas.

Humanities: Term 3a

The UK — **Year 3**

Key Vocabulary	
county	A small area of the UK containing lots of towns and villages.
prime meridian	An imaginary line which divides the Earth into the eastern and western hemispheres.
immigration	People moving to another country to live there permanently.
UK	The United Kingdom of Great Britain and Northern Ireland.
Great Britain	England, Scotland and Wales.
landmark	A feature of the landscape or area that is easily recognised.
millennium	A time period of 1000 years. The New Millennium started 1st January 2000.

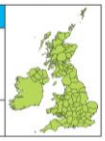
The UK

Country	Flag	Capital City	Key Landmark	Key Rivers	High Ground
England		London	Stonehenge	Thames	Pennines
Scotland		Edinburgh	Ben Nevis	Tay	Grampian Mountains
Wales		Cardiff	Snowdon	Severn (also flows through England)	Cambrian Mountains
Northern Ireland		Belfast	Giant's Causeway	Bann	Sperrin Mountains

County

Local Governments control the local areas of counties and their services. These services include: Education, Transport, Policing, Public Safety, Social Care

Counties include: Cornwall, Swansea,Londonderry, Aberdeenshire



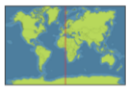
The UK — **Year 3**

Timeline of London

Date AD (around)	Event	Population (approx.)
43	Romans invaded Britain and built a settlement called Londinium on the banks of the river Thames.	unknown
1066	After the Norman Invasion, many forts were built including the Tower of London.	
1209	London Bridge was built to replace smaller, wooden bridges on the Thames.	80 000
1665	Over 60 000 people died due to the Great Plague.	
1666	The Great Fire of London destroyed 60% of the City.	
1762	Buckingham House was built, now known as Buckingham Palace.	1 million
1805-1886	Landmarks such as Trafalgar Square, Big Ben, Royal Albert Hall and Tower Bridge were built.	6.7 million
1939-1945	Many houses and buildings were destroyed during the Second World War.	
2000	Millennium Dome and Millennium Wheel (London Eye) were built to celebrate the new millennium.	
2012	Queen Elizabeth Olympic Park built for the Olympic Games.	8 million

Why Might People Come and Move to the UK?

Many people decide to move to and live permanently in the UK. These immigrants can come from all over the world including Italy, India, China and Australia. They might decide to live in the UK to be nearer to family, for work or for a different lifestyle.



Prime Meridian

This imaginary line runs through the Royal Observatory in Greenwich. It is also used as the basis for the world's time zones.

Humanities: Term 3b

Crime and Punishment — **LKS2**

Key Vocabulary	
bobbies/ peelers	Police officers, named after Sir Robert Peel, who introduced the first police force in London in 1829.
deterrent	To discourage someone from doing something.
execution	A sentence of death.
highwaymen	Criminals who would rob people while they were travelling. This was very common during the Stuart and Georgian periods.
humiliation	To make someone feel ashamed and foolish.
judge	Someone who is in charge of a trial in court.
jury	A group of people who would listen to the facts in a trial and decide if the person is guilty or not guilty.
ordeal	A long and painful experience.
treason	A crime against the King, Queen or the government.
victim	A person who has suffered.
trial	A judge and jury listen to evidence in a court to decide whether a person is guilty of a crime.

The Romans | The Vikings | The Plantagenets | The Stuarts | The Victorians

43 | 450 | 793 | 1066 | 1154 | 1485 | 1603 | 1704 | 1837

The Anglo-Saxons | The Normans | The Tudors | The Georgians

Romans' Rule

Roman laws, written around 450 BC, were called the 'Twelve Tables'. Not following these rules was a crime. Punishments were severe to deter people from not following them. People could pay to have their punishment lessened. Judges and juries were used to decide if someone was guilty or not guilty. There were lots of serious crimes such as murder, and less serious crimes, such as stealing. The worst crime, treason, was punishable by being thrown to the lions.

Anglo-Saxon Justice System

Anglo-Saxon people accused of a crime had a trial. If a decision as to whether the person was guilty or not guilty could not be made, a trial by ordeal would take place. It is thought that God would decide if they were guilty or not by the outcome of the ordeal. There were no prisons to send criminals to so punishments acted as huge deterrents and were often very brutal including stoning, whipping and hanging.

mutilation (body parts cut off)

exile (being sent away)

Crime and Punishment — **LKS2**

Anglo Saxon Trial of Ordeal Punishments

cold water ordeal	A person's hands and feet were tied together and they were thrown into an ice-cold lake.	If the person drowned, they were innocent. If they floated, they were guilty.
iron bar ordeal	Criminals would have to carry a glowing hot iron bar in their hands.	The person would have their hand bandaged for three days. After three days, if their hand healed without infection, they were innocent. If their hand was infected, they were guilty.
Hot water ordeal	A criminal's hand would be plunged into a pot of boiling water.	

Tudor Torture

To deter people from committing crimes, the Tudors came up with even more terrifying punishments, including public executions. Public humiliations were common. The scold's bridle was worn for gossiping; the rack used to stretch out the victim's body for treason; and the dunking stool to find out if someone was a witch.

Victorians Villains

The Victorians looked for alternative ways to hanging people for committing crimes. Many prisons were built in order to prevent people committing further crimes. Life in prison was very tough. Prisoners had to do very physically demanding tasks. These included:

- the treadwheel - using the steps on a huge wooden and iron wheel to move it
- shot drill - lifting a heavy iron cannonball
- the crank – machinery that victims turned 10,000 times a day


scold's bridle


branding


the rack


the crank


treadwheel


shot drill

Staying Fit and Healthy

We encourage our pupils to develop healthy habits and stay fit. Here are some tips

School Packed Lunches

Hummus and Salad Wrap

Ingredients

- 2 tbsp reduced-fat hummus
- 1 large wholemeal wrap
- 1 small carrot, grated
- a couple of leaves of lettuce, shredded

Method

1. With a knife, spread the hummus evenly over the wrap.
2. Sprinkle the grated carrot and shredded lettuce on top as well.
3. Fold the bottom and top of the wrap in and roll up the wrap. Cut it in half and store it in an airtight container.

Serve with healthy snacks like a handful of cherry tomatoes and Greek yoghurt with mixed berries.

Always remember to include a drink with your child's lunch.

School Packed Lunches

Salmon Bagel

Ingredients

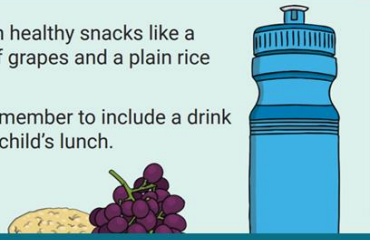
- 1 wholemeal bagel
- half a large can of pink salmon
- 1 level tbsp mayonnaise
- 4 slices of cucumber
- A couple of leaves of lettuce, shredded

Method

1. Slice the bagel in half and toast it. Leave it to cool.
2. Drain all of the water out of the salmon and remove any bones.
3. In a bowl, mix the salmon, mayonnaise and season with pepper.
4. Spread the mixture onto one-half of the bagel pieces.
5. Cover the other side with the cucumber and lettuce.

Serve with healthy snacks like a handful of grapes and a plain rice cake.

Always remember to include a drink with your child's lunch.



We know it's easy to run out of ideas for a healthy packed lunch, so we've put some not so difficult ideas together for you

School Packed Lunches

Spinach, Feta and Beans Quinoa

Ingredients

- 270g quinoa, uncooked
- 2 carrots, peeled and diced
- 150g spinach
- 1 can cannellini beans, drained and rinsed
- 170g feta, crumbled
- 700ml vegetable stock

Dressing

- 200ml olive oil
- 1 tbsp balsamic vinegar
- 2 tbsp lemon juice
- 1 clove garlic, crushed
- 1 tsp honey
- ½ tsp dried oregano

Method

1. In a large saucepan, add in the quinoa, vegetable stock and carrots.
2. Bring to the boil, and then reduce down to a simmer and cover. Keep cooking until the quinoa has absorbed all of the liquid, which should take about 20 minutes.
3. Whilst this is cooking, mix all of the dressing ingredients together. Season with salt and pepper to taste.
4. Chop the spinach and stir it into the quinoa and carrots. Place the lid on again and cook for another 3 minutes, to allow the spinach to wilt.
5. Add in the cannellini beans and dressing, mix well and allow to cool.
6. Stir in the feta cheese.
7. Portion and store in airtight containers.

School Packed Lunches

Tuna and Bean salad

Ingredients

- 3 tsp olive oil
- ½ lemon, juiced
- Pinch of mixed herbs
- Pinch of mustard powder
- Pinch black pepper
- 1/2 bell pepper, chopped
- 2 spring onions, sliced
- 3cm cucumber, chopped
- 1 heaped tbsp mixed beans, drained
- ½ can of tuna, drained

Method

1. In a bowl, combine the oil, lemon juice, mixed herbs, mustard powder and black pepper.
2. Add in the pepper, onions, cucumber, beans and tuna. Mix together well.
3. Serve with a slice of wholemeal bread with a low-fat spread.
4. Include some healthy snacks such as a satsuma and a slice of malt lof, as well as a drink.

School Packed Lunches

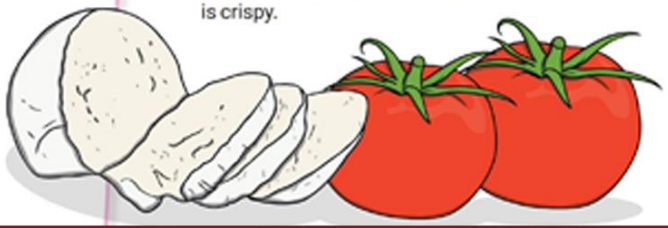
Mozzarella, Pesto and Tomato Paninis

Ingredients

- 2 paninis
- 250g mozzarella cheese, sliced
- 1 tomato, sliced
- 2 tbsp pesto
- 2 tbsp basil leaves
- butter

Method

1. Slice the paninis in halves. Lightly butter on both sides.
2. Spread the pesto onto one half of each panini.
3. On the pesto covered side, place the mozzarella, tomato and basil. Then sandwich together with the other halves.
4. Cook the paninis in a grill or panini press for a few minutes. Alternatively, heat a frying pan and once hot fry the paninis on each side for a couple of minutes until the cheese has melted and the bread is crispy.



School Packed Lunches

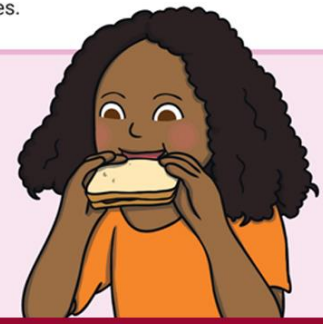
Tuna Mayo Sandwich

Ingredients

- ½ can of tuna, drained
- 1 tbsp mayonnaise
- 1 tbsp sweetcorn
- a handful of lettuce, chopped
- 2 slices of half-and-half bread
- 1 carrot cut into sticks
- 3cm portion of cucumber cut into sticks
- 60g mixed berries

Method

1. In a bowl, mix the tuna, mayonnaise and sweet corn together.
2. Season with black pepper.
3. Spoon the mixture onto a slice of bread and form a sandwich with the other slice.
4. Top with some chopped lettuce.
5. Serve with carrot sticks, cucumber sticks and mixed berries.



We know it's easy to run out of ideas for a healthy packed lunch, so we've put some not so difficult ideas together for you

School Packed Lunches

Spicy Chicken Salad Wrap

Ingredients

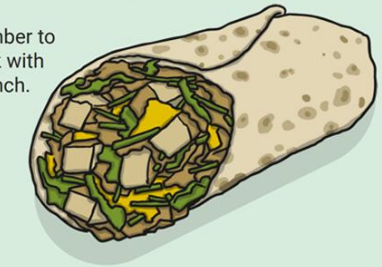
- 1 tbsp Greek yoghurt
- ¼ tsp curry powder
- chilli powder, to taste
- 85g cook chicken breast, cut into small pieces
- 1 large wholemeal wrap
- a couple of leaves of lettuce, shredded
- 3 slices of cucumber, chopped into small pieces
- 1 slice of pepper, chopped into small pieces

Method

1. In a bowl, mix together the yoghurt, curry powder and chilli powder.
2. Throw in the chicken pieces and cover well.
3. In the wrap, spread the chicken mixture. Top with lettuce, cucumber and pepper.
4. Fold the bottom and top of the wrap in and roll up the wrap. Cut it in half and store it in an airtight container.

Serve with healthy snacks like some peach and strawberry slices and a fruit cake.

Always remember to include a drink with your child's lunch.



School Packed Lunches

Egg Mayonnaise Sandwhich

Ingredients

- 1 egg
- 1 tbsp mayonnaise
- 1 large wholemeal roll or 2 wholemeal slices
- a couple of leaves of lettuce, shredded

Method

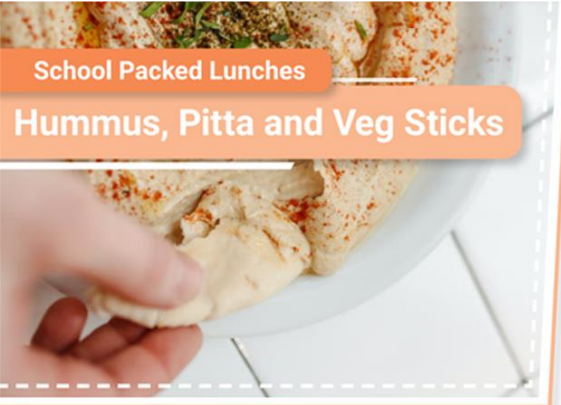
1. Boil a small saucepan of water. Place the egg in the water and cook for 10 minutes.
2. Now, move the egg into cold water and wait for it to cool.
3. Remove all of the shell from the egg.
4. In a bowl, mash the egg with the mayonnaise. Season with pepper.
5. Fill the roll or bread slices with the egg and mayonnaise mixture. Top with the lettuce.

Serve with healthy snacks like some cherry tomatoes and strawberry slices and a fruit snack pot.

Always remember to include a drink with your child's lunch.

School Packed Lunches

Hummus, Pitta and Veg Sticks



Ingredients

- 2 tbsp tinned chickpeas
- ½ lemon, juiced
- 1 tbsp low-fat Greek-style yoghurt
- 1 tbsp olive oil
- ¼ tsp paprika
- 1 clove of garlic, peeled
- 1 large wholemeal pitta bread, sliced into strips
- 1 small carrot, cut into sticks
- 1 stick of celery, cut into sticks

Method

1. In a large bowl, combine the chickpeas, lemon juice, yoghurt, olive oil, paprika, cumin and garlic.
2. With a hand blender, mix together the ingredients until you've formed a smooth paste. Mix this the night before and store it in the fridge, this will save you time in the morning and allows the hummus to develop.
3. Store the pitta, carrot and celery in the fridge overnight as well.

Serve with a banana and yoghurt.

School Packed Lunches

Easy Quesadilla

Ingredients

- 2 tortilla wraps
- a handful of grated cheese
- slice of ham, shredded
- a handful of chargrilled peppers from a jar
- additional vegetables, optional

Method

1. Heat a large frying pan over a stove.
2. Without any oil, add in one of the wraps.
3. Sprinkle in the cheese, ham and peppers onto the wrap.
4. Add the other wrap over the top and press down.
5. Keep cooking until the cheese has melted, and then flip over to brown the other wrap.
6. Remove from the pan and cut into wedges, place in an airtight container and store in the fridge overnight.

Why not try adding in some other vegetables, such as some fried onion, fried mushrooms, tomatoes, sweetcorn, spinach or kidney beans to add to the quesadilla?

Serve with healthy snacks, like a handful of cherry tomatoes and a box of raisins.

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School Packed Lunches

Chicken Pitta Pockets

Ingredients

- ½ avocado, peeled and sliced
- 1 chicken breast
- 40g watercress
- ¼ tbsp balsamic vinegar
- ½ tsp olive oil
- 1 plum tomato, thinly sliced
- 2 pittas

Marinade

- 1 ½ tbsp olive oil
- 2 tsp balsamic vinegar
- 1 tsp soy sauce
- 1 tsp oregano

Method

1. In a bowl, mix all of the marinade ingredients.
2. Score the chicken breasts a few times with a knife and place the chicken into the marinade bowl. Rub the marinade into the chicken and leave for at least half an hour.
3. Drain and keep the marinade.
4. Heat a frying pan and add a tiny amount of oil. Season the chicken with salt and pepper and cook for 8 to 10 minutes, making sure to flip halfway through. Ensure the chicken is cooked all the way through.
5. Take the chicken out of the pan and slice it into strips.
6. Slice the pittas in half and brush with the rest of the marinade.
7. Throw the watercress, balsamic vinegar and olive oil together into a bowl.
8. Add in the chicken, avocado, tomato and watercress into the pittas.

School Packed Lunches

Cheesy Coleslaw Pitta

Ingredients

- 1 tsp mayonnaise
- 1 tbsp low-fat Greek-style yoghurt
- 1 thin slice of white cabbage, shredded (to give a handful)
- 1 small carrot, grated
- 2 spring onions or a slice of onion, chopped
- 20g reduced-fat cheddar cheese, finely chopped or grated
- 1 large wholemeal pitta bread

Method

1. In a small bowl, mix the mayonnaise and yoghurt.
2. Add in the cabbage, carrot, onion and cheese.
3. Slice open a pitta bread and spoon filling into the pocket.

Coleslaw keeps well in the fridge, so why not prepare the coleslaw the night before to save you time in the morning.

Serve with healthy snacks, like a handful of cherry tomatoes and a box of raisins.

School Packed Lunches Snack

Oat and Raisin Cookies

Ingredients

- 85g butter
- 75g soft brown sugar
- 1 tsp vanilla extract
- 75g porridge oats
- 75g raisins
- 40g sunflower seeds
- 50g plain flour
- 1 egg, beaten
- ¼ tsp bicarbonate of soda
- ½ tsp salt

Method

1. Preheat the oven to 180°C.
2. Beat together the butter and sugar. This is best done with a stand mixer but can also be done with an electric hand mixer or with a spoon.
3. Once the butter and sugar are well combined, add in the remaining ingredients until well mixed.
4. Spoon the mixture into small balls, and place them onto a non-stick baking tray. Flatten them down to compact them.
5. Place in the oven and bake for 12 to 14 minutes until golden brown.
6. Remove from the oven and transfer to a wire rack to cool. They will be quite soft when first out of the oven, but will harden as they cool.

School Packed Lunches

Muffin Pizzas

Ingredients

- 4 English muffins
- 80ml tomato sauce
- slices of pepperoni, cut into quarters
- 1 ball mozzarella, cut into small cubes
- 2 handfuls of grated cheese

Method

1. Heat the girl to a high temperature.
2. Slice the muffins in half.
3. Spread the tomato sauce evenly onto the muffins.
4. Top with mozzarella, pepperoni slices and cheddar.
5. Grill for 2 - 3 minutes until the cheese has melted and browning.

Serve with healthy snacks like a few vegetable sticks and a piece of flapjack.

Always remember to include a drink with your child's lunch.

We know it's easy to run out of ideas for a healthy packed lunch, so we've put some not so difficult ideas together for you

School Packed Lunches

Veggie Pasties

Ingredients

- 1 tbs olive oil
- 1 onion
- 4 potatoes
- 200ml hot vegetable stock
- 150g frozen peas
- 150g cheddar cheese, grated
- 500g shortcrust pastry
- 1 egg, beaten

Method

1. Preheat the oven to 200°C.
2. Peel and dice the potatoes into small cubes that are about 1cm. Finely chop the onion as well.
3. In a large non-stick pan, heat the olive oil. Once the oil is hot, fry the onions for about 5 minutes.
4. Throw in the potatoes as well and keep stirring. Heat on medium heat for a couple of minutes.
5. Pour in the hot vegetable stock. Cover the pan with a lid and cook on low heat for about 15 minutes.
6. Add in the frozen peas and continue cooking for another 5 minutes.
7. Remove the pan from the heat and stir in the grated cheese.
8. Roll out the shortcrust pastry, using flour so it doesn't stick to the work surface. Use a small plate as a template to cut out 6 circles from the pastry.
9. Evenly spoon the filling into each circle of pastry. Fold the circles in half across the filling and crimp (compress) the edges with a fork. Score the tops of the pasties with small lines to allow heat to escape when cooking.
10. Brush the pasties with the beaten egg, before cooking them in the oven for 20 minutes, or until they're golden brown.

School Packed Lunches

Soft Cheese Salad Sandwich

Ingredients

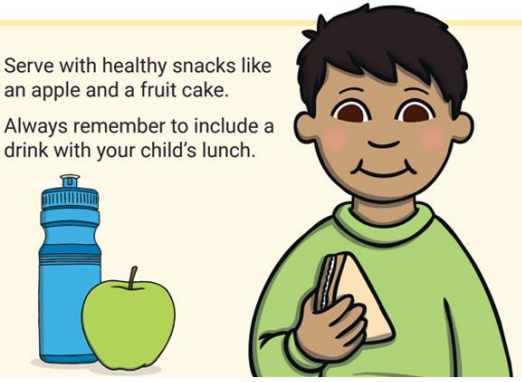
- 2 slices of wholemeal bread
- 2 tbsp soft cheese
- 3cm piece of cucumber, finely chopped
- ⅔ celery stick, finely chopped
- a couple of leaves of lettuce, shredded

Method

1. Spread the soft cheese on both slices of bread.
2. Add all of the vegetables onto the cheese of my side.
3. Season with pepper or paprika if you like.
4. Finish the sandwich simply by combing the two pieces together.

Serve with healthy snacks like an apple and a fruit cake.

Always remember to include a drink with your child's lunch.



Healthy Lunchboxes

A Guide for Parents

NHS guidelines suggest that a balanced lunchbox will contain something from each of the following groups:

- a starchy food such as bread, pasta or rice
- a protein source such as meat, fish, egg or beans
- a source of calcium such as yoghurt, cheese or milk
- fresh vegetables or salad
- fruit (including fresh fruit juice and dried fruit)

Make fruit fun and easy to eat by chopping it into small pieces and including a spoon. You can stop fruit such as apples and bananas from going brown by tossing them in a little water mixed with lemon juice and storing in an airtight container. You can use cookie cutters on fruit that can be cut into larger slices, such as melon or pineapple.

Try not to include foods high in fat and sugar on a daily basis. Make healthy swaps, such as crunchy carrot sticks instead of crisps, or a fruity yoghurt instead of a cake.

Don't forget your leftovers. If you've had a pasta meal, for example, the leftovers can quickly be turned into a nutritious pasta salad with the addition of a few chopped fresh vegetables. Leftovers from the Sunday roast also make fantastic sandwich fillings.

Chiller packs are readily available at the supermarket – pop a couple in the freezer so you always have one ready to slip into the lunchbox to keep things cool and fresh. Alternatively, you could freeze juice boxes and pop one of those in the box – by lunchtime it will have defrosted, all the while keeping the lunch fresh.

Reduce your use of single-use plastics by avoiding plastic spoons and drinks with straws, and using foil instead of plastic wrap. There are lots of reusable plastic food containers available now and it's also more cost-effective to buy larger pots of foods such as yoghurt and decant a portion into a reusable container.

Get your kids involved in making packed lunches – even the youngest can have a go at buttering a piece of bread and adding a filling. Set up a production line and you'll be surprised how quickly the lunches get done!

Plan a week's lunches in advance – try using this handy **Weekly Lunchbox Planner.**

You can make sandwiches more interesting by using different types of breads – try tortilla wraps, chapattis, pitta or bread flavoured with herbs, seeds or cheese. It's also fun to use cookie cutters to cut sandwiches into different shapes.

If your child is bored of sandwiches, try making a colourful pasta or rice salad, or send them with a dip such as hummus and a handful of breadsticks and veggie sticks.

Don't be tempted to include too much in your child's lunchbox, especially for younger children. Think about what you would serve them for a normal lunch at home. Often, children struggle to eat large amounts and they are always keen to finish quickly so that they can go outside to play with their friends!

Weekly Lunchbox Planning Record

Week beginning ______________________

	Monday	Tuesday	Wednesday	Thursday	Friday	Shopping List
Sandwich/Salad 						
Dairy 						
Fruit/Veggies 						
Snack/Treat 						
Notes/Comments 						

Recommended Websites to Support Learning

https://www.oxfordowl.co.uk/

https://www.bbc.co.uk/bitesize

https://www.nationalgeographic.org/

https://www.dkfindout.com/uk/

https://www.booktrust.org.uk/

https://www.phonicsplay.co.uk/

https://ed.ted.com/

https://www.youtube.com/c/RuthMiskinTrainingEdu

Educational Apps

The following apps cover a range of activities and support learning in a number of subjects.

- Teach Your Monster to Read (For school-aged children): Covers the first two years of learning to read, from matching letters and sounds to enjoying little books, designed in collaboration with leading academics.
- Navigo Game (For school-aged children): Focuses on developing skills that underpin reading, including phonics, letters and sounds, designed by UCL Institute of Education and Fish in a Bottle.
- Fonetti (For school-aged children): The world's first 'Listening Bookshop' interacting with children by giving visual cues in real-time as they read aloud and highlighting where the most support is needed.
- Cambridge Science: Created by Cambridge University Press, Cambridge Science is an app using 360-degree technology. You'll find 360-degree videos and photos grouped into categories such as: Earth, Water, Plants, Solar System and the Human Body. Visit stunning landscapes and breathtaking places, both real and digital. Learn lots of interesting facts.

School Subscriptions

We have a number of subscriptions we use for school use and for which parents and children have access. These are listed below including some brief guidelines on how to use them.

Classdojo = All Year Groups

ClassDojo is a school communication platform that teachers, pupils, and families use every day to build close-knit communities by sharing what's being learned in the classroom home through photos, videos, and messages.
To login to Classdojo, visit www.classdojo.com and sign in as a parent. If you are new to the school, you will need to be 'connected' to your child's class. We will provide instructions on how this is done.

Read, Write, Inc = Years 2, 3, 4, 5 and 6

Using a proven approach underpinned by phonics, fast–paced lessons and an online subscription, Read Write Inc. Spelling prepares children for the higher demands of the statutory spelling assessments in England. To access your learning platform, please visit: https://www.oxfordowl.co.uk/login?active-tab=students

Ensure you have selected the 'Student' tab

Active Learn = All Year Groups

Your child's teacher will often set work on Active Learn for Maths.
Visit: www.activelearnprimary.co.uk and log in with the details provided by your teacher.

Century = Years 3, 4, 5 and 6

Century is for children in years 3 – 6. Homework is set on Century for English, Maths and Science. Additionally, children can use Century to continue learning as the software uses artificial intelligence to allocate work according to the child's abilities.
Visit: app.century.tech/login and user your username and password to login

School Jam = Reception, Year 1 and 2

Maths Homework and tasks are allocated on School Jam for child in years 1 and 2. School Jam is accessed as a mobile app
School Jam on the App Store (Apple devices): https://apps.apple.com/gb/app/school-jam/id1447069305
School Jam on the Play Store (Android devices): https://play.google.com/store/apps/details?id=com.pearson.android.parentalengagement&hl=en_GB&gl=US

Pickatale = All Year Groups

We use Pickatale to further re-enforce reading. This is open to all year groups.
Download the app and use your username and password to login
Apple Users:
https://apps.apple.com/gb/app/pickatale-school/id1533803381
Android Users:
https://play.google.com/store/apps/details?id=com.Pickatale.PFS&hl=en_GB&gl=US