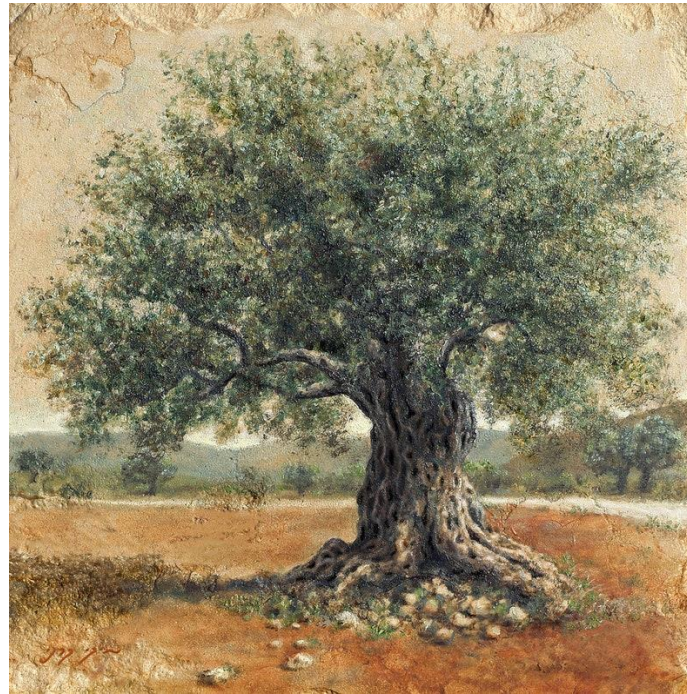


Olive Class Curriculum Offer

Advent Term 1



**‘Let all that you do be done in love’
(1 Corinthians 16:14)**



English

OUR TOWER



Descriptive writing

the corridors were quiet
nobody was around
people hid in their flats
everything was grey and boring
the corridor was buzzing
people opened their curtains
people were laughing

Speech

Who are you?

they bellowed
nervously

I'm as old
as time itself.

he explained
patiently

boring	grey	hard	concrete	rushing	leafy
flickering	bushy	smooth	sappy	wet	wrinkled
warm	deep	hacking	coughing	earthen	wooden
metallic	gleaming	spiky	labyrinthine	steaming	high
wizened	wondrous	tree-grown	home-grown	home-baked	sweet

Maths


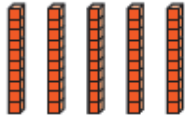

Number and Place Value

Key Vocabulary

hundreds
tens
ones
zero
place value
greater than
less than
order
more
less
partition
digit

3-Digit Numbers

256

two hundred	fifty	six
		
200	50	6

Counting in 4s and 8s

0	4	8	12	16	20	24	28	32	36	40
---	---	---	----	----	----	----	----	----	----	----

0	8	16	24	32	40	48	56	64	72	80
---	---	----	----	----	----	----	----	----	----	----

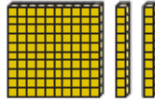
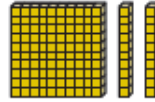
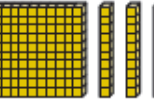
Counting in 50s and 100s

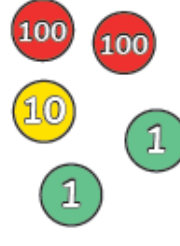


0	50	100	150	200	250	300	350	400	450	500
---	----	-----	-----	-----	-----	-----	-----	-----	-----	-----

0	100	200	300	400	500	600	700	800	900	1000
---	-----	-----	-----	-----	-----	-----	-----	-----	-----	------

Knowledge Organiser

10 and 100 More or Less

Ten Less		Ten More
		
120	130	140

One Hundred Less		One Hundred More
		
212	312	412

RE

The home is the first school of Christian life and 'a school for human enrichment.'

God is present in every home. This is expressed in the love that binds the family together within the home through good times and bad times.

At home one learns endurance and the joy of work, love, forgiveness and above all, divine worship in prayer.

HOMES

Year 3 Topic 1



OUR BIG QUESTION

What makes a house a home?

*home
ISN'T A PLACE,
it's a feeling*

REFLECTION

Father, creator of all,
you 'ordered the earth' to bring forth life
and crowned its goodness by

creating family life.

Teach us the beauty of human love,
show us the value of family life

and help us to live in peace
with everyone.
Amen.

KEY VOCABULARY

home love family
difference respect
joys sorrows
community family

SCRIPTURE

Romans 12: 8-13

Ephesians 5: 1-9; and 6: 1-4.

Luke 2: 39-40

John 13:34-35

Col 3:12-17

Science

Year 3 4 Science Knowledge Organiser—Rocks and Soils

Key Vocabulary	
igneous 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.

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

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.

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).

History

History Knowledge Organiser: Stone Age to Iron Age

Key Question: What tools did people use to make their homes?

What will I learn?

I know what 'prehistory' is how archaeologists find out about the past when there is no written history.

I know that people lived in caves during the early Paleolithic period of the Stone Age.

know about the lives of people in the Mesolithic period of the Stone Age.

I know how people lived in Neolithic times

To find out about how people lived during the Bronze Age.

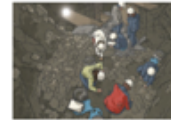
To find out about how people lived during the Iron Age

Historical Skills Vocabulary

BC	Used to show that a date is before the year AD 1. This is counted backwards, so 200 BC is before 100 BC.
AD	Used to show that a date is after the year AD 1. This is counted forwards, so AD 100 is before AD 200.

archaeologist

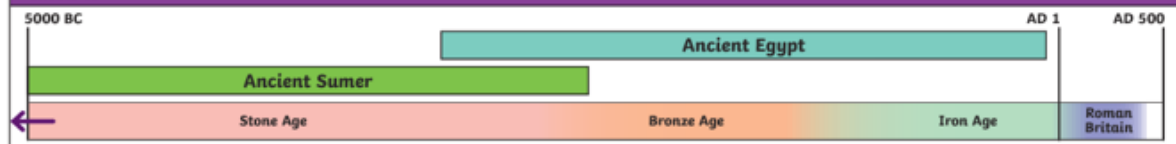
A person who studies the past by excavating historical places and studying objects and remains.



Key Vocabulary

hunter-gatherer	A person who moves from place to place in search of food. Surviving by hunting, fishing and collecting berries, fruits and seeds.
agriculture	Growing crops and keeping animals for food and materials (farming).
settlement	A place where people live together in a community.
tribe	A community of people, ruled by a leader, with shared traditions, ancestors and culture.
monument	A building or structure which is important for learning about the past.
migration	When people move to live in a different place.
technology	Using knowledge to invent new devices or tools.
prehistoric	From a time in the past before there were written records.

Timeline

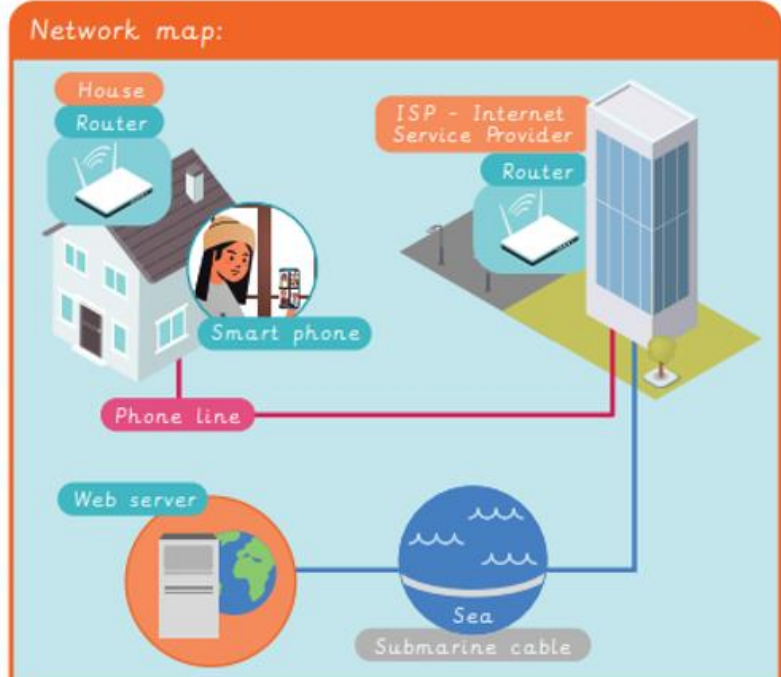


Computing

KNOWLEDGE ORGANISER – Computing – Olive – Advent 1 – Networks and the internet

BIG QUESTION: How does a network connect us?

Device	Equipment created for a certain purpose or job.
DSL	Digital Subscriber Line. An internet connection for rural areas, where wired services are not available. It uses communication satellites to send and receive data and is a slower internet connection than wired connections.
File	An item on a computer that can keep data in various forms such as images, music and documents.
Internet	A worldwide network, enabling tens of millions of computers around the globe to share vast amounts of information, and communicate with other online users across the globe.
Network	When more than one electronic device is connected in a network through the internet or a local connection in order to share files and information.
Network map	A diagram that shows what type of and how many devices are on a network. It also shows how they are connected to each other.
Network switch	A device that deals with the movement of network information.
Router	The main device responsible for providing internet access to a network, and can be connected to through a wired connection or WiFi.
Server	A computer or computer program that provides data and information to other computing devices.
Submarine cables	Cables that run under the sea to allow information to be accessed and (shared around the world or across continents.)
The Cloud	Refers to data and files that are stored and accessed on servers via the internet.
WiFi	When you have, or can connect to a network that is wireless.
Wired	An electronic device is considered 'wired' when it is connected to the network through cables.
Wireless	An electronic device is considered 'wireless' when it is connected to the network through signals.
Wireless access point	A device that enables other electronic items to connect wirelessly to the internet.



The internet can be used for:

- Communicating (email, video call, voice call etc.)
- File sharing
- Websites
- Uploading and downloading files
- Streaming media (videos, music etc.)
- Playing online games

The illustration shows a person from behind, sitting at a desk and using a laptop. The laptop screen displays a video conference with four participants in a grid layout. There are plants and a speaker on the desk.

French

KNOWLEDGE ORGANISER – French – Year 3 – Advent 1 – French Greetings with Puppets

BIG QUESTION: How do we greet each other in French?



bonjour

Good morning
/ hello



bonsoir

Good evening



bonne nuit

Good night



salut

Hi / and also
bye (informal)



au revoir

Goodbye



comment tu
t'appelles ?

What is your
name? / What
are you
called?



je m'appelle

My name is



comment
ça va ?

How are you?



ça va bien /
très bien

I am well /
very well



comme ci,
comme ça

I'm OK / so, so



ça va mal /
très mal

I am unwell /
very unwell.



oui

Yes



non

No

- We are **CREATED INDIVIDUALLY BY GOD** because He loves us.
 - God designed us for a purpose: **TO BE LOVED, TO LOVE AND TO MAKE A DIFFERENCE.**
- **EVERY HUMAN LIFE IS PRECIOUS** from the beginning of life (conception) to natural death.
- **PRAYER** is an important way of growing in our relationship with God - we are never bothering Him!

Key Vocabulary:

Synagogue	Heal	Created	Individually
Love	Care	Healed	Purpose
Patience	Faith	Belief	Precious

Music






Did you know... Jazz is a music genre that originated in the African-American communities of New Orleans, Louisiana, in the late 19th and early 20th centuries, with its roots in blues and ragtime. Since the 1920s Jazz Age, it has been recognized as a major form of musical expression in traditional and popular music. Jazz is characterized by swing and blue notes, complex chords, call and response vocals, polyrhythms and improvisation. Jazz has roots in European harmony and African rhythmic rituals.

Quiz – Test your Knowledge. Circle the correct answer

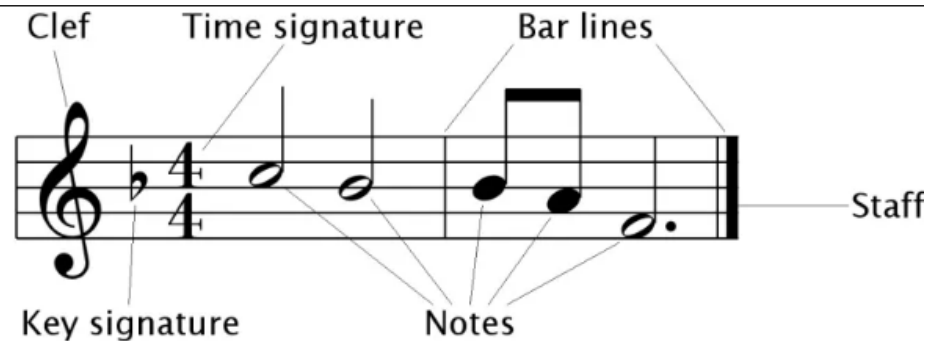
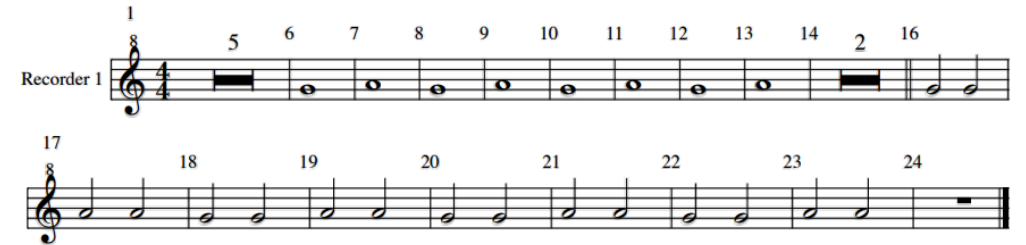
- Which sentence is true?
 - The beat stays the same
 - The beat gets higher and lower
 - The beat changes and gets faster and slower
- A ukelele is part of which music family ?
 - Strings
 - Woodwind
 - Percussion
- When we copy back rhythms, it is called?
 - Improvising
 - Call and Response
 - Country

‘Jazz’ and ‘funk’



Term	Symbol	Value
semibreve		4 beats
minim		2 beats
crotchet		1 beat
quaver		1/2 beat
pair of quavers		1/2 + 1/2 = 1

Get Movin, Get Groovin, Get Funky!



Art

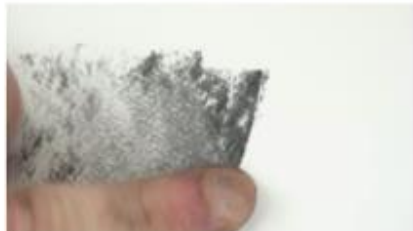
KNOWLEDGE ORGANISER – Art – Olive – Gestural Drawing with Charcoal

BIG QUESTION: How do I make drawings that capture a sense of drama or performance using charcoal?

Key Concepts:

- That when we draw we can use gestural marks to make work.
- That when we draw we can use the expressive marks we make to create a sense of drama.
- That when we draw we can move around.
- That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.

Techniques to try:



Charcoal

Charcoal is a black media made of carbon from burning wood and it comes in a few different forms. Common forms include willow charcoal, compressed charcoal, and charcoal pencils.

Charcoal does come in other forms, such as powder or inks.

Charcoal is made by burning wood in a way that preserves its structure. This is done using a special kiln. Charcoal is one of the oldest drawing mediums and simple forms of charcoal have been found in cave art at around 30,000 years ago.

It has been used for drawing and creating sketches ever since, like this little sketch of a cup.

Charcoal is very versatile. It can make many different marks. It's very malleable. It can be used for sketching or for bigger projects, like producing large drawings or creating planning sketches for our work.

You could use hairspray as a "fixative" for the charcoal drawings.

PE Netball



Get Set 4
Education

Knowledge Organiser Netball Year 3 and Year 4

About this Unit

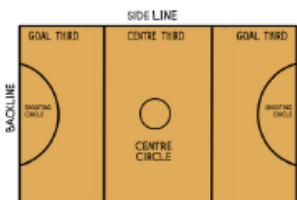
Netball is an invasion game. An invasion game is a game where two teams play against each other. You invade (enter) the other team's space to try to score goals.

An official netball game is played on a court split into thirds with seven players on each team. Each player is allowed in certain areas of the court and has a different role.

The positions:

- GS: Goal Shooter
- GA: Goal Attack
- WA: Wing Attack
- C: Centre
- WD: Wing Defence
- GD: Goal Defence
- GK: Goal Keeper

The court:



Invasion Games Key Principles

attacking	defending
score goals	stop goals
create space	deny space
maintain possession	gain possession
move the ball towards goal	

Can you think of any other invasion games that share these principles?



Key Vocabulary

- accelerate:** speed up
- accurate:** successful in reaching the intended target
- contact:** a rule that states you cannot push or bang another player
- decision:** select an outcome
- delay:** to slow an object or player
- deny:** to prevent an action happening
- direction:** forwards, backwards, sideways
- footwork:** a rule which states you cannot move your landing foot
- intercept:** to gain possession of the ball
- invasion:** a game of two teams who invade each other's space to score goals
- obstruct:** a rule which states that you are not allowed to put your arms up unless you are 1m away
- option:** possible choices
- persevere:** to continue trying
- pivot:** allows you to turn your body to face a new direction
- possession:** to have
- technique:** the action used correctly
- tournament:** a competition of more than two teams
- umpire:** a person who makes sure the rules are followed



Ladder Knowledge



Sending & receiving:

Year 3: point your hands to your target when throwing to help to send the ball accurately.

Year 4: cushioning a ball will help you to control it when catching it.

Space:

Year 3: spreading out as a team will help to move the defenders away from each other.

Year 4: moving into space will help your team keep possession and score goals.

Attacking and defending:

Year 3: as an attacker you need to maintain possession and score goals. As a defender you need to stop the opposition and gain possession.

Attacking and defending:

Year 4: as an attacker shoot when close to goal or if there is a clear path. Pass when a teammate is free and in good space. As a defender mark a player to stop them from being an option. Try to intercept the ball as it is passed.

Movement Skills

- throw
- catch
- change direction
- change speed
- shoot

This unit will also help you to develop other important skills.

Social

communication, collaboration, support others

Emotional

honesty and fair play, persevere, confidence

Thinking

comprehension, decision making, recognition, identify, observe and provide feedback, select and apply

Rules

- Footwork:** first foot to touch the ground when receiving a ball is the landing foot. The landing foot must remain on the ground, the other foot may be moved in any direction, pivoting on the landing foot.
- Held ball:** a player has 4 seconds to pass or shoot.
- Contact:** if a player contacts another player.
- Obstruction:** defenders are allowed one jump to mark the ball and must be 1m from the ball carrier.

Free pass is awarded to the non-offending team if the footwork and held ball rules are broken. The offending player is not out of play.

A **penalty pass or shot** (if these rules are broken within the shooting circle) is awarded to the non-offending team if the obstruction or contact rules are broken. The offending player is out of play and stands by the side of the player taking the pass/shot.

Tactics

Using tactics will help your team to maintain possession and score goals or deny space, gain possession and stop goals.

Healthy Participation



- Make sure any unused equipment is stored in a safe place.

If you enjoy this unit why not see if there is a netball club in your local area.



How will this unit help your body?

agility, balance, co-ordination, speed, stamina

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Skills School

What you need: A ball

How to play:
Can you complete the following skills?

- Pass the ball 10 times around your waist in one direction then 10 times in the other direction
- Pass the ball in a figure of eight through your legs, 10 times in one direction, then 10 times in the other direction.
- Pass the ball hand to hand. Can you do this above your head, then to one side of your body, then the other? Can you do this down low by your knees?
- Start with the ball behind your back, throw it over your head and then catch it in front of your body.
- Start with the ball in front of you, throw it over your head and catch it behind you.

Top tips:

- Use wide fingers and keep your eyes on the ball.



www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit.



@getset4education136

PE Forest School



Get Set 4
Education

Knowledge Organiser OAA Year 3

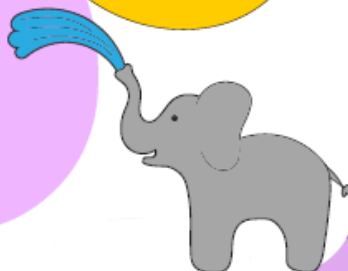
About this Unit

OAA stands for Outdoor Adventurous Activities. These activities can be land based e.g. rock climbing, abseiling, orienteering, they can be water based e.g. kayaking, surfing, sailing or air based e.g. parachuting or paragliding. All of these activities require problem solving, collaboration, decision making and teamwork skills. In this unit, you will learn these skills then put them into practise in an orienteering activity.

Orienteering is an activity that uses a map and compass to help the people taking part find their way around a course.

Maps help you travel from one location to another. They help you to find where you are and how to get where you want to go.

A compass is a device that shows you the cardinal directions. These are North East South and West. We can use a saying to help us to remember this **'Naughty Elephants Spray Water'**. A compass will always point to North.



Key Vocabulary

communication: share information

compass: a device that shows the cardinal directions

course: includes a start point, control points, and a finish point when orienteering

discuss: talk about

honest: give facts

interrupt: to speak while others are speaking

map: used to show locations

route: the path taken

support: to help

symbol: a sign, shape or object representative of different features on a map e.g. a triangle for a mountain

tactics: a plan to solve a problem

teamwork: working with others to succeed

trust: to believe in others



Ladder Knowledge



Problem solving:

Trying ideas before deciding on a solution will help you to come up with the best idea.

Navigational skills:

Holding a map so that the items on the map match up to real life will help you to read and understand the map and situation.

Communication:

Take turns when giving ideas and do not interrupt each other.

Reflection:

Think about when and why you are successful at solving challenges to help you in the future.

Movement Skills

- balance
- co-ordination
- run at speed
- run over distance

This unit will also help you to develop other important skills.

Social communication, co-operation, inclusion, collaborate

Emotional determination, trust, confidence, honesty

Thinking problem solving, evaluate, reflection, create, comprehension, select and apply

Rules

Use rules given to you honestly to help to keep yourself and others safe.

Healthy Participation



- Listen carefully to safety rules for each challenge considering the space, equipment and other people.
- Work safely around others.

If you enjoy this unit why not see if there is an orienteering club in your local area.



How will this unit help your body?

balance, co-ordination, speed, stamina

Home Learning



Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk



Cross the swamp

What you need: Some toys and two pillows

How to play:

- Place your toys 8m away from a start line. This could be in another room if playing indoors.
- Imagine that the space between the start line and the toys is a swamp.
- To rescue the toys use the two pillows to cross the swamp and retrieve one toy at a time.
- You cannot touch the swamp. How many toys can you rescue in 3 mins?

Watch out for the crocs!



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