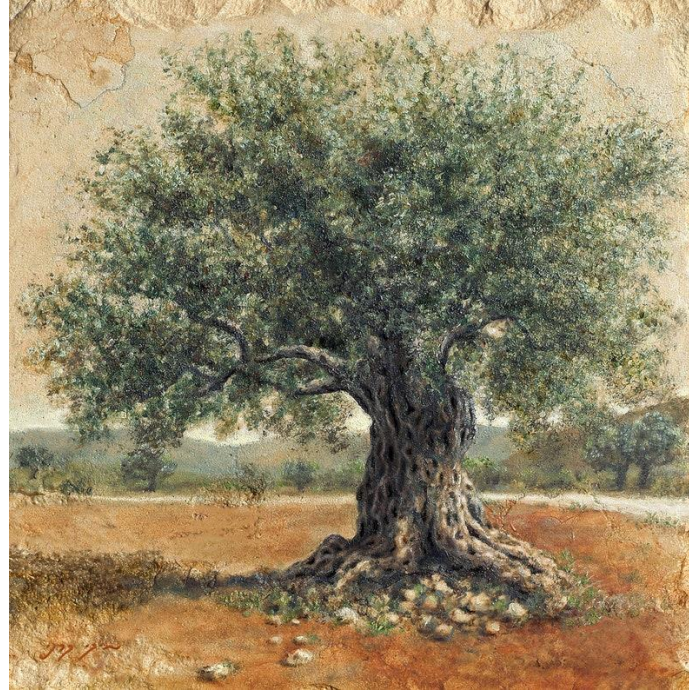


Olive Class Curriculum Offer

Advent Term 2



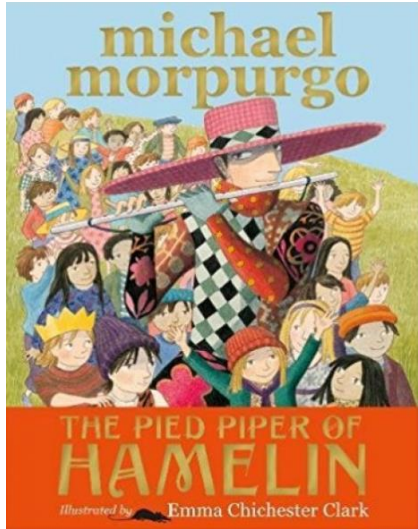
**‘Let all that you do be done in love’
(1 Corinthians 16:14)**



English

The fable of the mysterious piper who comes to Hamelin to rid the town of rats is one of the world's best-loved stories.

Retold by master story-teller Michael Morpurgo and illustrated by award-winning artist Emma Chichester Clark, this is a compelling and beautiful modern version of the classic tale.



Key Vocabulary

tense	stormy	turbulent	calm
menacing	threatening	intimidating	dangerous
hostile	hopeful	dark	bleak
warm	comforting	comfortable	natural
cool	perilous	deafening	scary
prosperous	peaceful	disturbing	safe

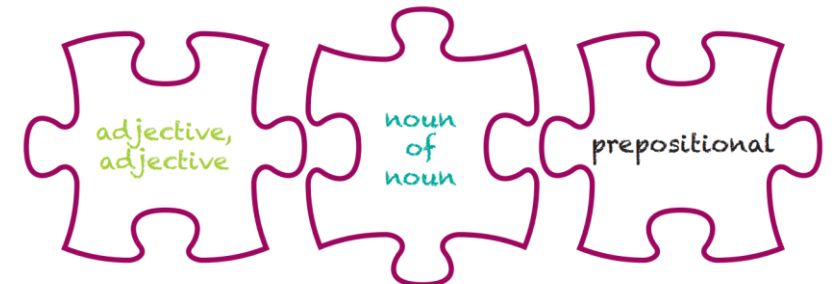
Writing letters

Dear Mayor of Hamelin,

I would certainly consider not paying the visitor as we are needing to demonstrate that we are in control here. If we start paying anyone who shows up do a simple job, then we will be overrun with visitors.

Description

WANTED: A rat catcher! Are you cunning and quick? Therefore you must be...



Maths

Addition and Subtraction

Knowledge Organiser

Key Vocabulary

add

total

plus

sum

more

altogether

difference

subtract

less

minus

take away

column addition

column subtraction

exchange

estimate

inverse operation

solve problems

number facts

place value



Addition and Subtraction Methods

3-digit and 1-digit numbers

Not crossing 10s

$$268 - 4 = 264$$

Hundred	Ten	Ones

$$343 + 6 = 349$$



Crossing 10s (Exchanging)

324		
300	20	4
300	10	14

$$316 + 8 = 324$$

316	8

$$324 - 8 = 316$$

3-digit and 2-digit numbers

Add and subtract tens

Hundred	Ten	Ones

$$451 + 3 \text{ tens} = 481 \quad (5 + 3 = 8)$$

$$451 - 4 \text{ tens} = 411 \quad (5 - 4 = 1)$$

Crossing 10s (Exchanging)

$$258 + 80 = 338$$

- Column method
- Count in 10s mentally
- Add 100, subtract 20

Crossing 10 and 100

$$\begin{array}{r} 368 \\ +73 \\ \hline 1 \\ 1 \end{array}$$

$$\begin{array}{r} 3131 \\ 441 \\ -73 \\ \hline 8 \\ 68 \\ 368 \end{array}$$

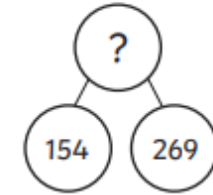
3-digit numbers

Not crossing

$$679 - 351 = 328$$

Hundred	Ten	Ones

Crossing 10s (Exchanging)



$$\begin{array}{r} 269 \\ +154 \\ \hline 423 \\ 11 \end{array}$$

514	
268	?

$$\begin{array}{r} 4101 \\ 514 \\ -268 \\ \hline 246 \end{array}$$

Add and Subtract 100s

$$284 + 300 = 584$$

Hundred	Ten	Ones

Maths

Addition and Subtraction

Estimate

Estimate by dividing the hundred into 250 and 225.

Estimate 10s (330, 340) between 325 and 350.



Estimate $167 - 89$

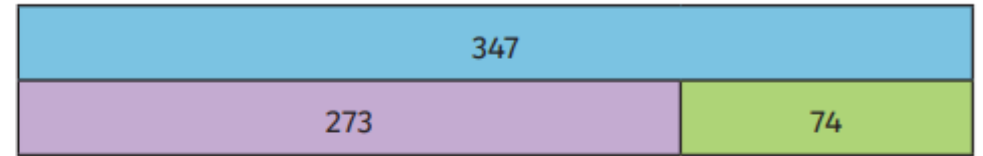
Use near numbers $170 - 90 = 80$

Near numbers:



Knowledge Organiser

Check Answers



$347 - 74 = 273$ can be checked using

$273 + 74 = 347$

This part whole shows the inverse calculations using these three numbers.



$154 + 269 = 423$	$269 + 154 = 423$
$423 - 154 = 269$	$423 - 269 = 154$

RE

Jesus was not a passing visitor, but One who comes to dwell among us, the Word made flesh.

The joyful expectation of Advent, is an encouragement to take steps to recognise the coming of God into the world today, and to believe that in the future this same God will come again in glory.

God has fulfilled the promise he made to Abraham and his descendants. He acted far beyond all expectation – he has sent his own 'beloved Son'.

VISITORS

Year 3 Topic 3



OUR BIG QUESTION

Are visitors always welcome?



REFLECTION

Today a Saviour is born!
In the stillness of the night God enters human history
through the birth of his only Son.
He is our peace and hope.
In him we praise God for his
goodness to us in giving us so great a gift.
Amen.

KEY VOCABULARY

Joys visitors Isaiah
Messiah Advent
Annunciation
The Visitation
Magnificat

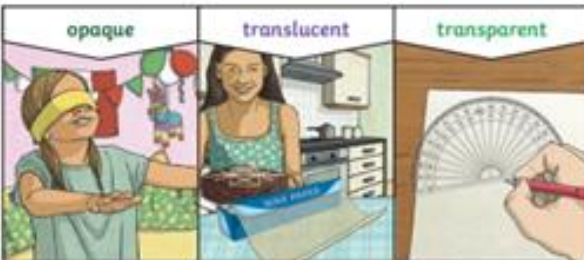
SCRIPTURE

Isaiah 11: 1
Isaiah 40: 3-5
Romans 13:9b-13a
Luke 1: 26-31, 38 -58
Luke 2: 1-20
Matthew 2: 1-12, 16-18

Science

Year 3 4 Science Knowledge Organiser—Light

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.
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

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.

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.

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**.

Geography

Geography Knowledge Organiser: Our European Neighbors

Key Question: Are there any similarities between the countries in Europe?

What will I learn?

To be able to locate Europe on a world map and find out about its features

To be able to identify and locate countries in Europe

To be able to identify European countries according to their features.

To be able to identify the major capital cities of Europe

To be able to compare two European capital cities

To find out about the human and physical features of a European country.

Country	Capital	Country	Capital
France	Paris	Norway	Oslo
Spain	Madrid	Sweden	Stockholm
Portugal	Lisbon	Denmark	Copenhagen
Netherlands	Amsterdam	Poland	Warsaw
Luxembourg	Luxembourg City	Russia	Moscow
Belgium	Brussels	Greece	Athens
Switzerland	Bern	Turkey	Ankara
Italy	Rome	Finland	Helsinki
Germany	Berlin	Czech Republic	Prague
Austria	Vienna	Slovakia	Bratislava
Iceland	Reykjavik	Slovenia	Ljubljana
Croatia	Zagreb	Albania	Tirane
Bosnia-Herzegovina	Sarajevo	Fyro Macedonia	Skopje
Montenegro	Podgorica	Serbia	Belgrade
Romania	Bucharest	Bulgaria	Sofia
Belarus	Minsk	Lithuania	Vilnius
Ukraine	Kiev	Latvia	Riga
Georgia	Tbilisi	Cyprus	Nicosia
Malta	Valletta	Moldova	Chisinau
Hungary	Budapest		



Key vocabulary

Continent – the seven areas the world is split into.

Landmass – a large area of land.

Europe – the continent the UK is in.

European Union - the group of European countries that work together.

Brexit – what is was called when Britain left the European union to be independent.

Capital – the main city in a country where their parliament is found.

Landmark – an important building statue etc in a country or area.

Feature - something that is found on the landscape. Can be human made or natural.

Grid reference – the location of a place or object on a map.

Currency – the money used in a country.

Similarity – when things are the same.

Difference – when things are not the same.

Computing

KNOWLEDGE ORGANISER – Computing – Olive – Advent 2 – ScratchJr

BIG QUESTION: How do you program a game?

Animation	Bringing concepts to life through 2D or 3D moving pictures or photographs, for example cartoons.
Application	A computer program.
Code	A set of instructions written in programming language, to tell a computer what to do.
Code block	A visual representation for a section of code that performs a certain job. They can be snapped together to build a program.
Debug	To remove and repair the error or mistake in computer code.
Decompose	To break something down into smaller chunks.
Interface	The menus, buttons and other functions which makes a computer program or website intuitive to humans.
Loop	A repeated sequence of instructions.
Predict	To make an educated guess, as to what might happen or occur as the result of something in the future.
Program	A series of code that instructs the computer to perform specific tasks.
Remixing code	Altering code that already exists.
Repetition code	To create loops in your program, to make it more efficient.
Review	To look at something in detail and give constructive feedback if it requires improvement.
Sprite	Visual objects that can be moved or perform an action through code, for example: move forwards by one step.
Tinker	To explore and play with something to discover the key functions.

Scratch code blocks colour key:



Scratch is a coding program, that lets you build interactive games and animations.



Did you know? In Scratch, you can:

Choose a sprite Paint your own sprite
Generate a random (surprise!) sprite Upload a sprite

French

KNOWLEDGE ORGANISER – French – Year 3 – Advent 2 – French Adjectives of Colour, Size and Shape

BIG QUESTION: How do I describe size, shape and colour?



rouge
red



bleu
blue



jaune
yellow



vert
green



orange
orange



rose
pink



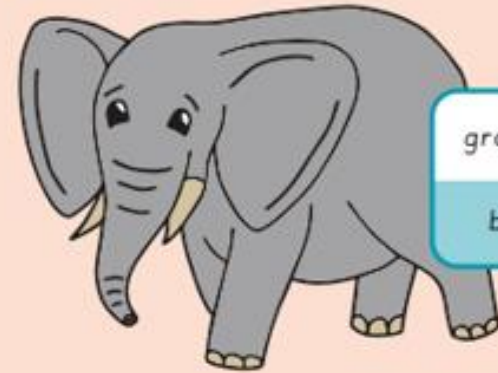
violet
purple



noir
black



blanc
white



grand
big



petit
small



un rectangle
a rectangle



un carré
a square



un cercle
a circle



un triangle
a triangle

PSHE

Bullying	To cause repeated physical or emotional pain to somebody.
Communicate	To interact with other people through words or body language.
Empathy	To be considerate and understanding of other people's feelings.
Open questions	Questions that do not have simple one word answers.
Similar	Something that is nearly the same as another thing.
Solve	To find an answer to a problem.
Stereotype	A view or idea about something, often someone, which is often untrue.
Sympathy	Feeling sad for someone when something bad happens to them.
Trust	Relying on someone to do something for you, such as keeping a secret or keeping something safe for you.

Families help other in each in different ways.

Families sometimes experience problems and if they can't solve these themselves, there are other people who can help.

Friendships have ups and downs but these can be overcome. Violence is not an answer to friendship problems.

Bullying can be physical or emotional and is repeated. Bullying can happen online as well as face to face.



There are similarities and differences between people.



Stereotypes can have a negative impact as they can make people think they cannot do certain things.

Getting help

Talk to an adult you trust either at school or at home.

Contact: Childline
www.childline.org | 0800 1111
 Calls DO NOT show on the phone bill

People can communicate in ways other than talking.



Listening is as important as talking for good communication.



Trust is an important part of a relationship and we trust different people for different things.

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!

Recorder 1

PE Dance



Get Set 4
Education

Knowledge Organiser Dance Year 3

About this Unit

This unit is inspired by lots of different themes. Here are some that you may explore...

Machines

There are an estimated 10 million factories in the world.

Industrial factories use big machinery to build things such as aeroplanes, cars, computers and electrical goods (like toasters, microwaves and washing machines).

Machines are made up of different parts that make them work and control their movements...

...such as levers, cogs, pistons, pumps and chains.

A trip to...



Dance Actions

POP, SUPERPOWER, BAG, TOY

jump, balance, fall, spin, roll, kick, slide, gesture, step, twist, tilt

LINE DANCING STEPS

Step 1: The Fan 2 4 6 8
count: 1,2,3,4,5,6,7,8

Step 2: Kick, Step Touch
count: 1,2,3,4,5,6,7,8

Step 3: Heel, Toe count: 1,2,3,4,5,6,7,8
heel x2 toe x2 heel toe heel toe

Step 4: Grapevine count: 1,2,3,4,5,6,7,8

step forward right foot, kick with left
step backward left foot, touch toe back right

Key Vocabulary

- action:** the movement a performer uses e.g. travel, jump, kick
- canon:** when performers complete the same action one after the other
- create:** to make
- dynamics:** how an action is performed e.g. quickly, slowly, gently
- explore:** to try out and discover ideas
- expression:** actions or gestures used to share thoughts or feelings
- extend:** to make longer
- feedback:** information given to make improvements
- formation:** where performers are in the space in relation to others
- interact:** to communicate with others
- pathway:** designs traced in space (on the floor or in the air)
- perform:** to present to an audience
- pose:** a position, usually still
- timing:** moving to the beat of the music
- unison:** two or more people performing the same movement at the same time

Ladder Knowledge



Actions:

If you share ideas with other people in your group and work collaboratively, you can try ideas before deciding on the best actions for your dance.

Dynamics:

All actions can be performed differently to help to show effect.

Space:

Use space to help your dance to flow.

Relationships:

'Formation' means the same in dance as in other activities such as football, rugby and gymnastics.

Movement Skills

- actions
- dynamics
- space
- relationships

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

Social share ideas, respect, collaboration, inclusion, leadership, work safely

Emotional confidence, acceptance, sensitivity, perseverance

Thinking select and apply actions, creativity, observe and provide feedback

Strategies

Use canon and unison to create different effects in your dance. Listen carefully to the music you are dancing to. Dancing with an awareness of the music will make your dance look more complete.

Healthy Participation



You should be bare foot for dance.

Ensure you always work in your own safe space when working independently.

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



How will this unit help your body?

balance, co-ordination, flexibility.

Home Learning

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

Name Dance

How to play:

- Imagine that your body is a paint brush.
- Move as though your body it is writing your name in space.
- Once you have created a movement for each letter, join them all together so that it becomes one dance.
- Add music to your dance and try to move in time to it.

Show your dance to a family member or friend.



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

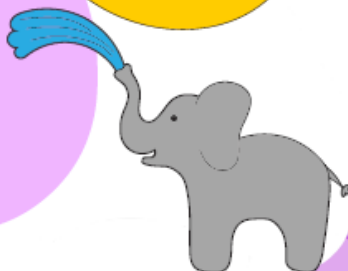
About this Unit

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!



www.getset4education.co.uk