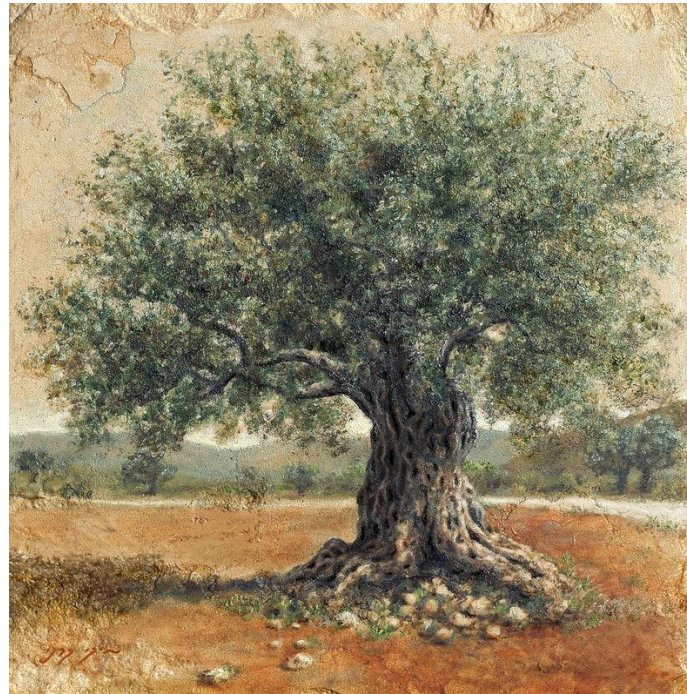


Olive Class Curriculum Offer

Lent Term 2

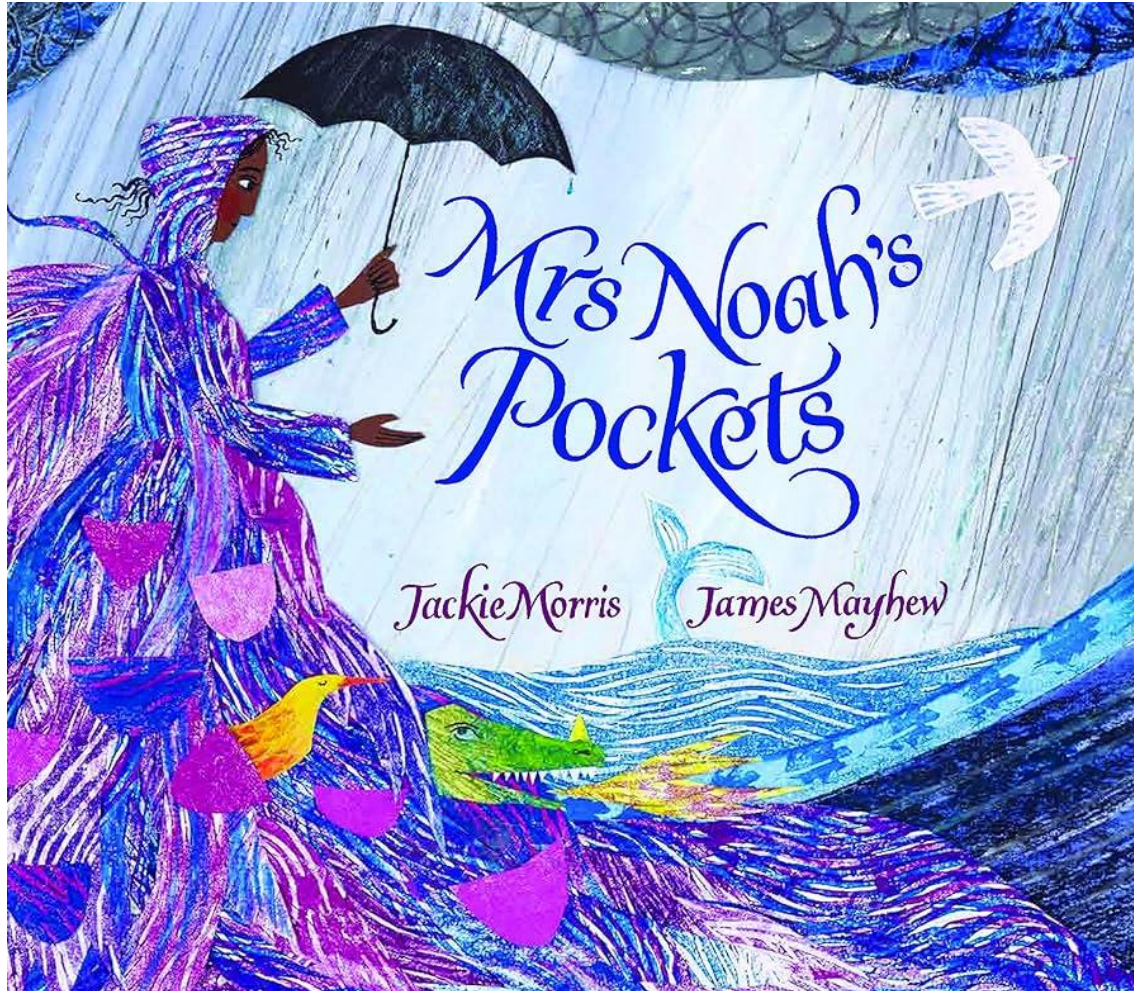


**‘Let all that you do be done in love’
(1 Corinthians 16:14)**



English

When Mr Noah builds the ark, he makes two lists - one for all the animals who will come on board and one for those troublesome creatures he will leave behind. Meanwhile, Mrs Noah gets out her sewing machine and makes a coat with very deep pockets. Lots of pockets.



NC links:

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
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear


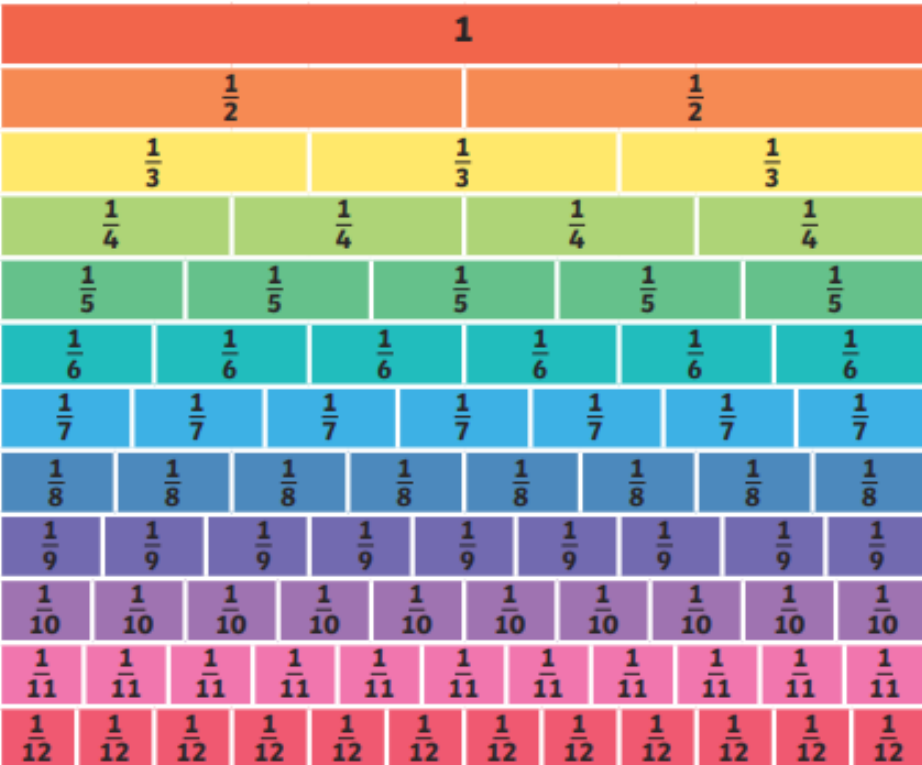
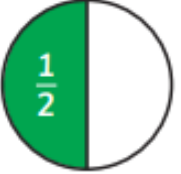
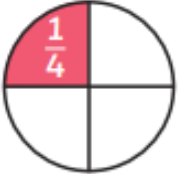

Grammar Focus:

- Punctuation
- Speech Marks
- Adverbial phrases

Text types:

- Dialogue
- Information text
- Play Scripts

Maths

| Fractions | | Knowledge Organiser | |
|---|--|---|--|
| Key Vocabulary | Recognising Fractions | | Comparing Fractions |
| numerator |  | Numerator How many equal parts of the whole are needed? | $\frac{1}{3}$ Less than $\frac{2}{3}$ |
| denominator | | Denominator How many equal parts are in the whole? | $\frac{4}{5}$ Greater than $\frac{3}{5}$ |
| unit fraction | | | |
| non-unit fraction | | | |
| equivalent | Equivalent Fractions | |  |
| halves |  $\frac{1}{2}$ is equal to... | $\frac{1}{2} = \frac{2}{4} = \frac{3}{6} = \frac{4}{8} = \frac{5}{10} = \frac{6}{12}$ | |
| thirds | | | |
| quarters | | | |
| fifths | | | |
| sixths | | | |
| eighths |  $\frac{1}{4}$ is equal to... | $\frac{1}{4} = \frac{2}{8} = \frac{3}{12} = \frac{4}{16} = \frac{5}{20}$ | |
| tenths | | | |
| decimal tenths | | | |
|  visit twinkl.com | | | |

Maths

Mass and Capacity

Knowledge Organiser

Key Vocabulary

mass

gram

kilogram

capacity

volume

millilitre

litre

lighter

heavier

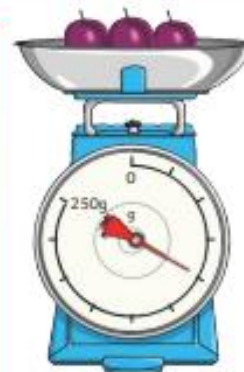


Measure and Compare Mass

Scales can be used to measure grams.

A gram is a unit of measurement that is used to measure the mass of something.

Grams can be written as **g**.



Scales can be used to measure kilograms.

A kilogram is a unit of measurement that is greater than a gram. It is also used to measure the mass of something.

Kilograms can be written as **kg**.



$$1000\text{g} = 1\text{kg}$$

To compare mass, we can use the words 'heavier' and 'lighter'.

Measure and Compare Capacity

Capacity is the amount of liquid a container can hold.

Volume is how much liquid is in the container.

Measuring cylinders can be used to measure smaller volumes.

Smaller volumes are measured in millilitres.

Millilitres can be written as **ml**.



Measuring jugs can be used to measure larger volumes.

Greater volumes are measured in litres.

Litres can be written as **l**.

$$1000\text{ml} = 1\text{l}$$



To compare capacities, we can use the word 'full'.

RE

The first part of the Eucharist is the Liturgy of the Word, where Christians listen to God's Word in the readings, listen to the homily and the prayers of the Faithful.

The second part of the celebration is the Liturgy of the Eucharist. Here the gifts are prepared, the Eucharistic prayer expresses thanksgiving and Communion is shared.

The Liturgy of the Word and Liturgy of the Eucharist together form "one single act of worship".



LISTENING & SHARING

Year 3 Topic 5



OUR BIG QUESTION

What is so important about listening and sharing?

REFLECTION

Lord Jesus Christ, in you we know the love of God. When we gather in your name, we experience the marvel of your loving presence which challenges us to live for one another. Help us to follow your example so that we may never become complacent. Help us to listen to your constant call to us to continue the work you began, you who lived and died for us.

Grant this through your Spirit of Love.

Amen.

KEY VOCABULARY

Eucharist Mass gathering

Liturgy of the Word

Liturgy of the Eucharist

Holy Communion

SCRIPTURE

2 Timothy 4:22

Liturgy of the Word

Liturgy of the Eucharist

RE

Lent and Holy Week is a time of giving in different ways and remembering the total giving of Jesus.

In his Gospel, Matthew makes it clear that in loving and caring for other people we are loving and caring for Jesus.

Lent is the season when Christians practise both giving and giving up, to identify with the complete self-offering of Jesus.



GIVING ALL

Year 3 Topic 6



OUR BIG QUESTION

What makes some people give everything for others?



REFLECTION

Lord, when I am hungry give me someone to feed;

When I am thirsty give water for their thirst.

When a burden weighs upon me lay upon my shoulders the burden of my fellows.

Lord, when I stand greatly in need of tenderness, give me someone who yearns for love. May your will be my bread;

Your grace my strength; Your love my resting place.

KEY VOCABULARY

self-giving courage Ash
Wednesday Holy Week

praying fasting almsgiving
Resurrection

SCRIPTURE

Matthew 5: 1-17

Luke 4: 1-4

Mark 14:26-31, 32-46

Matthew 25: 31-40

Mark 15: 21-27

Luke 24: 1-12

Luke 23:33-35,38-43

Science

Year 3 4 Science Knowledge Organiser—Habitats

| Key Vocabulary | |
|-----------------------|--|
| life processes | These are the things that all living things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food. |
| living | Things that are living have all the life processes . |
| dead | Things that are dead were once living . They did have all the life processes but don't now. |
| never living | Things made out of metal, plastic or rock were never living . They never had the life processes . |
| food chain | A food chain shows how each animal gets its food. Food chains are one of the ways that living things depend on each other to stay alive. |
| food sources | This is the place a living thing's food comes from. |

Key Knowledge



living



dead



never living

Food chains. The arrows mean 'is eaten by'.



inside rotting wood



under leaves

Key Vocabulary

| | |
|---------------------|---|
| habitat | A habitat is the natural place something lives. A habitat provides living things with everything they need to survive such as food, shelter and water. |
| microhabitat | A microhabitat is a very small habitat in places like under a rock, under leaves or on a branch. Minibeasts live in microhabitats . The microhabitats have everything they need to survive. |
| depend | Many living things in a habitat depend on each other. This means they need each other for different things. |
| survive | This means to stay alive. |

Key Knowledge

Examples of **habitats**:



woodland



urban



coastal



rainforest



arctic



desert



ocean



river



mountain

Geography

Geography Knowledge Organiser: Rivers

Key Question: How are rivers formed and how are they used?

What will I learn?

To be able to describe the location and features of the river Nile.

To be able to describe the journey of the river Nile from source to mouth.

To find out the positive and negative effects of the Aswan High Dam on the River Nile.

To explore the physical and human geography of the Nile Delta.

To explore uses for the river Nile and how these have changed over time.

To be able to describe in detail a journey up the River Nile in Egypt

Key Vocabulary

| | |
|----------------------------|--|
| channel | The course in the ground that a river or water flows through. |
| dam | A barrier built to hold back water. |
| deposition/ deposit | When rocks and other materials that have been eroded are dropped off further along the river. |
| discharge | The amount of water flowing along a river per second. |
| erosion | Rocks and other river materials are picked up by the water and moved to another place along the river. |
| mouth | The point where a river joins the sea. |
| source | The place where a river begins. |
| tidal bore | A strong tide from the coast that pushes the river against the current causing waves along the river. |
| tributaries | Rivers that join up with another river. |
| valley | A long ditch in the earth's surface between ranges of hills or mountains. |

The Course of a River

The Upper Course

Rain falling on high ground collects in **channels** and flows downwards forming a stream. Streams run downhill and join other streams, increasing in size and speed, forming a river. The river here flows quickly and the channel has steep sides and runs through **valleys**. Features include - waterfalls and rapids.

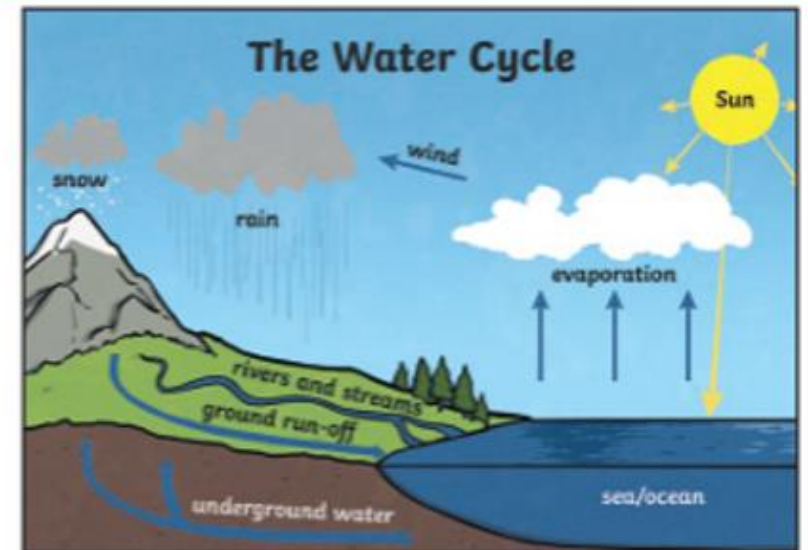
The Middle Course

Fast flowing water causes **erosion** making the river deeper and wider. Features include - meanders.



The Lower Course

Rivers flow with less force due to being on flat land. The river **deposits** the eroded material that it has carried. Riverbanks have shallower sides. Features include - floodplains, deltas and estuaries.



Computing

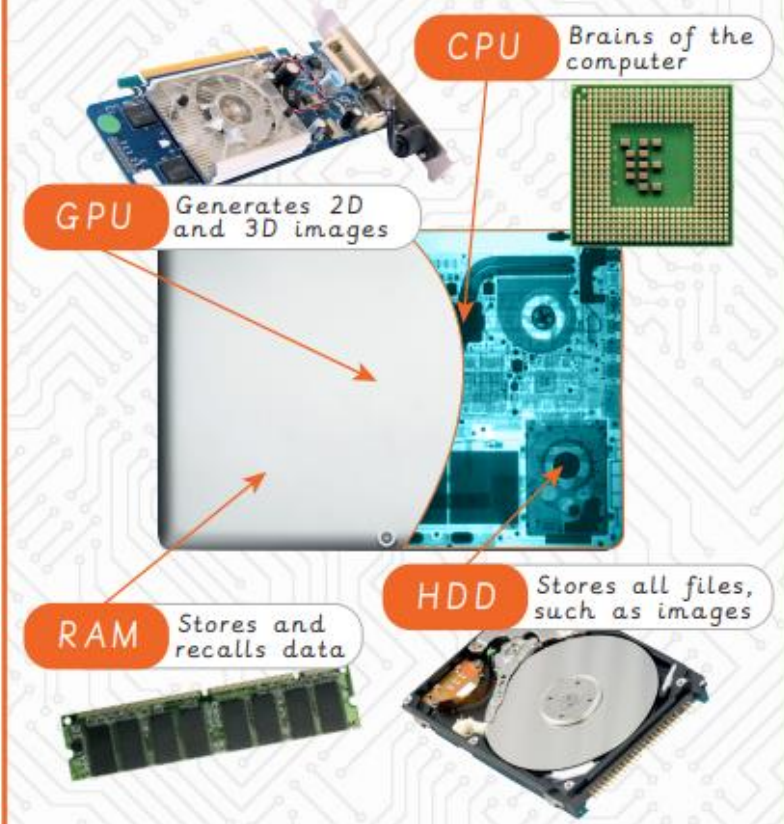
| | |
|---------------------|---|
| Algorithm | A sequence of instructions when followed, solve a problem. |
| Computer | Electronic machine that accepts and processes information to produce an output, and then stores the results. |
| Computer Program | A series of instructions, that are written for a computer to follow, using inputs and outputs to produce an outcome. Also known as software or applications (apps). |
| CPU | Central Processing Unit. The brain of a computer that deals with all the data it receives from input and output devices, as well as programs run within the computer. |
| Data | Information used for a specific purpose or investigation. |
| Desktop | A tower computer that needs a mouse, keyboard and monitor, that remains in one place. |
| GPU | Graphics Processing Unit. It is a piece of hardware that is used to help generate 2D and 3D images for programs such as games. |
| Hard disk drive HDD | An internal or external device that can store information such as files, documents, images and programs. |
| Instructions | A series of steps that need to be performed in order. |
| QR code | Quick Response code. Is presented in a similar way to a bar code and when scanned, takes you to a specific website or provide information. |
| RAM | Random Access Memory. A piece of hardware that allows data to be recalled or stored within a computer. |
| ROM | Read Only Memory. Information stored within ROM can only be read and not edited. |
| Tablet device | A handheld computer, that consists of a touchscreen, operating system and a rechargeable battery. |
| Trackpad | An input device commonly found built into laptops. It is used to move the cursor with the touch of your finger, and some allow for multiple finger gestures. |



Scan each of these quick response codes, with a QR scanner app or device and see where they go!



Computer parts inside of a laptop:



Other portable electronic devices:



French



un crayon

a pencil



un taille-crayon

a pencil
sharpener



un sac

a bag



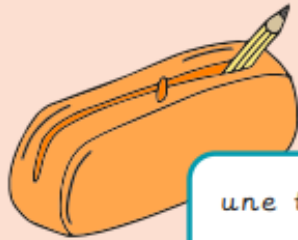
un cahier

an exercise
book



un stylo

a pen



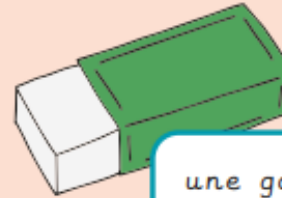
une trousse

a pencil
case



une règle

a ruler



une gomme

a rubber



des ciseaux

a pair of
scissors



Écoutez

Listen!



Regardez

Look!



Parlez

Speak!



Asseyez-vous

Sit down!



Levez-vous

Stand up!

PSHE

| | |
|-------------------|---|
| Charity | An organisation that raises money for those in need. |
| Community | A group of people living in the same area. |
| Consequence | The result of an action, usually one that is negative or involves punishment. |
| Council | A group of people who manage a city, county or organisation. |
| Councillor | A member of a council. |
| Democracy | A system of government where everyone can vote for who they want to represent them. |
| Environment | The local surroundings or place a person lives or works in. |
| Law | Rules enforced by government that define what we can and cannot do. |
| Recycling | Converting waste into reusable materials. |
| Responsibility | Being in charge of our own actions. |
| Rights | A set of actions and principles that are entitled to someone. |
| Un/United Nations | An international organisation founded in 1945 after World War 2 which aims to maintain international peace and security, human rights and better standards of living. |

The United Nations has created a set of rights for children in those countries who have agreed to sign up to them

The rights of the child cannot be taken away and adults have a responsibility to make sure children enjoy their rights



There are local charities who help people in our community

The council look after the local area and make decisions



People vote for the people they want to be on the council during an election



If people decide to break rules there are likely to be consequences

Recycling materials helps the environment by reducing rubbish in landfills and reducing the use of raw materials



There are buildings in our community which are used by different groups for example places of worship, libraries and schools



PE Dodgeball



Knowledge Organiser Dodgeball Year 3 and Year 4

About this Unit

Dodgeball is a target game played between two teams. Players must dodge or catch balls thrown by the opposition whilst attempting to strike their opponents in the same way to get them out.



Key Principles of Target Games (dodgeball, golf)



Dodgeball originated in Africa over 200 years ago!



Key Vocabulary

- accuracy:** how close the object is to the given target
- agility:** the ability to change direction quickly
- avoid:** keep away from or stop
- caught out:** when a player catches an opponent's ball deeming them out
- communicate:** share information
- cushion:** take the power out of an object
- decide:** to choose
- decision:** select an outcome
- hit out:** when a player in dodgeball is hit below the shoulders by a live ball
- opposition:** the other team
- release:** the point at which you let go of an object
- tactic:** a plan or strategy
- tournament:** a competition of more than two teams



Ladder Knowledge



Throwing:

- Year 3:** throw slightly ahead of a moving target.
- Year 4:** one handed throws are used for speed and accuracy. Keep your elbow high and step with your opposite foot to increase the power.

Catching:

- Year 3:** begin in a ready position to help you react to the ball.
- Year 4:** move your feet to the ball and pull it in to your chest to help you to catch more consistently.

Movement Skills

- throw
- catch
- dodge
- jump

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

Social respect, communication, collaboration

Emotional honesty, perseverance

Thinking comprehension, make decisions, select and apply skills

Rules

A player is 'out' when:

- A live ball hits their body (shoulders or below).
- An opposition player catches a live ball they have thrown. So, if a player throws it and their opponent catches it then they are out and one of their opponents' team comes back in.
- Once a player is out, they must leave the court immediately and go to the queue of players already out from their team.

A live ball is one that has not bounced or hit a wall/ceiling

Tactics

Year 3: using simple tactics will help your team succeed e.g. spread out so that you are harder to aim for.

Year 4: applying attacking tactics will help you to score points and get opponents out. Applying defending tactics will help you to stay in the game.

Healthy Participation



- Unused balls must be stored in a safe place.
- Head shots do not count in dodgeball.

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



How will this unit help your body?

agility, balance, co-ordination, speed.

Home Learning

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

Dodge or Catch

What you need: 1 soft ball or a pair of rolled up socks, 2 players.

How to play:

- Players stand 5m apart.
- One player begins as the thrower.
- Thrower tries to hit their opponent below the shoulders to win 1 point.
- If the opponent catches the throw they win 1 point.
- Have 5 turns then change over.



www.getset4education.co.uk

PE Cricket



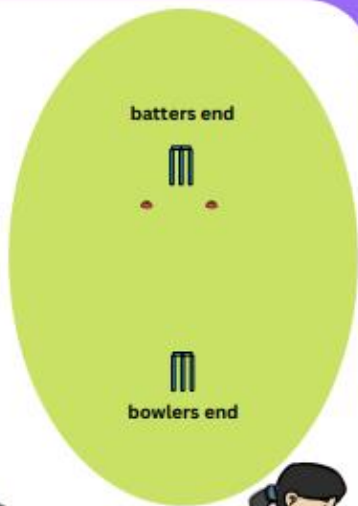
Get Set 4
Education

Knowledge Organiser Cricket Year 3 and Year 4

About this Unit

Cricket is a striking and fielding game. The game has one fielding and one batting team. A complete game can last until the fielders get the batters out or after a set number of overs.

The first ever international sporting event was a cricket match between Canada and USA in New York in 1844. Canada won.



Striking and Fielding Games Key Principles

| attacking | defending |
|------------------------|-------------------|
| score points | limit points |
| placement of an object | deny space |
| avoid getting out | get opponents out |

Can you think of any other striking and fielding games that share these principles?



Key Vocabulary

- accuracy:** how close the object is to the given target
- bowled out:** when a bowler hits the wickets
- caught out:** when a player catches an opponent's ball deeming them out
- cushion:** take the power out of an object
- decision:** select an outcome
- grip:** the way an object is held
- momentum:** the direction created by weight and power
- no ball:** a bowled ball deemed to be outside of the rules
- opposition:** the other team
- pressure:** to add challenge
- retrieve:** to collect
- run out:** when a fielder hits a wicket before the batter is there
- short barrier:** creating a barrier with hands in front of feet to stop a ball travelling at slow speed
- tactics:** a plan or strategy
- technique:** the action used correctly
- tournament:** a competition of more than two teams
- two-handed pickup:** fielding technique where a fielder can scoop the ball with two hands
- wicket:** the three upright sticks and base



Ladder Knowledge



Striking:
Year 3: striking to space away from fielders will help you to score.
Year 4: using the centre of the bat will provide the most control and accuracy.

Fielding:
Year 3: look at where a batter is before deciding what to do. Communicate with teammates before throwing them a ball.
Year 4: it is easier to field a ball that is coming towards you rather than away so set up accordingly.

Throwing:
Year 3: overarm throwing is used for long distances and underarm throwing for shorter distances.
Year 4: being balanced before throwing will help to improve the accuracy of the throw.

Catching:
Year 3: move your feet to the ball.
Year 4: track the ball as it is thrown to help you to catch more consistently.

Movement Skills

- underarm and overarm throwing
- overarm bowling
- batting
- two handed pick up
- short barrier

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

Social collaboration, communication, respect

Emotional honesty, perseverance, determination

Thinking observe and provide feedback, apply strategies

BOWLING

- Balls can be bowled using underarm (only one bounce allowed or deemed a no-ball), or overarm bowling action (two bounces allowed).

RUNS

- 2 runs = no ball (no extra delivery - Free hit)
- 2 runs = wide balls (no extra delivery - Free hit)
- A ball is considered a wide ball or no-ball if it is deemed un-hittable e.g. rolling, bounces more than once, too high or too far to be hit fairly.

Fielders

- Wicket keeper: ready to catch the ball to stump the batsman out if they leave their wicket.
- Bowler: try to bowl the batter out with an accurate bowl.
- Fielders: spread out, communicate to field the ball quickly. Throw the ball to hit the wicket if close enough. Run to a wicket if not collecting the ball to be available to run a batter out.

Tactics

Healthy Participation



Always keep a safe distance between yourself and a batter. Ensure you handle the bat in the way suggested by the teacher at all times.

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



How will this unit help your body?

Balance, speed, strength, co-ordination, agility.

Home Learning

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

Hit for Wicket

What you need: a wall or chair, a ball

How to play:
Begin 6m away from the target. Overarm bowl to hit the target. More than 2 bounces is a no-ball.

For each successful bowl collect a letter from the word 'wicket'. If you bowl a no-ball start again from the beginning.



Extra players? Who can spell the word first? Make this easier by underarm bowling (only one bounce allowed). Make this harder by standing further from the target.

www.getset4education.co.uk

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



@getset4education136