



Year Three: Explore

Project Question:

How does food bring us together?

Project Values:

Compassion	Treating others with love.
Community	A group of people living together of having values or characteristics in common.
Sharing	To give what is yours to others.
Choice	Making the decision to do or not do something.
Happiness	Feeling and showing pleasure for something or someone.

School Vision Statement:

Our school is committed to bringing out the best in each other so that every member of the school community can know 'life in all its fullness' (John 10:10). Through learning of the teachings of Jesus, we believe that our children can explore and develop their understanding of Core Christian values as markers and guides for their own lives. We aim for the school's Core Christian values to inform and influence our pupils' moral compass and allow them to enjoy 'life in all its fullness'. These values are known as the 'Sunshine 6'. They are: Forgiveness, Perseverance, Honesty, Compassion, Courage and Respect.

We also uphold Article 29 from the UN Convention of Rights of the Child 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment.'





Year Three: Maths



At St Mary's, mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. The school uses White Rose Maths as a basis for this planning and sequencing of progression.

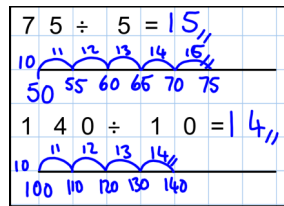
The length of each block of learning is given as a guide: we will adapt how long we spend on new objective in response to what the children need. There is time built into each term for practice and consolidation of previous learning.

1. Number: Multiplication and Division (3 weeks)

- Multiples of 10
- Using facts we know to find facts we don't know
- Multiplying a 2 digit number by a 1 digit number
- Multiplication using exchanges
- Recognising the relationship between multiplication and division
- Dividing a 2 digit number by a 1 digit number
- Dividing using partitioning
- Finding remainders

These are some of the methods we will use for multiplication and division.

	5	2
x		8
4	1	6
	1	



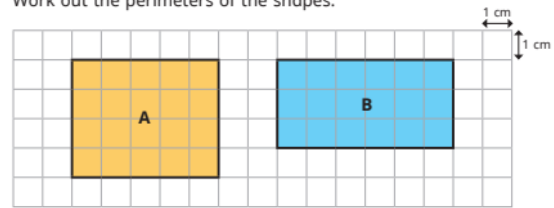
Measurement: Length and Perimeter (3 weeks)

- Measure length;
- Millimetres, centimetres and metres;
- Equivalent lengths
- Compare, add and subtract lengths.
- Measure and calculate the perimeter.

What are the lengths of the lines in millimetres?

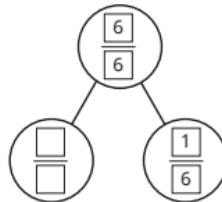


Work out the perimeters of the shapes.

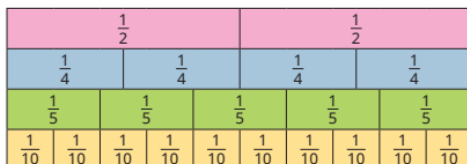


3. Fractions (3. weeks)

- Understand denominators
- Compare and order fractions with a numerator of 1
- Understand numerators when they are more than 1
- Compare and order fractions
- Fractions on a number line Complete the part-whole models.
- Equivalent fractions on a number line
- Equivalent fractions as bar models

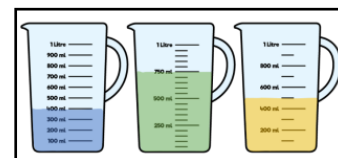
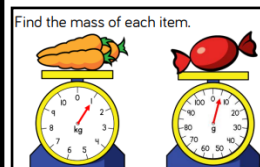


Which shapes have $\frac{1}{3}$ shaded?



4. Measurement: Mass and Capacity (3 weeks)

- Compare mass
- Measure mass in grams and kilograms
- Add and subtract mass
- Compare volume
- Measure capacity in millilitres and litres
- Compare capacity
- Add and subtract capacity



We do lots of practical work with real objects, weights and containers to learn to read scales in different ways.



Year Three: English

At St Mary's, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners. We believe that English learning is key to this. We aim to ensure that all of our children develop a genuine love of language and the written word, through a text-based, values rich approach.

We want our children to feel that their writing has a real purpose in the context our values based learn-



Writing to inform.
Writing about the Langar

Grammar Focus: Conjunctions,
Prepositions and Time
adverbials Grammar
new: Prepositions as openers.

Writing to express - poetry

Michael Rosen -Chocolate
Cake

Grammar Focus: Expanded
Noun Phrases, Adverbs



**Writing to entertain - narrative
description and story**

Oliver's Vegetables—Alison
Bartlett

Grammar Focus: Punctuation for
direct speech



Writing to inform - Explanations,

Using the text "Lunchbox: the story
of your food"

Grammar: Conjunctions not yet
taught : when, if.



Writing to inform:

Instructions for our recipes that
we've created in Design and
Technology.

Grammar Focus: Prepositions/
Time Adverbials

**Answering the Project
Question:**

Whose responsibility is it to
look after the air we
breathe?



Year Three: Explore




These are some of the important words we will be learning about during this project.

RE	Geography	Design and Technology
Sikh Sikhism Gurdwara Langar Charity	Interpret Describe Identify Explain Index Locate Country Atlas Grid reference Compass point Country Continent City Climate Climate zone Import Export Dock Trade	Describe Explain Evaluate Design Design specification Seasonality Diet Balance Food group Dairy Protein Carbohydrate Sugar Fruits and Vegetables Nutrition Taste Texture Smell Ingredient Recipe



Year Three: Explore Science

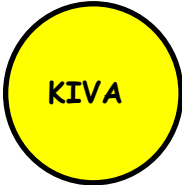




Animals Including Humans	Plants
<p>We identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. We find out about the different sorts of nutrition that we need and where we can find it in our diet.</p> 	<p>We link the learning from Geography to our study of plants identifying and describing the functions of different parts of flowering plants: roots, stem, trunk, leaves and flowers. We 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. We investigate the way in which water is transported within plants and also learn about how flowers play a part in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
<p>Important Vocabulary: nutrition, food, diet</p>	<p>Important Vocabulary: stem, trunk, root, leaf, flower, tuber, bud, seed, vegetable, fruit, soil, nutrient</p>

PSHE and Relationships Education

At St Mary's, our PSHE and Relationships Education Curriculum across the school seeks to prepare children for the rich, diverse and sometimes difficult experiences they will face both in school and in the wider world. During each term, children learn about the following aspects of PSHE:



KIVA & Anti-Bullying	No Outsiders	E-Safety
<p>KIVA means kind and we intend that all of our children will learn to be kind and recognise kindness in others and that they will use this learning to become positive members of our school and the wider community. Through progressive learning we will ensure that all children are aware of their own rights and responsibilities as members of the St Mary's family.</p> <p>Anti-Bullying and preventing Peer on Peer Abuse at St Mary's:</p> <p>Our children have lessons focussed on learning our values, demonstrating kindness and understanding that bullying, in any form, is unacceptable;</p> <p>-Two clear messages are taught through school:</p> <ol style="list-style-type: none"> To define bullying we say, "STOP -Several Times on Purpose." If this is what has happened, then it is bullying. To encourage pupils to use their voice, we encourage them to: "Start Telling Other People." 	<p>The No Outsiders programme teaches children about the 2010 Equality Act through carefully selected stories. There are 5 stories used during each school year. This term, the No Outsiders texts are:</p> <ul style="list-style-type: none"> Two Monsters 	<p>We follow the E-Safety programme written by National Online Safety. This programme includes two E-Safety themes to be explored each term.</p> <p>During this term, the themes are:</p> <ul style="list-style-type: none"> Online Reputation Privacy and Security 

If you have concerns about bullying in our school, please inform any school based adult and we will follow our KIVA procedures to: investigate, understand, set targets, communicate clearly and review.

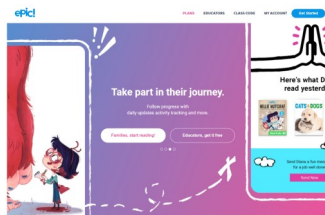
Help us to prevent bullying in our school—Thank you.

Year Three: Explore

Here are some ideas of activities you can try at home to help you learn more about this term's project.

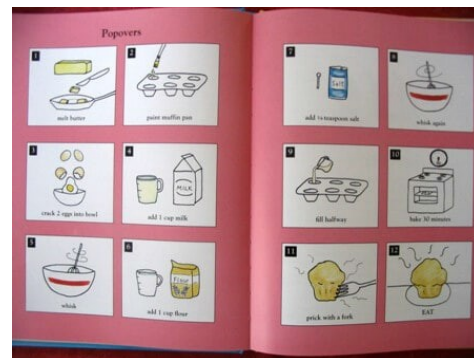
Read It

Log onto EPIC books (getepic.com) following the instructions on Google Classroom. Read some of the books about our topic and answer the online quizzes.



Write It

Write down some of your family's favourite recipes to put in a class recipe book.



Draw It

Draw a picture of your family food for a celebration. This could be for a religious celebration for example Christmas, a birthday or wedding for example. There are some brilliant tutorials to help you draw food on



youtube.com



Make It

Make some food using a recipe. This could be a meal for your family or a cake. You could take a picture of you cooking to share with the class.



Visit It

Visit an international supermarket or green grocer to explore different foods you can buy from around the world and the huge selection of fruits and vegetables that are available from all over the world.



Memorise It

Learn a poem or song about food.

