



Flow

Hufflepuff Summer Term 2022

Knowledge and Skills

English	Geography	A&D	D&T				
<p>Newspaper reports; Poetry; Journals; Debates; Instructions</p> <ul style="list-style-type: none"> 3 Year 3 Spoken language Articulate and justify answers, arguments and opinions. 1 Year 3 Spoken language Ask relevant questions to extend their understanding and knowledge. 3 Year 3 Composition Assess the effectiveness of their own and others' writing and suggest improvements. 2 Year 3 Comprehension Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. 3 Year 3 Composition Compose and rehearse sentences orally 	<p>Using maps; Fieldwork; Water cycle; Human and physical geography; Rivers of the world; Countries and cities of the UK</p> <ul style="list-style-type: none"> Year 3 Geographical resources Skill Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. <p style="text-align: center;">Knowledge</p> <p>Maps, globes and digital mapping tools can help to locate and describe significant geographical features.</p> 	<p>Painting</p> <ul style="list-style-type: none"> Year 3 Paint Skill Identify, mix and use contrasting coloured paints. <ul style="list-style-type: none"> Knowledge <p>Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel.</p> <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td style="padding: 2px;">Optional</td> <td style="padding: 2px;">Year</td> </tr> <tr> <td style="padding: 2px;">3</td> <td style="padding: 2px;">Creation Skill Use</td> </tr> </table> 	Optional	Year	3	Creation Skill Use	<p>Mechanical systems; Structures</p> <ul style="list-style-type: none"> Year 3 Mechanisms & movement Skill Explore and use a range of mechanisms (levers, sliders, axles, wheels and cams) in models or products. <ul style="list-style-type: none"> Knowledge <p>Levers consist of a rigid bar that rotates around a fixed point, called a fulcrum. They reduce the amount of work needed to lift a heavy object. Sliders move from side to side or up and down, and are often used to make moving parts in books. Axles are shafts on which wheels can rotate to make a moving vehicle. Cams are devices that can convert circular motion</p>
Optional	Year						
3	Creation Skill Use						



<p>(including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</p> <ul style="list-style-type: none"> • 16 Year 3 Spoken language Consider and evaluate different viewpoints, attending to and building on the contributions of others. • 1 Year 3 Comprehension Develop positive attitudes to reading and understanding of what they read. • 4 Year 3 Composition Discuss and record ideas. • 1 Year 3 Comprehension Discuss words and phrases that capture the reader's interest and imagination. • 4 Year 3 Composition Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. • 5 Year 3 Composition Draft and write. • 3 Year 3 Composition Evaluate and edit. • 2 Year 3 Spoken language Gain, maintain and 	<ul style="list-style-type: none"> • Year 3 Data analysis Skill Analyse primary data, identifying any patterns observed. <ul style="list-style-type: none"> ○ Knowledge <p>Primary data includes information gathered by observation and investigation.</p> • Year 3 Human features & landmarks Skill Describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. <ul style="list-style-type: none"> ○ Knowledge <p>Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture.</p> • Year 3 Fieldwork Skill Gather evidence to answer a geographical question or enquiry. 	<p>and combine a range of visual elements in artwork.</p> <ul style="list-style-type: none"> ○ Knowledge <p>Visual elements include colour, line, shape, form, pattern and tone.</p>	<p>into up-and-down motion.</p> <ul style="list-style-type: none"> • Year 3 Materials for purpose Skill Plan which materials will be needed for a task and explain why. <ul style="list-style-type: none"> ○ Knowledge <p>Materials for a specific task must be selected on the basis of their properties. These include physical properties as well as availability and cost.</p> • Optional Year 3 Structures Skill Create shell or frame structures using diagonal struts to strengthen them. <ul style="list-style-type: none"> ○ Knowledge <p>Shell structures are hollow, 3-D structures with a thin outer covering, such as a box. Frame structures are made from thin, rigid components, such as a tent frame. The rigid frame gives the structure shape and support. Diagonal struts can strengthen the structure.</p>
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<p>monitor the interest of the listener(s).</p> <ul style="list-style-type: none"> • 1 Year 3 Comprehension Identify how language, structure, and presentation contribute to meaning. • 1 Year 3 Comprehension Identify the main ideas drawn from more than one paragraph and summarise these. • 1 Year 3 Comprehension Identify themes and conventions in a wide range of books. • 1 Year 3 Composition In narratives, create settings, characters and plot. • 4 Year 3 Composition In non-narrative material, use simple organisational devices (for example, headings and sub-headings). • 1 Year 3 Handwriting 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). • 16 Year 3 Spoken language Listen and respond appropriately to adults and their peers. 	<ul style="list-style-type: none"> ○ Knowledge <p>The term geographical evidence relates to facts, information and numerical data.</p> <ul style="list-style-type: none"> • Year 3 Location Skill Locate significant places using latitude and longitude. <ul style="list-style-type: none"> ○ Knowledge <p>Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian.</p> • Year 3 Maps Skill Use four-figure grid references to describe the location of objects and places on a simple map. <ul style="list-style-type: none"> ○ Knowledge <p>A four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the</p> 		<ul style="list-style-type: none"> • <table border="1" data-bbox="1532 236 1704 272"> <tr> <td>Optional</td> <td>Year</td> </tr> </table> <table border="1" data-bbox="1532 277 1767 314"> <tr> <td>3</td> <td>Evaluation</td> <td>Skill</td> </tr> </table> <p>Suggest improvements to their products and describe how to implement them, beginning to take the views of others into account.</p> <ul style="list-style-type: none"> ○ Knowledge <p>Asking questions can help others to evaluate their products, such as asking them whether the selected materials achieved the purpose of the model.</p> 	Optional	Year	3	Evaluation	Skill
Optional	Year							
3	Evaluation	Skill						



<ul style="list-style-type: none"> • 1 Year 3 Comprehension Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • 5 Year 3 Composition Organise paragraphs around a theme. • 1 Year 3 Comprehension 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. • 4 Year 3 Composition Plan their writing. • 3 Year 3 Composition Proofread for spelling and punctuation errors. • 3 Year 3 Composition Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • 1 Year 3 Comprehension Recognise some different forms of poetry (for example, free verse, narrative poetry). • 3 Year 3 Comprehension Retrieve and record information from non-fiction. 	<p>top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Four-figure grid references give specific information about locations on a map.</p>		
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<ul style="list-style-type: none"> • 4 Year 3 Spoken language Speak audibly and fluently with an increasing command of Standard English. • 1 Year 3 Comprehension Understand what they read, in books they can read independently. • 2 Year 3 Vocabulary, Use conjunctions, adverbs and prepositions to express time and cause. • 1 Year 3 Comprehension Use dictionaries to check the meaning of words that they have read. • 1 Year 3 Spoken language Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • 1 Year 3 Handwriting 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. 			
Science			
<p>Soil; Plants; Working scientifically</p> <ul style="list-style-type: none"> • Year 3 Gather & record data Skill Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy. 			



<ul style="list-style-type: none">○ Knowledge Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams. Data can be used to provide evidence to answer questions. ● Year 3 Earth Skill Investigate soils from the local environment, making comparisons and identifying features.<ul style="list-style-type: none">○ Knowledge Soils are made from tiny pieces of eroded rock, air and organic matter. There are a variety of naturally occurring soils, including clay, sand and silt. Different areas have different soil types. ● Year 3 Observation Skill Make increasingly careful observations, identifying similarities, differences and changes and making simple connections.<ul style="list-style-type: none">○ Knowledge An observation involves looking closely at objects, materials and living things, which can be compared and			
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grouped according to their features.

- **Year 3 Investigation Skill** Set up and carry out some simple, comparative and fair tests, making predictions for what might happen.

- **Knowledge**

Tests can be set up and carried out by following or planning a set of instructions. A prediction is a best guess for what might happen in an investigation based on some prior knowledge.

- **Year 3 Report and conclude Skill** Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.

- **Knowledge**

Results are information that has been discovered as part of an investigation. A conclusion is the answer to a question that uses the evidence collected.



<ul style="list-style-type: none">• <table border="1"><tr><td>Optional</td><td>Year</td></tr></table> <table border="1"><tr><td>3</td><td>Questioning</td><td>Skill</td></tr></table> Ask questions about the world around them and explain that they can be answered in different ways.<ul style="list-style-type: none">○ <table border="1"><tr><td>Knowledge</td></tr></table><p>Questions can help us find out about the world and can be answered in different ways.</p>• <table border="1"><tr><td>Optional</td><td>Year 3</td><td>Parts and functions</td><td>Skill</td></tr></table> Name and describe the functions of the different parts of flowering plants (roots, stem, leaves and flowers).<ul style="list-style-type: none">○ <table border="1"><tr><td>Knowledge</td></tr></table><p>The plant's roots anchor the plant in the ground and transport water and minerals from the ground to the plant. The stem (or trunk) support the plant above the ground. The leaves collect energy from the Sun and make food for the plant. Flowers make seeds to produce new plants.</p>• <table border="1"><tr><td>Optional</td><td>Year</td></tr></table> <table border="1"><tr><td>3</td><td>Measurement</td><td>Skill</td></tr></table> Take measurements in standard units,	Optional	Year	3	Questioning	Skill	Knowledge	Optional	Year 3	Parts and functions	Skill	Knowledge	Optional	Year	3	Measurement	Skill			
Optional	Year																		
3	Questioning	Skill																	
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Optional	Year 3	Parts and functions	Skill																
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3	Measurement	Skill																	



using a range of simple equipment.

- **Knowledge**

Equipment is used to take measurements in standard units. Examples include data loggers plus sensors, timers (seconds, minutes and hours), thermometers ($^{\circ}\text{C}$) and metre sticks (millimetres, centimetres and metres). Taking repeat readings can increase the accuracy of the measurement.