



Unit Objective:

To find France on a map, say how you feel, learn 10 colours and count from 1-10 in French.

By the end of this unit we will be able to:

- To locate France, Paris and a few key cities on a map.
- Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in French.

It will help if we already know:

- None as this is recommended as a starter unit.

Skills we will develop:

Starting to work on our memory skills so language is remembered after the lesson and trying to remember some/all spellings from memory. Learning to always look for cognates first (such as **bleu** for blue) and associating word and phrases to images to help.

Activities we will complete:

There will be a number of different activities to improve our cultural awareness of France and French speaking countries. Finding France and locating Paris on a map. Plenty of oral role play tasks to ask how somebody is feeling and replying using all three options. Learning ten colours and a song and be able to count from 1-10 in French.

Grammar we will learn & revisit:

None in this unit as it is an introductory unit.

Phonics & pronunciation we will see:

Recommended phonics focus: **CH OU ON OI**

- **OI** sound in **trois & noir**
- **ON** sound in **marron**
- **OU** sound in **rouge**
- **Silent letters.** The 's' in **gris**, 't' in **vert** and **violet**, 'c' in **blanc**, 'x' in **deux** and the 's' in **trois**. There are many silent letters at the end of French words.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in **noir, orange, gris, marron, vert, rouge, trois & quatre**. Made from the back of the mouth, not the front.
- **Elision. Je m'appelle.** Dropping of the last letter of a word (in this case the 'e' in **me**) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.

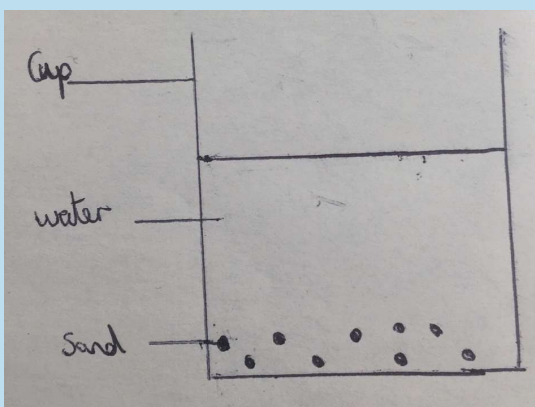
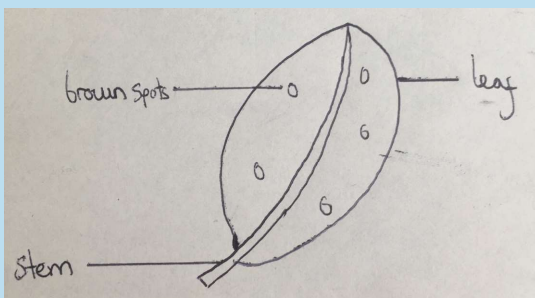
Vocabulary we will learn & revisit:

Language to ask how somebody is feeling and give a reply. Ten key colours and numbers 1-10. All on Vocabulary Sheet.

Features of a scientific diagram

- Use a sharp pencil
- Draw in 2D
- Draw clean, single lines
- Use a ruler to draw any straight lines
- Don't shade or colour in
- Label objects with straight lines

For example:



Writing a conclusion

P – make your POINT

In our investigation we found that _____

E – give EVIDENCE

This was shown in our results as _____

E – EXPLAIN your evidence

This is because _____

How to write a method

1. Write a list of all the equipment you will need.
2. Write in clear, concise language.
3. Write in simple present tense.
4. Use fronted adverbials e.g. next, then, firstly
5. Include a diagram if it help to explain how to set the equipment up.
6. Write a numbered instruction for each step you would take

Variable

Independent variable	The thing that you change
Dependent variable	The thing you observe to see how it is affected
Control variables	The things you have to keep the same to make sure it is a fair test.

When conducting a fair test everything needs to be the same expect for the one thing you are testing.

<u>Day of the week</u>	<u>Amount of rainfall (mm)</u>
Monday	11
Tuesday	4
Wednesday	0
Thursday	15
Friday	5

Annotations for the table:

- Independent variable on left (points to 'Day of the week')
- Column headings that are underlined (points to both column headers)
- Units (points to '(mm)' in the second header)
- Dependent variable on right (points to the numerical values in the second column)
- Border (points to the table's frame)

Knowledge Organiser



Year 3 - Me and My Relationships

Key questions

Cooperation

Can people disagree and still be friends?

Do people need to accept the views of others? Why?

How can arguments and disputes be settled?

Friendships

What do I do to be a good friend?

How can I make up with a friend if we have fallen out?

What different ideas can I suggest to friends who have fallen out?

How can I help others to sort out their argument?

Key vocabulary

apologise respect disagree
responsibility calm disputes
arguments feelings persuade
friendship opinions listening
family friendship falling out
special people

I can ...

I can usually accept the views of others and understand that we don't always agree with each other.

I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.

Knowledge Organiser



Year 3 - Valuing Difference

Key questions

Recognising and Respecting Diversity

Are all families the same? If not,
how are they different?

What is good about having
different community groups? Why?

What is prejudice?

Where does prejudice come from?

Can prejudice be challenged?

How?

Being Respectful and Tolerant

Are tolerance and respect the
same? Do we need both?

Do we have respect and tolerance
in our classroom? What does it
do?

Have you shown respect and
tolerance at any time? How and
Why?

Has anyone shown you respect
and tolerance? How did it make
you feel?

Key vocabulary

family different

name calling prejudice

tolerance community

strangers bullying differences

belonging respect

identity families similarities

I can ...

I can give examples of different
community groups and what is
good about having different
groups.

I can talk about examples in our
classroom where respect and
tolerance have helped to make it a
happier, safer place.

Knowledge Organiser



Year 3 - Keeping Safe

Key questions

Managing Risk

What makes a situation risky?
Can a risky situation be changed?

How?

Why do some people choose to
take risks?

Why do some people choose to
avoid risky situations?

Drugs and Their Risks

What are the risks of cigarettes
and alcohol?

Can medicines be both helpful and
harmful? Why?

What other things can be helpful
and harmful to a person's health?

What can make people take risks?

Staying Safe Online

Why is it important to keep
personal details safe when online?

Is all information that we see
online always true?

How do some people try to find out
personal information? Can this
cause any problems?

Key vocabulary

alcohol personal details
risk (risky) internet safety
cigarettes private nicotine
trust medicines public
unsafe search engine harmful
situation e-cigarettes vapes

I can ...

I can say what I could do to make
a situation less risky or not risky at
all.

I can say why medicines can be
helpful or harmful.

I can tell you a few things about
keeping my personal details safe
online. I can explain why
information I see online might not
always be true.

Knowledge Organiser



Year 3 - Rights and Respect

Key questions

Skills We Need to Develop As We Grow Up

Is a fact the same as an opinion? If not, why not?

How we check whether something is a fact or opinion? What is a 'false fact' that might be seen online?

Helping and Being Helped

How do we keep ourselves safe as we get older?

Can we help the people who help us? How?

Key vocabulary

online false check
safe parent
carer adult
search fact
opinion

I can ...

I can say some ways of checking whether something is a fact or just an opinion.

I can say how I can help the people who help me, and how I can do this. I can give an example of this.

Knowledge Organiser



Year 3 - Being My Best

Key questions

Keeping Myself Healthy

Am I responsible for keeping myself healthy?

What can I do myself to keep healthy?

How do I feel when I do things to stay healthy?

Celebrating and Developing My Skills

What skills or talents do I have?

How can a talent or skill be developed?

Does goal-setting help improve skills and talents? How?

What would I like to achieve when I am older?

How do I achieve my goals?

Key vocabulary

achieve fruit medicine bones
goal-setting muscles skills
teeth balanced diet talents
improve practise proteins
water sleep healthy
starchy carbohydrates dairy
exercise energy vegetables

I can ...

I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.

I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.

Knowledge Organiser



Year 3 - Growing and Changing

Key questions

Relationships

Can a relationship be positive?

How?

How can a relationship be negative?

What can someone do to make a friendship healthy?

Menstruation

What is menstruation?

What happens when the human egg is not fertilised?

Which parts of a woman's body are involved in menstruation?

Keeping Safe

What is someone's 'body space'?

When is it ok to go into someone's body space?

If someone wants another person to leave their body space, how can they ask them to leave?

If someone feels uncomfortable, who can they talk to?

Key vocabulary

angry penis relationships
body space touch assertive
vagina jealous womb
period/menstruation pad trust
lining respect breasts
uncomfortable caring genitals
upset egg healthy
puberty testicles

I can ...

I can name a few things that make a positive relationship and some things that make a negative relationship.

I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.

I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.

Abstract	Art where the subject doesn't necessarily look like it does in real life.
Botanical art	To depict whole plants or parts of plants that is visually pleasing and scientifically accurate.
Composition	Putting different elements together in a pleasing way.
Geometric	A regular shape with angles and straight lines.
Organic	Irregular natural shapes.
Scale	The size of what is being drawn.
Shading	Drawn marks to show areas of light and dark.
Texture	A surface quality that is not flat.
Tone	The light and dark something is.

Artists

Georgia O'Keeffe


Charles Darwin

Maud Purdy

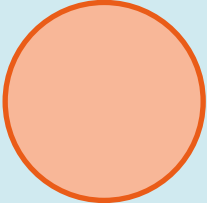
Max Ernst

Carl Linneaus

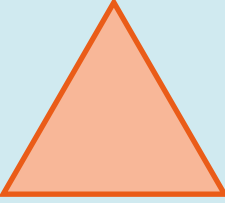
Everything in our world is made from simple shapes. Identifying shapes within objects will help you to draw more accurately.




Squares and rectangles




Circles and ovals




Triangles



Straight lines



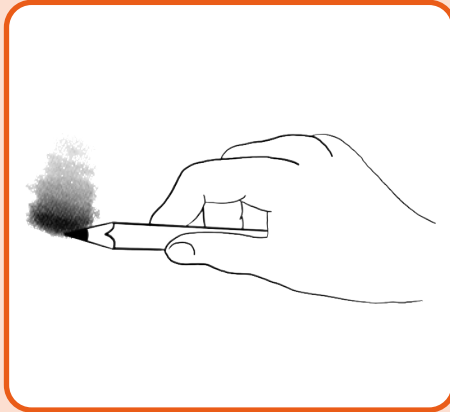
Wavy lines



Holding a pencil to shade



Detail grip
(Writing grip)



Shading grip

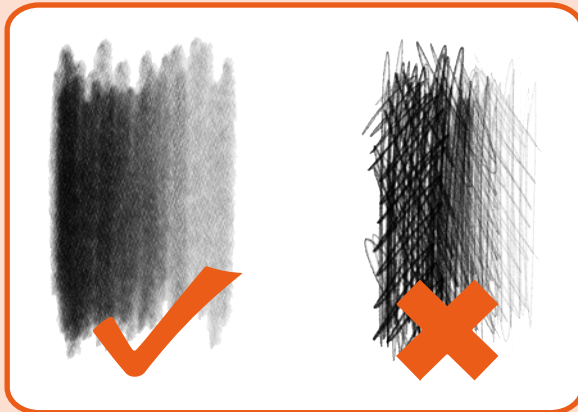
The four rules of shading

To shade in **ONE** direction

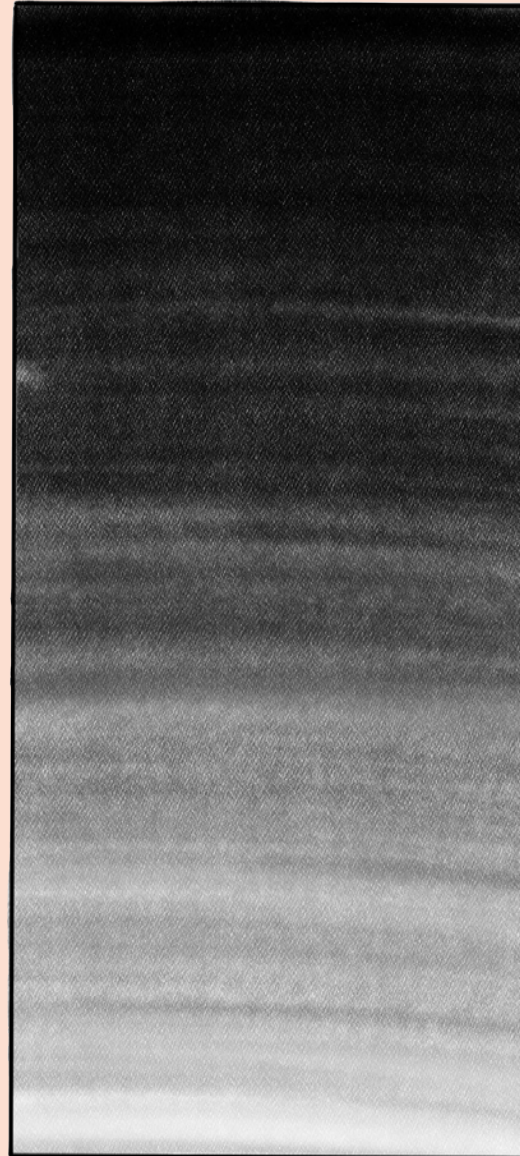
To not leave any gaps

To work neatly to the edges

To create smooth even tones



Creating tones:



Dark tones show where there is less light on an object. Pressing firmly with your pencil when you shade will create darker tones.

Light tones show where there is more light on the subject and less pressure is needed when you shade.