



Learning in Form 3 Autumn 2024



CONTENTS

Contents	Page 2
Termly Overview	Page 3
English	Page 4
Spelling	Page 5
Mathematics	Page 6
Calculation Strategies	Page 7-8
Science	Page 9
Geography	Page 10
History	Page 11
STEAM	Page 12
PSHCEE / RSE	Page 13
Philosophy & Oracy	Page 14
Beyond the Orchard (Sport, Computing, Art, Drama, Music & French)	Page 15-16
Knowledge Organisers	Page 17 -23
Autumn Term Assessments	Page 24



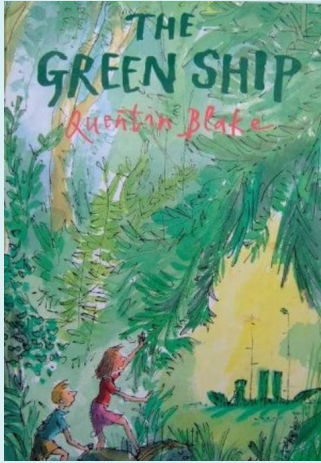
Overview of Autumn Term Curriculum

Form 3

	Autumn 1	Autumn 2
English	The Green Ship by Quentin Blake Ug: Boy Genius of the Stone Age by Raymond Briggs	The Great Kapok Tree by Lynne Cherry Stars With Flaming Tails: Poems by Valerie Bloom
Mathematics	Place Value & Money, Addition & Subtraction, Measures & Data, Multiplication & Division	
Science	The Human Body	Cycles in Nature
Knowledge (History)	Stone Age to Iron Age	Ancient Egypt
Knowledge (Geography)	Spatial Sense	Settlements
Art	Line	Still Life and Form
STEAM	Save, Make, Reinvent - Natural Inks	Ditch the Dirt Challenge

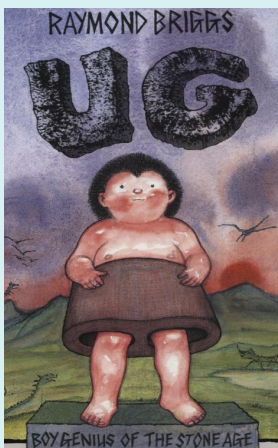
ENGLISH

To support children to read and write with accuracy, we place high quality, challenging children's literature at the heart of our approach to English.



Two children find the Green Ship when they climb over the wall into what is more like a forest than a garden. The ship has bushes for bows and stern and its funnels are trees; a small garden shed on an ancient stump is the wheel house and in command of the ship is the owner of the garden, old Mrs Tredegar. Throughout the summer she and the Bosun and the two children sail the Seven Seas visiting exotic faraway places and having wonderful adventures. As would be expected from a book written by Quentin Blake, the illustrations are integral to the narrative and open up discussions around how text and illustrations can combine to tell a story, whilst also posing alternative viewpoints. There are also rich opportunities to explore how the use of colour can stimulate imagination and influence our emotional responses.

Potential Writing Outcomes : Extended vocabulary and language - annotations on artwork, story maps, character description, setting description, writing in role, diary extract, list poem, persuasive piece and narrative

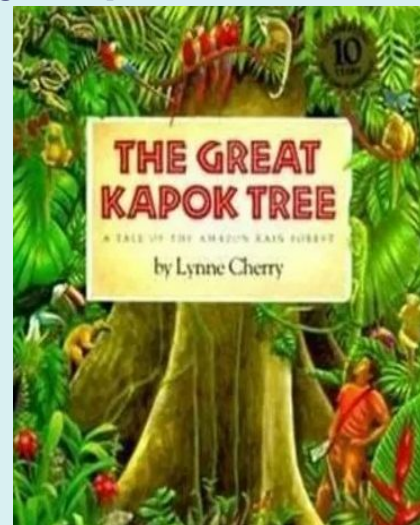


In this multi-layered graphic text the concept of a 'stone age' is taken to extremes with everything, including trousers made of stone. The story follows the quest of a Stone Age boy, Ug, in his search for softer trousers. With ideas beyond his time his questioning and inventive mind proves exasperating at times for his parents. This book provides many opportunities for discussion and lots of humour at different levels from the illustrations to the footnotes.

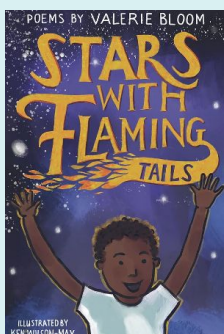
Potential Writing Outcomes : Script, instructions, postcard, information writing, recount, comic strip, persuasive speech, advertisement, note, poetry, persuasive presentation and non-chronological report.

Subtitled 'A Tale of the Amazon Rainforest' this picture book expresses clearly by means of vibrant illustrations and a patterned and poetic story, the importance of humans preserving the rainforests and the ecosystems within it for the sake of all who live on this planet. A man is ordered to cut down a great Kapok tree. He begins the task and when he tires, falls asleep at its foot. Successive animals, birds, insects and finally a child of the Yanomamo tribe all whisper in his ear cogent reasons for why he should not continue. When he awakes, will they have influenced him and what choice will he make?

Potential Writing Outcomes : Poetry, explanation text, debate, report writing, writing in role, argument writing, note of advice, play script and narrative extension



In Stars with Flaming Tails, distinguished poet Valerie Bloom offers readers a book rich with cosmic mystery, earthly delights and genuine human warmth. Each poem is filled with a tingly mix of surprise, suspense and play. Valerie's universe is a linguistic ripe fruit to be enjoyed by one and all. This is an inclusive, wide-eyed and knowing book for the poet makes sure no one misses out and nothing is left out. From the silliest-dizziest of wordplay to the tenderest of moments to the richest of dreams, the reader holds their breath, never sure what treat to expect next. The illustrations by Ken Wilson-Max are as stargazingly rich as the text.



SPELLING

Orchard House School follows the Read, Write, Inc programme for the teaching of spelling.



Spelling sounds practised in the Autumn term:

Focus	Example Words
Adding the prefixes dis- and in-	Invisible, incapable, incomplete, independent, dishonest, disagree, disappear, disapprove
Adding im- to root words beginning with m or p	impossible, imperfect, immature, impolite, impatient
Adding the suffix -ous	Enormous, fabulous, hazardous, famous, dangerous, mountainous, poisonous
Adding the suffix -ly	Humbly, carefully, finally, completely, nicely, rudely, comically, giggly
Words ending in -ture	Adventure, mixture, future, picture, furniture, creature, capture, nature, temperature
Adding -ation to verbs to form nouns	Preparation, information, plantation, temptation, exploration, explanation, realisation
Words with c sound spelt ch	Chemist, character, echo, chorus, mechanic, chaos, mechanic, stomach
Homophones	Where, wear, week, weak, grate, great, bear, bare, write, right
Orange words (tricky words to learn)	Answer, island, February, length, strength, business



MATHEMATICS

**Please note : subject to adjustment and adaptation to accommodate reinforcement or allow for further differentiation as required by cohort. May also be subject to change to allow for other educational events. Children will be grouped into 3 sets from the second or third week of the Autumn term. These are flexible sets and are subject to change.*

Week commencing	Learning Objectives for Autumn 1
09/09/24	Place Value & Money: Place 2- and 3-digit numbers on number lines Addition & Subtraction : Number facts and inverse operations
16/09/24	Place Value & Money: Understand PV in 3-digit numbers
23/09/24	Multiplication and Division: Revision of 2x, 5x and 10 x tables, multiply and divide Measures and Data: Measure length (m/cm) and convert units
30/09/24	Addition & Subtraction: Use number facts to add and subtract; add and subtract, efficient mental strategies
07/10/24	Place Value & Money: Place value in money: add and subtract Measures and Data: Measure capacities (ml/l) and use bar charts
14/10/24	Addition & Subtraction: Partition to add Multiplication and Division: Multiplication and division facts for 3x and 4x table

Week commencing	Learning Objectives for Autumn 2
04/11/24	Multiplication and Division : Division using facts and remainders; Double nos <51; halve even numbers<101
11/11/24	Addition and Subtraction: Use place value to add and subtract
18/11/24	Multiplication and Division: Mental strategies for multiplication and division Measures and Data: Measure weights (kg/g); use bar charts
25/11/24	Addition and Subtraction: Mental calculations -complements to 100; Mental subtraction-counting up
02/12/24	Multiplication and Division: Times tables; multiplication and division
09/12/24	Measures and Data: Measure perimeters; use bar charts



MATHEMATICS

CALCULATION METHODS

Below you will find a reference for some of the methods used to teach the the mental and written calculation aspects of mathematics this term.

Addition and Subtraction Using Inverse Operations

This picture shows:

$12 = 4 + 8$

$12 = 8 + 4$

$12 - 4 = 8$

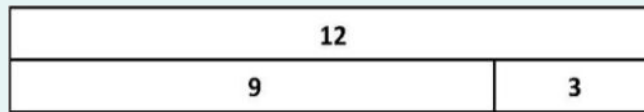
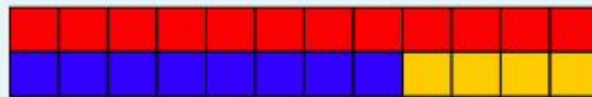
$12 - 8 = 4$

$12 = 3 + 9$

$12 = 9 + 3$

$12 - 3 = 9$

$12 - 9 = 3$



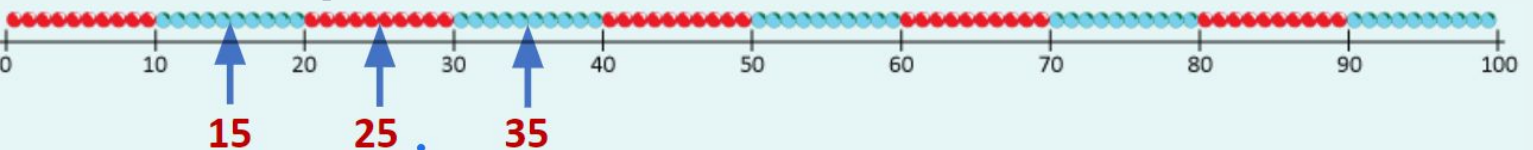
Addition and Subtraction Using Number Facts

Use this bead bar to help us find $15 + 3$.

Use this bead bar to help us find $25 + 3$.

Use this bead bar to help us find $35 + 3$.

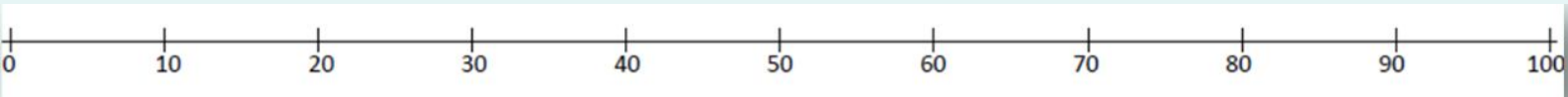
Notice the sequence. How will it continue?



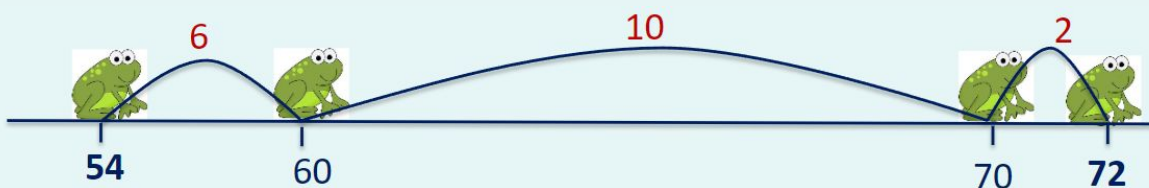
What is $17 + 7$? (A number line is a useful visual)

How can we split the 7 to help?

What do we need to add to 17 to make 20? How much of the 7 is left to add on to 20?



Subtract by Counting Up



$72 - 54 = 18$

Frog hops 6 to 60, and another 10 from 60-70, then 2 to hop from 70-72

Altogether he has hopped 18.



MATHEMATICS

CALCULATION METHODS

Below you will find a reference for some of the methods used to teach the mechanical aspects of mathematics this term.

Partitioning to Add

$$24 + 48 =$$

$$\begin{array}{|c|c|} \hline 2 & 4 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 4 & 8 \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline 2 & 0 \\ \hline \end{array} + \begin{array}{|c|} \hline 4 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 4 & 0 \\ \hline \end{array} + \begin{array}{|c|} \hline 8 \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline 2 & 0 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 4 & 0 \\ \hline \end{array} = \begin{array}{|c|c|} \hline 6 & 0 \\ \hline \end{array}$$

$$\begin{array}{|c|} \hline 4 \\ \hline \end{array} + \begin{array}{|c|} \hline 8 \\ \hline \end{array} = \begin{array}{|c|c|} \hline 1 & 2 \\ \hline \end{array}$$

$$\begin{array}{|c|c|} \hline 6 & 0 \\ \hline \end{array} + \begin{array}{|c|c|} \hline 1 & 2 \\ \hline \end{array} = \begin{array}{|c|c|} \hline 7 & 2 \\ \hline \end{array}$$

Steps to Success

1. Partition the numbers into 10s and 1s
2. Add the 10s
3. Add the 1s
4. Then add together to find the total

Expanded Addition

$$427 + 345 =$$

400	20	7
+	300	40
		5
		10
700	70	2

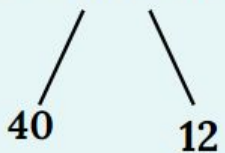
$$700 + 70 + 2 = 772$$

Steps to Success

1. The numbers are partitioned, lined up in 100s, 10s and 1s and a blank space left under the second number.
2. Add the 1s. $7 + 5 = 12$.
3. The 1s come to more than 10 so we write the 10 in the space under the 10s and the 2 under the 1s in the answer line
4. Next add the 10s...
5. $20 + 40 + 10 = ?$
6. Lastly the 100s... $400 + 300 = ?$
7. Finally recombine 700, 70 and 2....

Double and Halve

Double 26



$$40 + 12 = 52$$

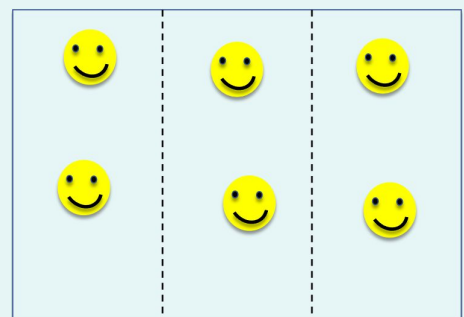
Half of 54p



$$25 + 2 = 27p$$

Fractions of Amounts

$\frac{2}{3}$ of 6?





SCIENCE

The Human Body

During this unit, the children will:

- Explore the 5 key food groups
- Learn about the nutrition in the food we eat
- Learn about the different types of skeletons
- Learn about the human skeleton
- Learn about animals and their skeletons
- Explore the role of muscles



Cycles in Nature

During this unit, the children will:

- The Four Seasons (prior learning)
- Seasonal Cycles in Plants
- Life Cycle of a Plant
- Animal Migration
- Life Cycle of a Frog



GEOGRAPHY

Spatial Sense



Topic	Knowledge Goals
Maps, compasses and symbols	<p>A map shows information about an area of land. (Securing prior knowledge)</p> <p>The eight points of a compass are: north, north east, east, south east, south, south west, west and north west.</p> <p>Compasses use magnetism to show direction.</p>
Symbols on maps	<p>Maps were made long ago to help the army fight invasions.</p> <p>Ordnance Survey are an organisation that produce maps of the UK.</p> <p>Maps use symbols to show us information about locations.</p>
Grid References	<p>Grid references tell us where to find a place on a map.</p> <p>The grid references are usually labelled as either numbers or letters.</p> <p>The horizontal lines are referred to as 'northings' whereas, the vertical lines are called 'eastings'.</p>
A contrasting locality (Physical Geography)	<p>Physical geography refers to natural features of the earth.</p> <p>We can compare the physical features of different places by looking at maps and photographs.</p> <p>We can identify the main differences between two landscapes.</p>
A contrasting locality (Human Geography)	<p>Human geography refers to features of the environment made by people.</p> <p>We can compare the human features of different places by looking at maps, photographs and other information.</p> <p>We can identify the similarities and differences between London and San Francisco.</p>

Settlements

Topic	Knowledge Goals
Settlements	<p>Settlements are where people live.</p> <p>A village is a settlement where a small number of people live.</p> <p>A city is a settlement where a large number of people live.</p>
Types of Settlements	<p>Hamlets are very small settlements; they can be just two or more houses.</p> <p>Villages have a small number of homes and sometimes have a shop.</p> <p>Towns and cities have many homes, offices, shops, services and transport links.</p>
Urban, Rural and Suburban areas	<p>Villages and hamlets are located in rural areas.</p> <p>Towns and cities are located in urban areas.</p> <p>Urban areas have more infrastructure than rural areas.</p>
Population Density	<p>Population density tells us how many people live in a given area, usually a square kilometre.</p> <p>Urban areas are densely populated.</p> <p>Rural areas are sparsely populated.</p>
What do settlements need?	<p>In the past, settlements were found near water, for example, next to a river.</p> <p>In the past, settlements needed to be able to defend themselves from enemies.</p> <p>Large settlements today need good transport links and many services such as schools, shops and restaurants.</p>



History

The Stone Age to the Iron Age

Topic	Knowledge Goals
Mesolithic Hunter-Gatherers	When the British Isles were joined to Europe, Paleolithic people came to Britain to hunt. During the Middle Stone Age, people in Britain were usually nomadic hunter-gatherers. Discoveries such as Howick House has helped archaeologists understand more about the lives of Mesolithic people
Life in Neolithic Britain	The Neolithic period was when people began farming crops and kept cattle, sheep and pigs for meat Neolithic people polished stone and made stone tools and weapons Archaeologists can use settlements (e.g. Skara Brae) and monuments (e.g. Stonehenge) find out about the Neolithic era
The Bronze Age	Around 2500 BCE people learned how to make objects from copper, gold and bronze The Beaker people held religious ceremonies at stone circles and buried their dead in circular graves often with objects including beaker pottery Archaeologists find out about the bronze age through discoveries, e.g. Must Farm
Stonehenge	Neolithic people began building Stonehenge The monument is made up of two types of stone: sarsens (which form the larger outer circle and the horseshoe) and bluestone (the two smaller circles) It is believed that Stonehenge was used for religious ceremonies and funerals
The Iron Age in Britain	People in Iron Age Britain were religious, and Priests were known as Druids People belonged to tribes and lived in Hill forts People used iron to make tools for farming and weapons to defend themselves



Ancient Egypt

Topic	Knowledge Goals
Locating Egypt and the River Nile	Egypt is located in north -east Africa The River Nile floods, which creates fertile land for farming. Ancient Egyptians lived near the Nile as they could grow food.
Life in Ancient Egypt	Pharaohs were Ancient Egyptian rulers Farmers were at the bottom of the social pyramid Archaeologists use artefacts and the remains of villages to find out about Ancient Egypt
Religion and the Afterlife	Ancient Egyptians worshipped over 2000 gods and goddesses Ancient Egyptians believe Pharaohs represented Gods on Earth. They believed in the afterlife
Tutankhamen and Howard Carter	Tutankhamun became Pharaoh at 9 when his father died An archaeologist, Howard Carter discovered Tutankhamun's tomb. Tutankhamun was mummified and was surrounded by lots of priceless treasures
Hieroglyphics	Ancient Egyptians left pictures, writing and statues behind. Hieroglyphics can tell us about life in Ancient Egypt The Rosetta Stone helped people understand hieroglyphics.





STEAM

Skills & Competencies:

Our STEAM curriculum consists of a series of projects that aim to develop a set of fundamental competencies, that empower pupils to effectively navigate personal, cultural, economic, and societal obstacles they will inevitably encounter throughout their lives:

1. **Curiosity:** The ability to ask questions and explore how the world works
2. **Creativity:** The ability to generate new ideas and apply them
3. **Criticism:** The ability to recognise information and ideas and to form reasoned arguments and judgements
4. **Communication:** The ability to express thoughts and feelings clearly and confidently in a range of forms
5. **Collaboration:** The ability to work constructively with others
6. **Compassion:** The ability to empathise with others and to act accordingly
7. **Composure:** The ability to connect with the inner life of feeling and develop a sense of personal harmony and balance
8. **Citizenship:** The ability to engage constructively with society and to participate in the processes that sustain it.

Save, Make, Reinvent - Natural Inks

A project that enables children to explore the themes of sustainability and the circular economy. Year 3 celebrate and enjoy nature by making their own natural inks using kitchen scraps, science and imagination.



Ditch the Dirt Challenge

One in three people around the world do not have access to clean water. In parts of northern Kenya women and children have to walk long distances to collect water from ground holes that they can use for washing, cooking and drinking. The children are challenged to use their STEM skills to develop a water filter and to explore ways of making water clean enough to drink.





PSHCEE / RSE

Orchard House School has been implementing the PSHCEE /RSE Programme across the school since September 2020. We would like to reassure you that all the online Jigsaw teaching materials meet the current statutory expectations for RSHE (DfE, 2019) and if and when any new guidance is published, you can be fully confident that our materials will be updated and reviewed to ensure that they are compliant and reflect the needs of our children.

We follow a scheme of work called Jigsaw, a mindful approach to PSHCEE / RSE. The lessons aim to build children’s emotional literacy, self- esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way.

Being Me in My World	Celebrating Difference
<ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others’ perspectives 	<ul style="list-style-type: none"> Families and their differences Family conflict and how to manage it (child-centered) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments





PHILOSOPHY & ORACY

Philosophy and oracy are integral disciplines at Orchard House School. They are woven throughout the curriculum and we encourage a thoughtful, talk-rich culture within every classroom and incorporate both disciplines into lesson planning. In addition to the opportunities to nurture these elements at school, we invite families to take part in our weekly “Sticky Questions” school initiative.

What is Sticky Questions?

The aim of sticky questions is to get parents and children talking about interesting questions. Every Wednesday, your child will come home with a Sticky Question stuck to their uniform. There's no writing involved. Just take the time to talk with them about it and see what you each think and why.

What makes Sticky Questions “sticky” is that you can keep arguing about them. It's not like a maths worksheet where a teacher is looking to see a particular answer. What matters is that you and your child talk and think together. If you disagree, so much the better. If you think alike, you might play at disagreeing for the sake of argument.

On Thursday, the class will carry on the talk, bringing in ideas heard from home. Part of the point of this exercise is to celebrate differences in thinking between children and within families.

Coaching Questions

Below are some questions you can use to help facilitate deeper discussions with your child:

- Can you say why?
- Can you say more?
- How do you mean?
- Can you give me an example?
- Why is that important?
- How could you disagree with yourself?

Is there anything that never changes?

Should there be a limit to how much one person can own?

If you made a cake, should you get the biggest slice?

What would your rules for grownups be?



BEYOND THE ORCHARD



SPORT



PE

Alternative Sports

The children will have the opportunity to explore a different sport/activity. They will develop ball skills for different sports and explore principles of attack and defence. They will develop their tactical awareness and game play.

SWIMMING

The children will build their confidence in the water and improve their understanding and technique of all four strokes.

GAMES

Netball (girls)

- Ball skills and footwork patterns
- Attacking principles, including centre pass set play and movement in the circle.
- Defending principles in transition and in the circle.
- Positions and rules for 5 and 7 a-side.
- Shooting technique
- Competitive matches and tournaments.
- Gaining confidence, building resilience and developing teamwork skills.

FOOTBALL (boys)

- To practise ball mastery skills, including dribbling, kicking, stopping and shooting.
- To demonstrate attacking and defending in football.
- Practise shooting and goalkeeping.
- Understand more complex rules of football
- Competitive matches and tournaments
- Gaining confidence, building resilience and developing teamwork skills.

Girls will have the chance to play football in Spring 2. Squads are open to all genders.



BEYOND THE ORCHARD

Computing

The children will be taught some key areas of online safety, and then they will use Scratch to develop their computational thinking skills.



Music & Performance

Drama

Form 3 will explore the creative principles of drama through teamwork and independent exploration. We will focus on creating and nurturing a sense of ensemble within the group and storytelling through different practitioners' methods. We will develop our understanding of what makes an interesting and exciting piece of drama.

Music

The children will learn how to use different drumming techniques including 'slap', 'base', and 'tone'. They will develop their ability to read notation and play short rhythms in groups. They will also develop their improvisation skills.



Art

Through exploring the works of Klee, the children will gain an understanding of how lines are tools for artists. They will look at the works of Van Gogh to develop their understanding of texture, form, light and shade. They will experiment with printmaking and study the works of Hokusai. In this term the children will also be introduced to still life using cross hatching techniques and colour.



French

The children will listen to and recognise familiar vocabulary. They will say the sound of a few letter strings and read and recognise key words around the topics below:

- Classroom instructions
- Greetings and introductions
- European Day of Languages
- Gender in French : indefinite articles
- Classroom items
- Present tense of verb avoir (to have)
- Letter to Père Noël



Knowledge Organisers

What is a Knowledge Organiser?

A knowledge organiser shows the key factual knowledge that we want our children to use and remember to have basic knowledge and understanding of a topic. These are a one page overview of each topic taught over a half term and can include:

- Key vocabulary and technical terms
- Images such as maps, diagrams or photographs
- A timeline
- Famous quotations
- Essential knowledge laid out in easily digestible chunks

The Benefits of Knowledge Organisers

- They help children learn and retain the knowledge of the curriculum.
- They give children the 'bigger picture' of a topic, subject area or concept.
- It provides opportunities for regular retrieval which aids long term retention
- They make the knowledge explicit.

How You Can Use Knowledge Organisers to Help Your Children with Their Learning.

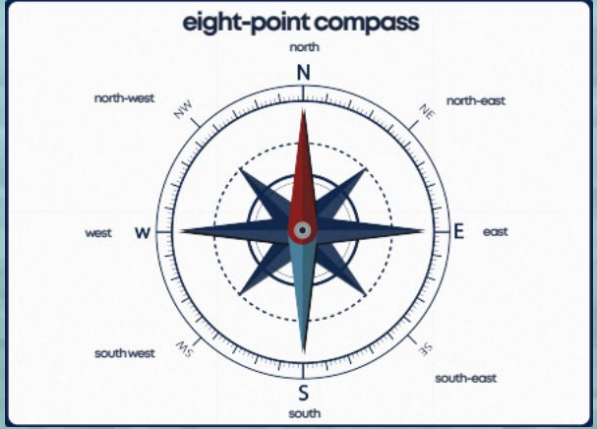
- Using them as a springboard for discussion - Talk to your child about what's on the knowledge organisers.
- Quizzing - Crucially, all information on a knowledge organiser is quizzable. Fun, low stakes quizzes of the information will help children learn and remember the knowledge.
- Displaying them somewhere at home will enable your child to become more familiar with the knowledge.

Knowledge Organiser

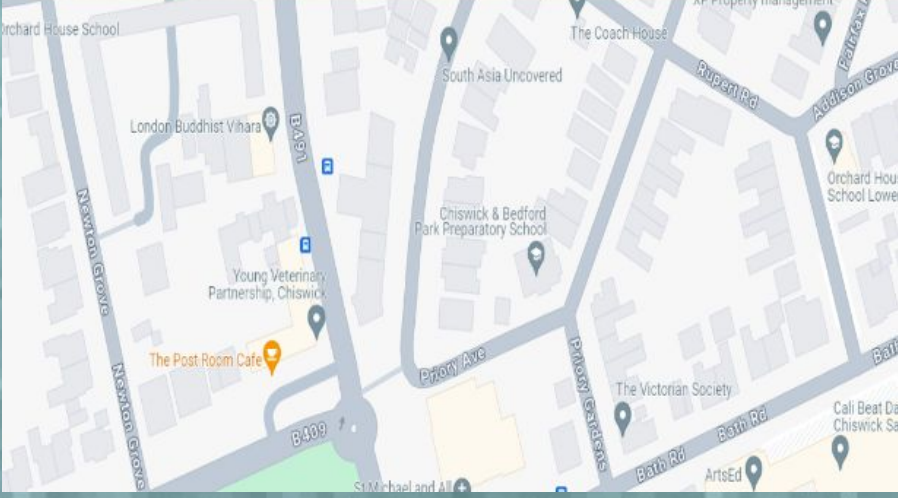


KEY VOCABULARY	
eight-point compass	a tool used for navigation that shows the following directions: north, north-east, east, south-east, south, south west, west and north west
grid reference	a set of information (often a letter and a number) that locates a place on a map
symbols	small pictures that are used on maps to represent features of a place
key	a tool that gives information about the symbols used on a map
human features	features of an area made by people , e.g., buildings, bridges and roads
physical features	natural features of an area, e.g., rivers, hills, valleys

San Francisco area



map of the local area



Knowledge Organiser



Settlements

KEY VOCABULARY

settlement

a place **where people live**

urban

an area **where a large number of people live** near to each other. urban areas have lots of buildings and roads

rural

an **area located outside of towns and cities**, sometimes called the countryside: people often live far apart in rural areas

suburban

an area **on the edges of towns and cities** where people live: suburban areas often have green space and homes often have gardens

population

the **number of people** living in an area

dense population

many people living in an area, homes are close to one another

sparse population

few people living in an area, homes are spread out

conurbation

an urban area that has developed when the **suburban areas of several towns or cities merged**

urban area



rural area



hamlet



a small settlement with a very small number of homes and no services

village



a group of houses in the countryside, sometimes with a church and small shop

town



a place where there are lots of houses and shops: a town may have a local council that makes decisions for the people who live there

city



a city is a large urban area where lots of people live close to each other: there are often lots of shops and services in a city

Knowledge Organiser

The Stone Age to the Iron Age



The Stone Age to the Iron Age



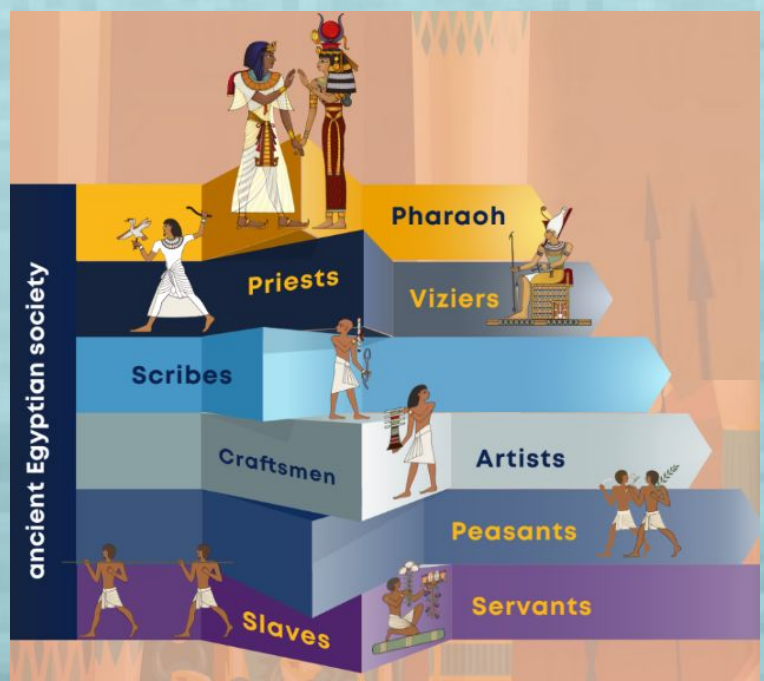
KEY VOCABULARY	
archaeologist	scientists who study the history of humans by looking at what has been left behind, e.g. objects buried underground or graves
artefacts	an object that can tell us about the past
prehistory	the time before written records
hunter-gatherer	people who live by hunting and collecting wild food
nomad	people who travel from place to place in search of food
druid	an ancient Celtic priest
wattle and daub	a building method to build houses using sticks and mud or clay
long barrow	a Neolithic burial site
quern stone	a tool for grinding grain
hill fort	small towns built on top of hills , with walls and ditches
henge	a circular monument , usually containing a circle of stones or wooden posts

important discoveries/artefacts that helped us learn more about life in Britain at this time:

Palaeolithic Age	<ul style="list-style-type: none"> artwork at Cresswell Crags 	
Mesolithic Age	<ul style="list-style-type: none"> Howick House Cheddar Man Star Carr 	
Neolithic Age	<ul style="list-style-type: none"> Skara Brae Stonehenge (last changes during the Bronze Age) 	
Bronze Age	<ul style="list-style-type: none"> Must Farm Amesbury Archer 	
Iron Age	<ul style="list-style-type: none"> hill forts Lindow Man 	

Knowledge Organiser

Ancient Egypt



Tutankhamon
ancient Egyptian Pharaoh

Howard Carter
archaeologist who discovered Tutankhamun's tomb in 1922

KEY VOCABULARY	
River Nile	a river, which flows through the continent of Africa: it is the longest river in the world
Black Land	the land either side of the River Nile , which is black in colour: it is full of rich nutrients to help plants grow
irrigation	the supply of water , which helps land or crops grow
archaeologist	scientists who study the history of humans by looking at what has been left behind, e.g. objects buried underground or graves
Pharaohs	Pharaohs were the kings or queens of Egypt : a Pharaoh was the most important and powerful person in the kingdom
artefacts	an object made and used a long time ago
hieroglyphics	an ancient Egyptian writing system
mummification	the process used by ancient Egyptians to preserve a person's body for the afterlife
pyramid	a huge stone tomb build by ancient Egyptians

The Human Body

Human Skeleton

Labels for the human skeleton:

- cranium
- mandible
- scapula
- vertebrae
- coccyx
- patella
- tibia
- rib cage
- radius
- pelvis
- femur
- fibula

Animal Skeletons

Illustrations of animal skeletons: dog, lizard, horse, and frog.

5 Food Groups

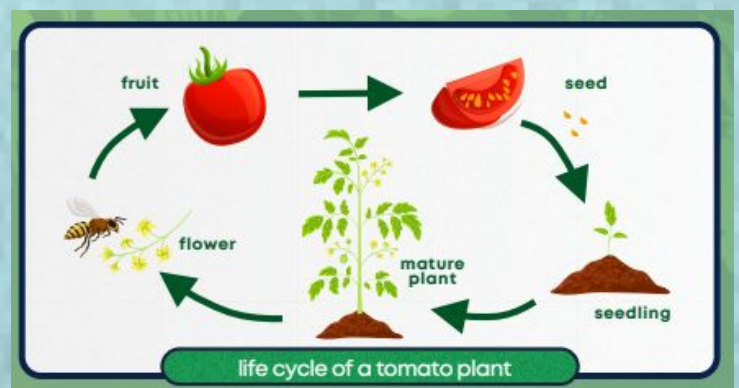
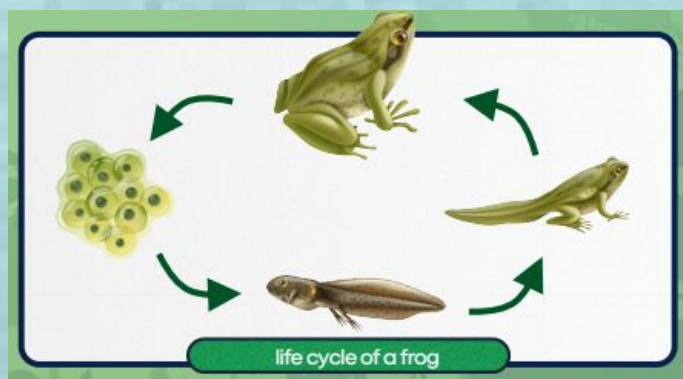
5 Food Groups:

- PROTEIN FOOD
- CARBOHYDRATE
- MINERAL
- FATTY ACID
- VITAMIN

Human Muscles

Labels for the human muscular system:

- Chest
- Biceps
- Side abs
- Abs
- Quadriceps
- Neck
- Traps
- Shoulders
- Forearms
- Calves
- Triceps
- Upper Back
- Lower Back
- Glutes
- Hamstrings



KEY VOCABULARY	
cycle	a series of events that repeats in the same order
seasonal cycle	the repeating of the seasons ; spring, summer, autumn, and winter
deciduous	a type of tree that loses its leaves during autumn and grows new leaves in spring
evergreen	a type of tree that keeps its leaves all year long
dormant	alive but not actively growing , appears to be resting or in a deep sleep
nutrients	a substance that provides food, essential for life and growth
decay	to rot or break down after death
metamorphosis	a huge or complete change in a living thing
frogspawn	a soft, jelly like substance that contains the eggs of frogs
tadpole	the offspring of a frog : tadpoles have a round head and a tail
pollen	a fine powder produced by flowering plants essential for reproduction
seed	a tiny developing plant , covered in a protective coating

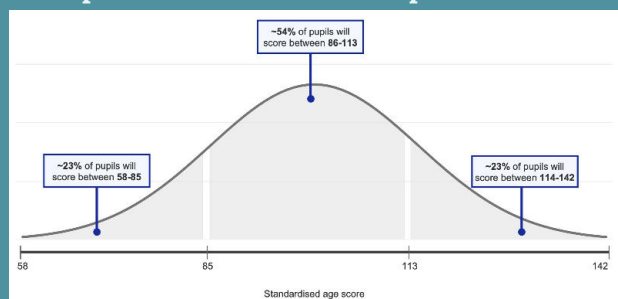
Assessments

Autumn Term

Understanding Standardised Scores

Pupil performance in assessments is measured using a standardised age score (SAS). Standardised age scores can range from 58 at the lowest end, to 142 at the highest end. The average standardised age score is 100. Please note that a child's score is an indication of their ability on any one occasion, as performance can be affected by a number of factors and should be considered together with other indicators of ability. The graph below shows a normal distribution of standardised age scores. Standardised age scores allow for a fair comparison of results, as they take into account:

- The number of questions answered correctly
- The difficulty of the questions answered
- The pupil's age at the time of assessment
- The pupil's performance compared to a national sample



Assessments taken by Form 3 children at Orchard House School in the Autumn Term

NGRT (New Group Reading Test)

This is a standardised, adaptive, termly assessment to measure reading and comprehension skills against the national average. It is used to identify where intervention may be needed and to monitor progress made. This test will be taken termly in its digital form during the 3rd-4th week of term during English lessons.

NGST (New Group Spelling Test)

The New Group Spelling Test (NGST) is an adaptive, digital assessment which allows termly monitoring of spelling skills, benchmarked against the national average. Questions are delivered via audio and the assessment is adaptive – meaning that questions change based on pupil's responses, so more able pupils can be challenged while weaker pupils are kept engaged. This test will be taken termly in its digital form during the 3rd-4th week of term during English lessons.

New PUMA (Progress in Understanding Mathematics Assessment)

This is a standardised, paper based termly mathematics assessment. It is used to track progress over a year and enables teachers to identify gaps in learning at strand level and therefore inform future teaching. It is taken in the 6th - 7th week of term during Maths lessons.

CAT4 (Cognitive Ability Test)

The Cognitive Abilities Test (CAT4) is a digital assessment of developed abilities in areas known to make a difference to learning and achievement – namely verbal, non-verbal, quantitative and spatial reasoning – and provides an analysis of potential pupil achievement and an indication of learning styles. The assessment is taken in the 2nd- 3rd week of the term during reasoning lessons.