



# Masefield Primary School

Masefield Road, Little Lever, Bolton, BL3 1NG



Executive Headteacher  
Mrs. L. Whittaker

Head of School  
Mr. A. Done

RE: Spring 1 Curriculum

Dear Parents and Carers,

At Masefield, our curriculum design is focused on the knowledge and understanding of our pupils and their needs in order that all children achieve their full potential. Our school curriculum provides for academic achievement but places the role of developing spiritual, moral, cultural and social development at the heart of all we do with the ultimate aim of ensuring all pupils leave Masefield with the confidence and skills to become successful and independent lifelong learners who can make a positive contribution to our diverse and democratic society. The curriculum in its widest sense is used to enhance pupil experiences and give opportunities that pupils may not have access to outside of school.

Attached is an overview of the content studied in the Spring 1 term as well as the knowledge organisers which link to each unit. To understand fully what your child will be learning this term and be able to support your child at home, please take the time to read over these knowledge organisers.

Your child will also bring home this term's 'Home Learning Menu' today. This clearly explains the expectations for homework, as well as additional project-based learning you may wish to complete with your child to deepen their understanding of the learning taking place in class. Teachers at Masefield encourage all children to complete these projects and return them to school before the final Wednesday of the half term, when their home-learning projects will be showcased to their peers.

I would like to take this opportunity for your continued support in reinforcing the learning that takes place at Masefield.

*A. Done*

Mr A. Done

Head of School



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# Year Three – Spring 1

## Reading

Children will complete a daily Reading Lesson.  
Please read daily with your child.

## English

This half term, Year Three will explore Narratives and Biographies. We will be reading The Fantastic Flying Books of Mr Morris Lessmore along with a range of biographies.

## Mathematics

This half term, Year Three will explore Multiplication and Division & Length and Perimeter.

## Science

This half term, Year Three will explore Forces and Magnets. This falls under the strand of Physics.

## History

This half term, Year Three will explore Samuel Crompton. They will learn about a local person who made a significant change in history.

## Art

This half term, Year Three will explore Painting.

## Computing

This half term, Year One will explore Computer Science. The learning will recap on previous knowledge in preparation for Spring 2.

## PSHCE

This half term, Year One will explore Money Matters. We will be learning about how to look after and spend money.

## Physical Education

This half term, Year Three will be learning about Gymnastics.

## Religious Education

This half term, Year Three will explore 'What is the trinity and why is it important to Christians?'

## Music

This half term, Year Three will be performing Big Sing Up Mambo. They will sing in parts with confidence and to sing, read and perform repeated rhythmic patterns.

## Spanish

This half term, Year Three will explore Mi Familia (Level 1).

# Reading at Home

## Parent Advice



### How Can I Support My Child With Reading At Home?

Studies show that reading for pleasure makes a big difference to children's educational performance. The evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. With the help of parents, children can learn how to read and can practise reading until they can read for their own enjoyment. Then they will have a whole world of information and knowledge at their fingertips! Below you will find some tips and advice on how you can help to support your child with reading at home.

### 10 top tips for parents to support children to read from the DfE

#### 1. Encourage your child to read

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.

#### 2. Read aloud regularly

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

#### 3. Encourage reading choice

Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

#### 4. Read together

Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all.

#### 5. Create a comfortable environment

Make a calm, comfortable place for your family to relax and read independently - or together.

#### 6. Make use of your local library

Local libraries also offer brilliant online materials, including audiobooks and ebooks to borrow. See Libraries Connected for more digital library services and resources.

#### 7. Talk about books

This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.

#### 8. Bring reading to life

You could try cooking a recipe you've read together. Would you recommend it to a friend? Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

#### 9. Make reading active

Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home. You could organise treasure hunts related to what you're reading. Try creating your child's very own book by using photos from your day and adding captions.

#### 10. Engage your child in reading in a way that suits them

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

### What difference can I make as a parent/carer?

You can make a **huge** difference. Sharing a book with your child allows you to share adventures and experiences in the safe world of the book. It allows you to ask questions, talk about what has happened and decide what you think together.

Here are some more helpful hints for reading with your child:

- Bring the characters to life – talk about the characters, the drawings and the events so that the story starts to come alive
- Don't be afraid to try different voices or try out your acting skills. Your child will enjoy your performance and appreciate the story even more
- Remember that your face says it all – so exaggerate your normal expression times three like a children's TV presenter: children will love it
- Turn off the television and concentrate on enjoying the book
- Try audio books that children can listen to on the car stereo, on computers or phones – this is a great way to build a child's understanding of stories and improve their listening skills
- Make books part of your family life – always have books around so that you and your children are ready to read whenever there's a chance
- Bedtime stories – regularly read with your child or children at bedtime. It's a great way to end the day and to spend valuable time with your child

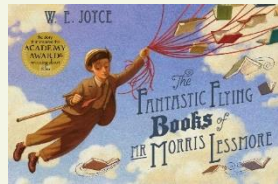
# Year Three: English

Knowledge Organiser



We will be reading...

## The Fantastic Flying Books of Mr Morris Lessmore



Author: W.E. Joyce

We will be learning to write...

### prepositional phrases

A prepositional phrase is a group of words consisting of a preposition, its object, and any words that modify the object.

### verb/person sentences

These sentences start with a verb, followed by a comma, and then the name of a person along with the rest of the sentence.

### Adverbs and adverbial phrases

An adverbial phrase is a group of words that do the job of an adverb to modify the meaning of an adjective, verb, adverb or clause.

### simple and compound sentences

A simple sentence contains one independent clause. A compound sentence contains more than one.

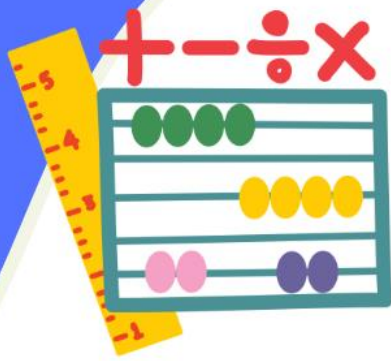
We write a narrative...

### Narratives should...

- Tell the events of the story in order.
- Use time connectives such as then and next to sequence events.
- Have a clear beginning, middle and end.
- Summarise the plot.

# Year Three: Maths

## Knowledge Organiser



This term, we will be learning about...

### Multiplication and Division

#### Multiply a 2-digit number by a 1-digit number

**$23 \times 3 = 69$**

Tens	Ones

**$20 \times 3 = 60$**   
 **$3 \times 3 = 9$**   
 **$23 \times 3 = 69$**

$23 \times 3$

$20 \times 3$      $3 \times 3$

**$24 \times 4 = 96$**

Tens	Ones

**$20 \times 4 = 80$**   
 **$4 \times 4 = 16$**   
 **$24 \times 4 = 96$**

$24$

$20 \times 4$      $4 \times 4$

80            16

#### Divide a 2-digit number by a 1-digit number

Tens	Ones

**$84 \div 4 = 21$**

$84 \div 4$

$80 \div 4$      $4 \div 4$

20            1

Tens	Ones

**$46 \div 3 = 15r1$**

$46 \div 3$

$30 \div 3$      $16 \div 3$

10            5r1

#### Related Calculations

**$3 \times 4 = 12$**

**$30 \times 4 = 120$**

**$4 \times 3 = 12$**

**$40 \times 3 = 120$**

#### Vocabulary

times tables    sharing    grouping    equal groups    multiple  
 multiply by    divide by    array    fact families    regrouping





# Year Three: Forces and Magnets

## Knowledge Organiser



### The Big Idea

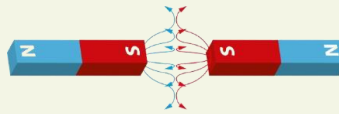
Forces are used to move things, usually by pushing or pulling an object. Magnets are objects which push or pull without physically touching the object, instead using magnetic fields.

#### Push and Pull Forces

A force can be thought of as a push or a pull. There are three types of contact force: impact forces, frictional forces and strain forces.



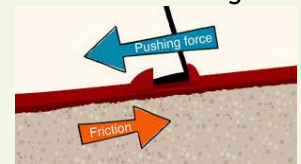
#### Interaction between Magnets



A magnet has two poles - North and South. The word attract means one object pulling another object towards it. Repel means one object pushing another object away from it.

#### Friction

The texture of a surface will affect how another object moves along that surface. Smooth surfaces allow things to move quickly but rougher surfaces create a pull that keeps the object stuck there longer.



#### Magnetism

Not all metals are magnetic.

##### Magnetic Metals



##### Non-magnetic Metals



#### Differences Between Magnets

Magnets can come in different shapes and sizes: horseshoe, ring, button, bar. Some magnets are more powerful than others.



### Vocabulary

forces    push    pull    contact force    non-contact force  
                  magnet    magnetic    friction

# Year Three: Samuel Crompton

## Knowledge Organiser



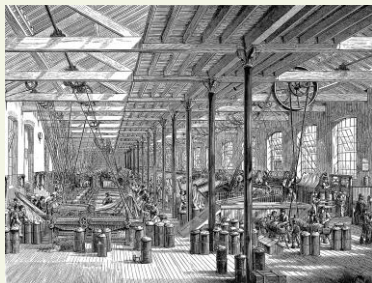
### The Big Idea



Bolton has a famous place in the history of the Industrial Revolution. The spinning and weaving of cotton was a vital element in Bolton's wealth in the past. Samuel Crompton invention revolutionised the industry.

#### What was the Industrial Revolution?

The Industrial Revolution is the name for a time of great change in industry, technology and science.



#### How has life changed since the Industrial Revolution?



The main positive factor of the Industrial Revolution was that it led to the improved quality of life for people today.

#### Who was Samuel Crompton?

Samuel Crompton was a British inventor during the Industrial Revolution. His invention called the spinning mule changed the cotton industry. The spinning mule improved upon two things: the speed of yarn production and the quality of the yarn.



#### Why is Hall i' th' Wood significant?

Hall i' th' Wood is the house in Bolton where Crompton invented the spinning mule.



#### Why is he remembered today in Bolton?



Bolton has a famous place in the history of the Industrial Revolution. Samuel Crompton's life story took on a local cultural importance that lasted until the end of the cotton industry in the town a century or more later. The spinning and weaving of cotton was a vital element in Bolton's wealth in the past.

### Vocabulary

mill town   boomtown   luddite   Industrial Revolution   cotton mill  
ancestor   mule

# Year Three: Painting

## Knowledge Organiser



### The Big Idea

Henri Matisse is known for both his use of colour and his fluid and original draughtsmanship. We can create a wider range of colour, known as tertiary colours, by mixing a primary and secondary colour.

### Vocabulary

tertiary colours

whitewash

pastel

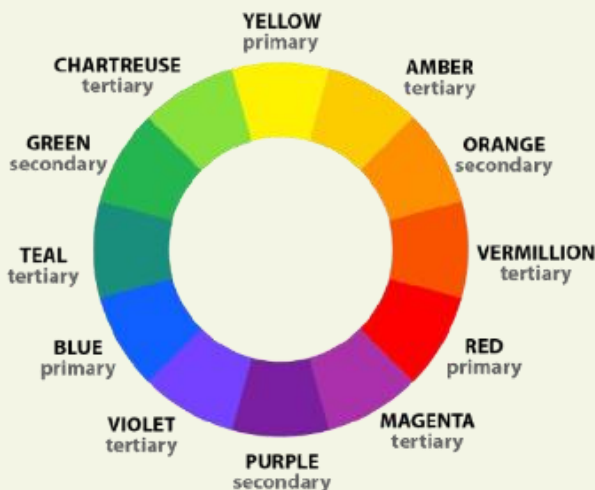
### Research the Artist

**Henri Matisse**  
Modern Artist



- Henri Matisse was born on 31st December 1869.
- He trained as a lawyer, but decided to become a painter.
- At the beginning of his career, Matisse focused on painting landscapes and still-lives in a traditional style. He then started to produce work influenced by the Impressionist movement.
- Matisse's style evolved and he began to use strong colours and lose some of the realistic qualities of Impressionism.

### Colour Theory



### Whitewash

I know that whitewash creates water-based or pastel stylisation.



I know how to create a whitewash.



Light coverage: 1 part white paint, 1 part water.  
Medium coverage: 2 parts white paint, 1 part water.





# Year Three: Money Matters

## Knowledge Organiser



### The Big Idea

What choices do we have about money...

#### Our Linked Text



#### Money

People go to work to earn money. It is up to people how they choose to spend their money.



#### Ways to Pay



You can pay for things using: cash, debit card, credit card, contactless, phone payment and vouchers.

#### Borrowing Money



People borrow money when they need more than they have right now, like when they want to buy something big, like a house or a car, and promise to pay it back later.

#### Spending decisions



People choose to spend their money on things they need, like food and clothes, or things they want, like toys and games, depending on what's important to them.

### Vocabulary

prioritise

interest

borrow

debt

work

consumer

loan

# Year Three: What is the Trinity and why is it important for Christians?

## Knowledge Organiser



## The Big Idea

At the time of Jesus many people were waiting for someone to come from God who would save them and to heal the rift between them and God and they called this person the Messiah.

### The Holy Trinity

The Trinity is the Christian belief that God is three in one: God the Father, God the Son (Jesus), and God the Holy Spirit. It's important because it shows how God is always with us and cares for us.



The Doctrine of the Holy Trinity:

There is one God, who is Father, Son and Holy Spirit.

### Baptism of Jesus



The baptism of Jesus is when John the Baptist baptised Jesus in the River Jordan, and the heavens opened, with God's voice saying, "This is my Son, whom I love." It showed that Jesus was chosen by God and marked the start of his special work.

### Baptism of Christ

Artwork is used to show key religious events. This is a painting by Da Vinci depicting the Baptism of Christ.



### Baptism



Christians believe that baptising cleanses people from original sin, and marks a person's official entry into the Church.

### Infant or Believer's Baptism

Christians will either have an infant baptism (and often a confirmation when they are older – if they choose the Christian faith for themselves) or a believer's baptism.



## Vocabulary

trinity

holy spirit

messiah

baptism

scripture

Jesus