
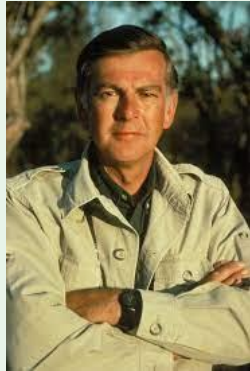
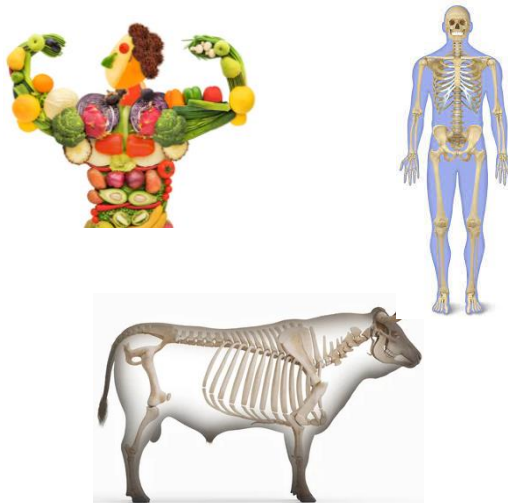


Year 3: The Egyptians




Subject Specific Vocabulary			Key Skills
afterlife	Life after death. Ancient Egyptians believed that, after a person died, their soul could pass through the underworld and enter a paradise known as the Field of Reeds		<ul style="list-style-type: none"> • Devise independently a range of possible reasons for differences in a number of accounts • Identify the Egyptian period on a timeline • Sequence events • Use dates and vocabulary relating to time accurately – ancient, modern, century, decade, BC and AD • Recognise possible uses of a range of sources • Comment on the importance of causes and events that happened in Egyptian time. • Link period of times to
hieroglyphics	A writing system, used by the ancient Egyptians, which used pictures (hieroglyphs) to represent sounds and words		
mummification	A technique used to preserve a body so that it could enter the afterlife		
Nile	A major river which flows through north-eastern Africa. It is thought to be the longest river in the world.		
pharaoh	The most powerful person in ancient Egypt and who ruled over the people.		
pyramid	Large structures, made from stone, that were commonly used as tombs for the pharaoh and their belongings.		
Tutankhamun	A famous Egyptian pharaoh. He became pharaoh aged 10 and ruled until he was 19.	<p>By the end of this unit I will be able to answer:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Tutankhamun was the most famous Pharaoh. How and why did they become a Pharaoh? <input type="checkbox"/> What was life like as an Egyptian? And how it is different to our current lives? <input type="checkbox"/> What was the process of mummification and why did it happen? 	<h3>Important Places</h3> <p>Pyramids of Giza The Giza Pyramids, built to endure an eternity, have done just that. The monumental tombs are relics of Egypt's Old Kingdom era and were constructed some 4,500 years ago.</p> <p>River Nile The Nile River flows over 6,600 kilometers (4,100 miles) until emptying into the Mediterranean Sea.</p>
scarab	A large beetle found in Egypt. It was thought to represent resurrection and its image was used in good luck charms.	<ul style="list-style-type: none"> <input type="checkbox"/> How did the Egyptians communicate to each other? 	
sphinx	A mythical creature with the body of a lion, the wings of an eagle and the head of a human, falcon, cat or sheep.	<ul style="list-style-type: none"> <input type="checkbox"/> Egyptians believed in many different gods. What were they? And what roles did they have? 	

Year 3: Food and Bodies

Subject Specific Vocabulary		Working Scientifically	By the end of this unit I will be able to answer:
Balanced Diet	a diet that has the right amount of nutrients	<ul style="list-style-type: none"> <input type="checkbox"/> Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions <input type="checkbox"/> Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. <input type="checkbox"/> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions <input type="checkbox"/> Measure the body using metres and centimetres. 	<input type="checkbox"/> What does food give our bodies?
biceps	a large muscle at the front of the upper arm		<input type="checkbox"/> What do animals and humans need to be healthy?
contract	when a muscle gets shorter and pulls		<input type="checkbox"/> What do humans and some animals have in their body to support movement?
relax	when a muscle stops contracting		<input type="checkbox"/> Does our body need fat in our body or is it bad for us?
exoskeleton	a skeleton that some animals have that is outside their bodies like a suit of armour		<input type="checkbox"/> What parts of the body has muscles?
joint	where bones meet; there are different types of joint that can move in different ways to make the body move		Our famous scientist for this unit is:
muscle	special organs that can contract and relax		Donald Johanson
nutrients	useful substances found in foods		
skeleton	supports and protects the body, allowing movement		
vertebrate	animal with a spinal column or backbone including mammals, birds, amphibians and fish		



Computing – Sequencing sounds

Subject Specific Vocabulary		Software and Tools	By the end of this unit I will be able to answer:	
Algorithm	An algorithm is a clear sequence of instructions that allows a computer to solve a problem.	Sites that make extensive use of animation and videos: www.brainpop.co.uk www.bbc.co.uk/bitesize/ks2 www.explanica.com/en Examples of Scratch animations online at: http://scratch.mit.edu/explore/projects/animations	<input type="checkbox"/> How do people can represent themselves in different ways online? <input type="checkbox"/> How someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why? <input type="checkbox"/> What is meant by the term 'identity'?	
Sprites	A sprite is a two-dimensional bitmap that is integrated into a larger scene, most often in a 2D video game.		How does a sprite move in an existing project?	
Backdrops	The setting or background for a scene, event, or situation		How can I create a program to move a sprite in four directions?	
Programming	The process or activity of writing computer programs		<h2 style="text-align: center;">E-Safety</h2> <p>Exploring online animation galleries may expose the children to inappropriate content. Talk about what to do if they see something inappropriate. Such as 'turn the screen off/turn the tablet over and put your hand up'. Review the appropriateness of any animations you show, including the related comments.</p> 	
Commands	An instruction or signal causing a computer to perform one of its basic functions.			<input type="checkbox"/> How can I adapt a program to a new context? <input type="checkbox"/> What do I need to do to develop my program by adding features?
Code	Set of instructions, or a system of rules, written in a particular programming language			<input type="checkbox"/> What are bugs and how can I identify and fix them in a program?
Motion blocks	They are color-coded medium-blue and are used to control a sprite's movement.			
Sequences	In programming, sequence is a basic algorithm: A set of logical steps carried out in order.			
<p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.</p>				

Year 3: Spanish- Animals

Subject Specific Vocabulary

un león	a lion
un pájaro	a bird
un conejo	a rabbit
un caballo	a horse
un cerdo	a pig
los animales	the animals
un ratón	a mouse
un mono	a monkey
un pato	a duck
una oveja	a sheep
una vaca	a cow



LOS ANIMALES



By the end of this unit I will be able to answer:

- How do I say I am..... In Spanish?
- What are the names of the 10 common animals?
- What does an accent or stress placement do to the letter and how do I pronounce it correctly?



Questions and answers

Adivina qué soy

Guess what I am

Key skills

- Name and recognise up to 10 animals in Spanish.
- Attempt to spell some of these nouns with their correct indefinite article.
- Understand that the nouns and determiners are said in a different order in Spanish.
- Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am).

el perro



el pájaro



el gato



el caballo



el pez



el hámster



el conejo



la cobaya



Year 3: PE – Multi Skills

Subject Specific Vocabulary – Key words

Arms	Direction
Eyes	Concentration
Travelling	Bend knees
Balance	Concentration
Ready	React
Change direction	Co-ordination
Pump arms	Finger tips
Inside and outside	Bend knees
Keep ball close	Throwing
Catching	Agility

Key Skills - Objectives

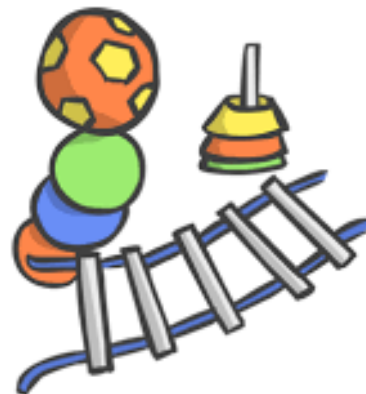
To become familiar with different movement patterns and techniques

To understand how to land in an effective balanced position

To learn to react to stimuli

To understand what is meant by the term 'agility'

To learn the dribbling technique in a number of different sporting situations



Year 3: PE - Hockey

Subject Specific Vocabulary – Key words

Heads up	Knees bent
Hands wide apart	Loose right hand
Strong side	Angle
Push	Strike
Draw	Timing
Accelerate	Interception
Jab	Block
Flat stick	Tackle
Dribble	Pass
Control	Knees bent
Heads up	Loose right hand

Key Skills - Objectives

To explore the shake hands grip and reverse grip when travelling with the ball

To dribble with direction and explore the reverse stick

To explore passing over a distance whilst on the move and learn how to stop the ball

To explore how to attack

To explore how to defend and tackle

Team Work / Fair Play

Follow the rules of the game and listen to the decisions of the referee.

Be ready for your team mate to pass you the ball.

Be supportive of team mates, no matter how well they do.

Famous People/Teams

Adam Dixon – GB captain since 2019. Won bronze at the 2014 Commonwealth Games. Competed at the 2016 Olympics.

Richard Dodds OBE – Former captain of the 1988 Gold medal winning Olympic team in Seoul.

Kate Richardson-Walsh – Captain of the GB women's hockey team that won gold at the 2016 Olympics in Brazil. Captain for 13 years.

Local Clubs

Gillingham Anchorians



Year 3: Music – What is your favourite type of music?

Subject Specific Vocabulary

Tempo	An Italian word used to describe how fast/slow the music goes.
Verse	A section in a song which has the same tune but different words
Chorus	A repeated section in a song which gives the main message.
Dynamics	How loud or quiet the music is.
Improvise	To make up a tune and play it on the spot; there is an assumption that it can never be recreated.

Key Skills (Lesson Learning)

1. Move in time with a steady beat
2. Copy back and improvise simple melodic patterns using the three given notes
3. Understand that the speed of the beat can change, creating a faster or slower pace (tempo)
4. Explain your thoughts and feelings about the music together.
5. Copy back rhythms from memory or with notation
6. Sing expressively, with attention to the meaning of the words.
7. Create and/or identify rhythm patterns using minims, crotchets, quavers and their rests.
8. Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note range.
9. Learn the design/structure of the song
10. Describe what the song means and why it was chosen to share.

By the end of this unit, I will be able to answer:

Ragtime music:

- When was Ragtime music popular?
- Who was Ragtime music composed by?
- What is Ragtime music?

Kwela dance music:

- What is Kwela dance music?
- Where was Kwela dance music played most frequently?
- What is the name for 'feeling the music' in your body?

Pop music:

- Why is it known as Pop music?
- Who are famous people you know who perform Pop music?



Year 3 : PSHE- What can you do to be Healthy?

Subject Specific Vocabulary	
Relationship	The way in which two or more people or things are connected, or the state of being connected.
Illness	A disease or period of sickness affecting the body or mind.
Hygiene	The conditions or practices to maintain health and prevent disease, especially through cleanliness.
Risk	The possibility that something unpleasant or unwelcome will happen.
Diet	The kinds of food that a person habitually eats.
Collaborate	To work jointly on an activity or project.
Resolution	A firm decision to do or not to do something.
Safe	Protected from or not exposed to danger or risk; not likely to be harmed.

By the end of this unit, I will be able to answer:

What are the special people in my life and how do I look after them?

How do I keep myself and my body safe?

How do I work together and collaborate with others?

What are the aspects of healthy eating and balanced diets?

What is a danger and a risk?

How can I assess and reduce risk.

What drugs are harmful and what drugs are helpful?

Key Skills

Children will learn how some illnesses are spread and how good hygiene can reduce the spread.

Children will learn how to reduce the risk in a situation and how to assess what makes a risk.

Children will learn what a balanced diet is and how the different food groups are used to make a balanced meal.

Children will learn the difference between a danger or a risk, and how to avoid harmful situations

Children will learn how the parts of the body work together to make everything work.



Year : RE – Events in the life of Jesus

Subject Specific Vocabulary

God	is conceived of as the supreme being, creator deity, and principal object of faith.
Jesus	Son of God, a religious leader
Christian	A person adhering to the religion based on the teachings of Jesus Christ .
Disciples	A personal follower of Christ during his life, especially one of the twelve Apostles.
Miracle	An extraordinary and welcome event that is not explicable by natural or scientific laws and is therefore attributed to a divine agency
Parable	A simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels.
Sin	Is a transgression against divine law.
Forgiveness	Is the release of resentment or anger

By the end of this unit I will be able to answer:

How the teachings of Jesus links with the teachings of other religious leaders.

Why each of the stories of the acts of Jesus teaches Christians a lesson – How they interpret his teachings.

Why the teachings of Jesus can influence our own behaviour, even if we are not Christian.



Key Skills

Children will learn about stories of the lives of key religious people.

Children will think about examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.

Pupils will have the opportunity to look at, observe and possibly handle Bibles.

Children will be able to recognise and describe some religious values in relation to matters of right and wrong.



Year 3: Art – Sketching

Subject Specific Vocabulary	
Hatching & cross hatching	hatching, also called cross-hatching, technique used by draftsmen, engravers, and other artists who use mediums that do not allow blending (e.g., pen and ink) to indicate shading, modelling, and light and shade.
Texture	The feel, appearance, or consistency of a surface or substance.
Stippling	to engrave by means of dots and flicks. : to make by small short touches (as of paint or ink) that together produce an even or softly graded shadow
Control	control refers to the handwriting skill needed to hold and manipulate a pencil
Blending	Blending is the process of fusing two colours together so that the paint transitions from one colour to another or combines to create a new colour.

Key Skills

Create a preliminary idea for an art piece.

Understand pencil control and pencil strength

Understand pencil angles and the difference they make to pencil outcome.

Understand how blending can affect a piece of work



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

Children may struggle with the difference between hatching and cross hatching.

Children need to try and keep their work neat when blending

Children need to develop different angles for their pencil to make lines thicker and thinner

Resources

Pencils
Sketch book
Design