



# Year 3: How did the Romans influence our modern lives?

Subject Specific Vocabulary			Key Skills
centurion	A commander of a group of 100 Roman soldiers.		<ul style="list-style-type: none"><li>• Devise independently a range of possible reasons for differences in a number of accounts</li><li>• Identify the Roman period on timeline</li><li>• Sequence events</li><li>• Use dates and vocabulary relating to time accurately – ancient, modern, century, decade, BC and AD</li><li>• Recognise possible uses of a range of sources</li><li>• Comment on the importance of causes and events for some of the key events in Roman Britain</li></ul>
emperor	The Roman leader of the Roman Empire during the imperial period.		
aqueduct	A large system, like a bridge, for carrying water from one place to another is called an aqueduct.		
gladiator	A gladiator was an armed fighter who entertained audiences in the Roman Republic.		
Londinium	This was the Roman name for London.		
conquer	To overcome and take control of people or land using military force.		
invade	Enter a place or land with the intention of occupying it.		
Romanisation	When the countries that the Romans conquered became very much like Rome.		
senate	Similar to the Roman version of our parliament.		
Roman baths	A number of rooms designed for bathing, relaxing, and socialising, as used in ancient Rome.		
		<b>By the end of this unit I will be able to answer:</b>	
		<input type="checkbox"/> Who is Jullia Caesar and why was he important to Rome.	
		<input type="checkbox"/> Who was Boudicca and who was she the leader of?	
		<input type="checkbox"/> According to the legend how and who created Rome?	
		<input type="checkbox"/> What type of food did the Romans eat?	
		<input type="checkbox"/> What is the difference between the wealthy and the poor in Roman times?	
		<input type="checkbox"/> What did the Romans Introduce to Britain?	
			Important Places
			<b>Colosseum</b> An oval amphitheatre in the centre of Rome which held up to 50,000 people.
			<b>Hadrian's Wall</b> A long wall built by the Romans across the north of England. It was to keep out the Scots. It is now one of Britain's most famous tourist attractions.

# Year 3: The nappy challenge

Subject Specific Vocabulary		Working Scientifically	By the end of this unit I will be able to answer:
<b>absorb</b>	to soak up, e.g. liquid	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</li> <li><input type="checkbox"/> Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li><input type="checkbox"/> Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li><input type="checkbox"/> Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li><input type="checkbox"/> Set up simple practical enquiries, comparative and fair tests.</li> <li><input type="checkbox"/> Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul> 	<ul style="list-style-type: none"> <li><input type="checkbox"/> What material is a nappy made from?</li> <li><input type="checkbox"/> What scientific skills will you need to use to carry out an investigation?</li> <li><input type="checkbox"/> How do nappies work to ensure they keep all liquid inside?</li> <li><input type="checkbox"/> Do nappies have an impact on the environment?</li> <li><input type="checkbox"/> Who invented disposable nappies?</li> <li><input type="checkbox"/> When comparing nappies, what makes one nappy better than another?</li> </ul>
<b>absorbent</b>	able to soak up, e.g. liquid		
<b>bamboo</b>	: a fast-growing grass that can be used to make cloth		
<b>cloth</b>	a woven fabric made from, e.g. wool, cotton		
<b>cotton</b>	a plant that is grown to make cotton thread and fabric		
<b>disposable</b>	can be thrown away after it has been used		
<b>elastic</b>	a material that can be stretched or compressed and will return to its original shape		
<b>liquid</b>	a substance that can be poured and takes the shape of its container		
<b>material:</b>	anything from which an object can be made		
<b>nappy</b>	absorbent material used to absorb and keep urine and faeces from a baby's skin		

# Year 3: DT – Making Roman bread



Subject Specific Vocabulary	
Prove	is the final step in making bread before the actual baking and during which shaped dough is allowed to rise one final time.
Dough	is a thick, malleable, sometimes elastic paste made out of any grains.
Savoury	belonging to the food category that is salty or spicy rather than sweet.
Knead	work (moistened flour or clay) into dough or paste with the hands.
Combine	join or merge to form a single unit or substance.
Ingredients	any of the foods or substances that are combined to make a particular dish

Key Skills
Know how to peel, cut, grate, mix, mould and begin to cook foods (using toasters and microwaves with supervision).
Know that food is grown, reared and caught in UK, Europe and Wider World.
To know that a healthy diet is made up from a variety and balance of different foods and drinks.
To know that to be active and healthy, food and drink are needed to provide energy.



By the end of this unit, I will be able to answer
I can prove that my design meets some set criteria.
I can follow step- by-step plan, choosing the right equipment and materials.
I can design a product and make sure that it looks attractive.
I can describe how food ingredients come together
I can evaluate my work
Resources
Flour, yeast, water, bowls, bread tins

## Computing – Events and actions in programs B

Subject Specific Vocabulary		Software and Tools	By the end of this unit I will be able to answer:
Debug	The process of identifying and removing errors from computer hardware or software	<p>Sites that make extensive use of animation and videos:</p> <p><a href="http://www.brainpop.co.uk">www.brainpop.co.uk</a></p> <p><a href="http://www.bbc.co.uk/bitesize/ks2">www.bbc.co.uk/bitesize/ks2</a></p> <p><a href="http://www.explania.com/en">www.explania.com/en</a></p> <p>Examples of Scratch animations online at:</p> <p><a href="http://scratch.mit.edu/explore/projects/animations">http://scratch.mit.edu/explore/projects/animations</a></p> 	<input type="checkbox"/> How do you move a sprite in Scratch?
Sprites	A sprite is a two-dimensional bitmap that is integrated into a larger scene, most often in a 2D video game.		<input type="checkbox"/> What do you need to do to create a maze in Scratch?
Project	An individual or collaborative enterprise that is carefully planned to achieve a particular aim		<input type="checkbox"/> What is a programme extension?
Extension blocks	Extra set of blocks that can be added to the block palette and extends the scope of the Scratch Editor		<input type="checkbox"/> What does debugging mean?
Commands	An instruction or signal causing a computer to perform one of its basic functions.		<input type="checkbox"/> How can you match a code to an outcome?
Code	Set of instructions, or a system of rules, written in a particular programming language	<h3 style="text-align: center;">E-Safety</h3> <p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p>	<input type="checkbox"/> How did you evaluate your project?
Maze	Mazes are a common form of game type projects, as they tend to be particularly easy to program		
Template	A template is a form, mold or pattern used as a guide to make something.		
<p>This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.</p>			



# Year 3: PE – Tag rugby

## Subject Specific Vocabulary – Key words

Passing	Perseverance
Catching	Confidence
Dodging	Strategies
Tagging	Observing
Scoring	Feedback
Communication	
Collaboration	
Inclusion	
Honesty	
Fair play	

## Local Clubs

Gillingham Anchorians Rugby Club

Medway Rugby Football Club

## Key skills and objectives

To develop throwing, catching and running with the ball skills.

To develop an understanding of the Tag Rugby rules.

To learn and begin to use the 'forward pass' and 'off-side' rule.

To learn how to dodge a defender and move into space when running towards the goal.

To develop defending skills and use them in a game situation.

To apply the rules and skills you have learnt and play in a tag rugby tournament

## Team Work / Fair Play

Make sure you and your partners are aware of each other at all times.

Make sure you play safely on the grass

Understand how to use all equipment

## Famous People/Teams

Margaret Alphonsi- Played for Saracens at the World Rugby Football Club and is regarded as one of the top players worldwide..

Rochelle Amy Clark- Is one of the most famous female rugby players in English History. She represented England in the 2006, 2010, 2014 and 2017 Women's Rugby World Cup

Owen Farrell- Captain of Saracens and also one of the top point scorers in test history with over 1000 points from over 100 tests

Jonny Wilkinson- Is a former rugby union player. A fly-half who represented England and the British and Irish lions. He arguably has one of the greatest sporting moments with a winning drop kick to win the World Cup for England.



# Year 3: PE - Gymnastics

## Subject Specific Vocabulary – Key words

Travel	Control
Body position	Body tension
Shapes	Jumping
Landing	feet
Counter balance	Point balance
Patch balance	Core strength
Apparatus	Log roll
Teddy bear roll	Posture

## Local Clubs

DLJ gymnastics club

Firefields gymnastics club

Gillingham gymnastics club



## Key Skills - Objectives

To learn a variety of ways to travel across a small area using different levels and body parts

To explore and link different shapes to create a small sequence

To learn how to jump effectively and safely and apply this in a sequence

To learn point and patch balances and how to link them together within their sequences

To learn the fundamental skills of rolling and link them together within a controlled way

To perform a full routine that involves shapes, travelling, jumping, rolling and small apparatus



## Team Work / Fair Play

Make sure you and your partners are aware of each other at all times.

Make sure you only perform on safety mats.

Only use equipment that you know is safe to use.

## Famous People/Teams

Max Whitlock – he is a 5 time Olympic medallist, winning 2 gold and 3 bronze medals. He is also an 8 time world medallist, with 3 gold and 5 silver medals.

Louis Smith – He won a bronze and 2 silver medals across the 2008, 2012 and 2016 Olympics. In 2015 he became European champion.

Beth Tweddle – She was the first female British gymnast to win a medal at the European championships, World championships and the Olympic games.

Elissa Downie – She was the all round champion in the 2017 European championships, the first gymnast to ever hold this title for Great Britain.

# Year 3: Spanish –Se (I know how) and las formas (shapes)

## Subject Specific Vocabulary

Bailar	to dance
Cantar	To sing
Cocinar	To cook
Saltar	To jump
Hablar	To speak
Escuchar	To listen
Comer	To eat
Beber	To drink
Ver la tele	To watch TV
Escribir	To write
Las formas	The shapes
Un triángulo	A triangle
Un cuadrado	A square
Un óvalo	An oval
Un círculo	A circle
Un rectángulo	A rectangle

## Subject Specific Vocabulary

Un hexágono	A hexagon
Un pentágono	A pentagon
Un rombo	A rhombus
Una linea	A line
Una estrella	A star
Dibujar	To draw
Uno	1
Dos	2
Tres	3
Quatro	4
Cinco	5



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

- How many shapes are there in this picture?
- How does a verb change when using se?
- How does the sentence change from positive to negative answers?




## Key skills:

- say 5 verbs in Spanish.
- say 5 more verbs in Spanish.
- use the structure 'sé' (I know how) with the infinitive verbs in Spanish.
- use the negative structure 'no sé' (I do not know how) followed by infinitive verbs in Spanish.
- Use the conjunctions 'y' (and) & 'pero' (but) in Spanish.
- how to say 5 different shapes with the correct determiners in Spanish.
- how to say another 5 shapes with the correct determiners in Spanish.
- more about the 2 determiners for 'a' in Spanish.
- to revise numbers 1-5 in Spanish.


# Year 3 RE: Islam – Rules and how they influence actions

Subject Specific Vocabulary		By the end of this unit, I will know:	Key Skills
Sawm	The action of fasting from dawn till dusk during the month of Ramadan.	<input type="checkbox"/> There are five pillars of faith in Islam.	<ul style="list-style-type: none"><li>• Know some key religious beliefs, ideas and teachings.</li><li>• Recognise how moral values and religious beliefs can influence behaviour.</li><li>• Understand some religious codes of conduct and rules for living, considering the effect of these on daily life.</li></ul>
Ramadan	The ninth month of the Islamic calendar. During this month, Muslims fast, and devote their time to prayer and to Allah.	<input type="checkbox"/> Ramadan is a period of fasting and prayer for Muslims.	
Hajj	The Muslim pilgrimage to Meccah, which takes place in the last month of the Islamic calendar. All Muslims are expected to make the journey at least once in their life.	<input type="checkbox"/> Muslims pray five times a day to Allah.	
		<input type="checkbox"/> Muslims feel it is important to give some of their wealth to charities and the community.	
Shahadah	A profession of faith. "there is no god but Allah, and Muhammad (pbuh) is the messenger of Allah."	<input type="checkbox"/> Id-UI-Fitr is a celebration to mark the end of Ramadan.	
Salah	The act of prayer. All Muslims pray 5 times a day at specific times.		
Zakat	Giving a portion of your wealth to charity to help others.		
Id-UI-Fitr	A religious holiday celebrated to mark the end of Ramadan.		
Fast	If you are fasting, it means that you are not eating or drinking for a period of time.		




**The Shahadah**

The belief that there is no God but Allah and that Muhammad is his messenger.




**Salah**

Praying five times a day.




**Zakat**

Making an annual charitable donation to help the poor.



**Sawm**

Fasting during the month of Ramadan.



**Hajj**

Attending the pilgrimage to Makkah once in your lifetime.



# Year 3 : PSHE Growing and Changing

Subject Specific Vocabulary	
<b>Decisions</b>	A conclusion or resolution reached after consideration.
<b>First-Aid</b>	First aid is the first and immediate assistance given to any person suffering from either a minor or serious illness or injury
<b>Personal Space</b>	Personal space is the comfortable distance between you and another person that you are talking to or stood next to.
<b>Collaboration</b>	The action of working with someone to produce something.
<b>Organs</b>	Organs are the body's recognizable structures (for example, the heart, lungs, liver, eyes, and stomach) that perform specific functions

By the end of the of this unit I will be answer:
What are the different types of relationships?
What is happening to my body is the same thing that happens to everyone's body?
Is it ok for my emotions to change throughout the day?
How can you accept the views of others and understand that we don't always agree with each other?
Who do you have a positive healthy relationships with?
Can you identify when it is appropriate or inappropriate to allow someone into your body space?
What is basic first-aid?

Key Skills
Pupils learn about keeping safe in the local environment.
Pupils recognise that everyone grows and changes through the human life cycle
Pupils learn the basic concepts of first-aid.
Pupils recognise how the body works collaboratively to stay alive, and how teamwork helps them in other areas of their life.
Pupils identify different relationships and who they have relationships with.



# Year 3: Music – Musical Styles

## Subject Specific Vocabulary

Psychological Impact	The impact that something has on a situation, process, or person is a sudden and powerful effect that it has on them.
Musical Artist	One who composes, conducts, or performs music, especially instrumental music.
Role Models	A person who serves as a model in a particular behavioral or social role for another person to emulate.
Influences	A power affecting a person, thing, or course of events.
Styles	The way in which something is said, done, expressed, or performed

## Key Skills (Lesson Learning)

1. Focus on the deeper musical learning with the song/piece
2. Place the song/piece in its historical, cultural and global context
3. Does the music make you want to dance?
4. Can you keep the beat with your feet?
5. Find an understanding and/or connection to the song or music
6. Apply word chants to rhythms, understanding how to link each syllable to one musical note

## By the end of this unit I will know:

- What are the different styles of music in the world?
- Are there any music styles that are linked to countries?
- What is your favourite style of music?
- Can you recreate a style of music.
- What years in history is the style of music linked to.

