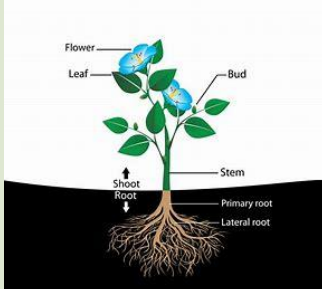


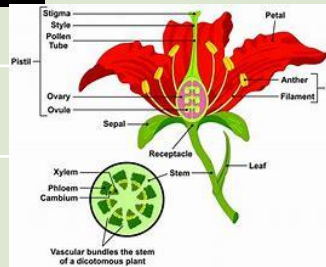


# Year 3: Science – How does your garden grow?

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to:
<b>stem</b>	holds the plant upright and supports the leaves; it contains tubes that allow water to travel from the roots to the rest of the plant	<ul style="list-style-type: none"> <li>❑ Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>❑ Set up simple practical enquiries, comparative and fair tests.</li> <li>❑ 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>❑ Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>❑ Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>❑ Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>❑ Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>❑ Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>❑ Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	❑ What are the functions of a flower? and what does each part do?
<b>style</b>	the middle part of the carpel, connecting the ovary to the stigma		❑ What does a plant need to survive and thrive?
<b>carpel</b>	female part of the flower – made of stigma, style and ovary		❑ How does water travel through a plant?
<b>pollination</b>	Pollination is the act of transferring pollen grains from the male anther of a flower to the female stigma.		❑ What is the life cycle of a plant?
<b>seed dispersal</b>	Seed dispersal is the movement or transport of seeds away from the parent plant.		 
<b>seed formation</b>	A seed is a small baby plant enclosed in a covering called the seed coat, usually with some stored food.		
<b>germinate</b>	when a seed starts to grow and produce a root and shoot		
<b>stigma</b>	The stigma is usually sticky and receives pollen.		
<b>anther</b>	The stamen has a pollen producing structure at the end which is called the anther.		
<b>photosynthesis</b>	how green plants make their own food		 

# Year 3: Art – Sewing

Subject Specific Vocabulary	
Sew	To join, fasten, or repair (something) by making stitches with a needle and thread or a sewing machine.
Stitch	A loop of thread or yarn resulting from a single pass or movement of the needle
Material	Cloth or fabric
Needle	A very fine slender piece of polished metal with a point at one end and a hole or eye for thread at the other, used in sewing
Hem	The edge of a piece of cloth or clothing which has been turned under and sewn.

Key Skills
Design a sketch to transfer onto their material.
Sew a row of stitches using a running stitch.
Thread the needle and understand how to knot the cotton.
Paint design on flag using fabric paints.

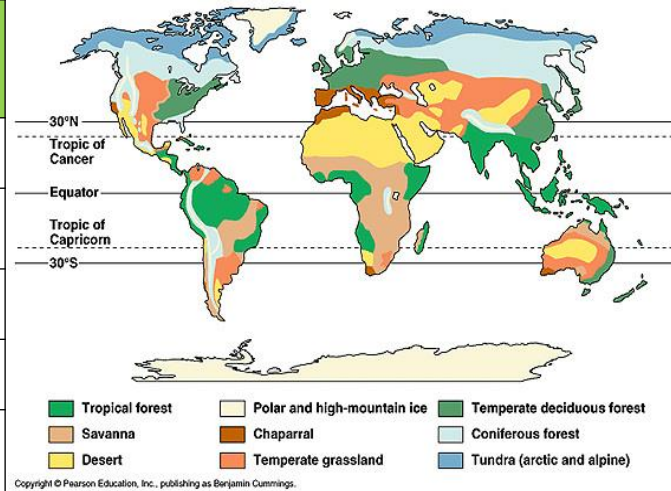


By the end of this topic, I should know:
How to thread the needle or tie a knot in the cotton.
How to sew in a straight line around the hem and creating a channel for the string.
That I need to paint carefully onto the material to recreate my design.
Resources
Paint brushes Fabric paint Fabric pens Material Needles Cotton scissors

# Year 3: Climates – Why are rainforests wet and deserts dry?

## Subject Specific Vocabulary

<b>Climate</b>	The weather conditions in an area over a long period of time.
<b>Biome</b>	A large area that forms a specific habitat.
<b>Tropical</b>	Tropical climates are usually hot and humid. They often
<b>Rainforest</b>	A forest usually found in tropical climates with high levels of rainfall.
<b>Desert</b>	A hot dry area usually with little or no vegetation or water. They usually are covered in sand.
<b>Climate graph</b>	A graph that is used to show the average rain and temperature for a place in each month of the year.
<b>Temperate</b>	A temperate climate is one with mild temperatures and rainfall
<b>Equator</b>	An invisible line, splitting the Earth into northern and southern hemispheres.
<b>Hemisphere</b>	A half of the Earth, divided by the equator.
<b>Humid</b>	Humid means there is a lot of water or moisture in the atmosphere.
<b>Convection</b>	Where warm air rises up into the atmosphere, and cool air sinks closer to the ground.
<b>Condensation</b>	Where water vapour cools and forms droplets.
<b>Arid</b>	An area with little or no rain, too dry to support plants



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

- ☐ How many different **climates** are there around the world.?
- ☐ What happens when you are closer to the **Equator**?
- ☐ How will the **climate** affect the types of animals and plants that live there?
- ☐ What is the climate like in the amazon rainforest?
- ☐ What do the words **convection** and **condenses** mean?.
- ☐ What are some important facts about the Amazon river?
- ☐ The Atacama desert is so dry because the Andes mountains force the air to rise quickly.
- ☐ Why is the Atacama desert so dry? Do the Andes mountain have anything to do with it?
- ☐ Why are the climates in Europe not dry?
- ☐ What climate does the United Kingdom?

## Key Skills

- ☐ Begin to identify, name and locate some countries in Europe.
- ☐ Describe geographical similarities and differences between a region in the United Kingdom and one in a European country.
- ☐ Observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.
- ☐ Identify the key physical and human features of a location using a wider range of resources.
- ☐ Begin to demonstrate understanding of the human and physical features of an area by creating maps, including a key.



# Year 3: PE - Athletics

## Subject Specific Vocabulary – Key words

Arms	Eyes
Direction	Bend
Knees	Cushion
Drive	Ball
High	Forward
Shoulder	Pacing
Stride length	Breathing
Grip	Stance
Release	Javelin
Pump arms	Bend knees
Arms forward	Arm past head
Elbow first followed by the hand holding the javelin	

## Local Clubs

Medway Tri Club – Triathlon

Medway Park

Medway sport

## Key Skills - Objectives

Learn the correct technique used for short distance running

Understand how to perform the long jump correctly

Learn how to perform a seated overhead throw

Understand the importance of pacing in long distance running

To understand and perform the correct technique required to throw a foam javelin



## Team Work / Fair Play

Wait your turn before you jump/throw.

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

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

## Famous People/Teams

Jessica Ennis-Hill - Heptathlete. She won Olympic gold in 2012, and silver in 2016. Ennis – Hill is also a 3 time world champion (2009, 2011, 2015)

Greg Rutherford – Long Jumper. He won Olympic gold in 2012, and at the 2015 and 2016 world athletics championships.

Mo Farah – Long distance runner. He is the most successful British track athlete in modern Olympic history. Farah won Olympic gold in the 5000 and 10000 m races in 2012 and 2016.

Fatima Whitbread – Javelin. She broke the world record javelin throw in 1986, and won medals in both the 1984 and 1988 Olympic games.



# Year 3: PE - Rounders

## Subject Specific Vocabulary – Key words

Eye contact	Hands ready
Alert	Watch
Hands reached out	Aim
Accuracy	Watch the ball
Side on	Hold the bat high
Fast arms	Spatial awareness
Hands ready to catch	Elbow high
Release the ball over your head	Outside of the bases
Underarm throwing	Overarm throwing



## Key Skills - Objectives

- To learn how to perform a two handed and one-handed catch
- To consistently throw and catch with a partner at different distances
- To learn how to strike a bowled ball
- To learn running skills used in rounders
- To learn to overarm throw long distance to develop fielding techniques
- To learn basic rules and positions and play modified games



## Rules of the game

- Throws and catches the ball with accuracy
- Runs around the cones to score a 'round'
- Hits the ball using the bat with accuracy
- Demonstrates use of tactics

## Team Work / Fair Play

- Work as a team and understand the rules of the game.
- Communicates within a team
- Does not block or interfere with a runner or a thrower
- Listens to the umpire and accepts decisions made

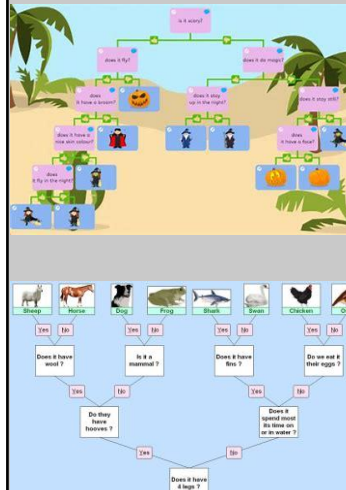
## Famous People/Teams

Ian Botham (England)

Freddie Flintoff (England)



# Year 3 : Computing – Branching Databases

Subject Specific Vocabulary		Software and Tools	By the end of this unit I will know:
Question	A sentence worded or expressed so as to elicit information	For this unit, both you and your learners will need access to the j2data Pictogram, Branch, and Database tools (see <a href="https://www.j2e.com/jit5#branch">https://www.j2e.com/jit5#branch</a> or similar).	To create questions with yes/no answers
Attributes	A piece of information which determines the properties of a tag in a database.	<h2>E-Safety</h2> <p>I can explain how to search for information about others online</p> <p>I can give examples of what anyone may or may not be willing to share about themselves online.</p> <p>I can explain the need to be careful before sharing anything personal.</p> <p>I can explain who someone can ask if they are unsure about putting something online.</p> <p>I can describe appropriate ways to behave towards other people online and why this is important.</p> <p>I can give examples of how bullying behaviour could appear online and how someone can get support.</p> <p>I can demonstrate how to use key phrases in search engines to gather accurate information online.</p> <p>I can explain what autocomplete is and how to choose the best suggestion.</p> <p>I can explain how the internet can be used to sell and buy things</p> <p>I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.</p>	To identify the object attributes needed to collect relevant data
Physical representation	involves interactive systems that can sense and respond to the world around them.		To create a branching database
Database	A structured set of data held in a computer, especially one that is accessible in various ways		To explain why it is helpful for a database to be well structured
Identification tool	is the process of ascribing a user identifier (ID) to a human being or to another computer or network component.		To identify objects using a branching database
Branching	A way of classifying a group of objects.		To compare the information shown in a pictogram with a branching database
<b>Unit Overview:</b> Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases.			

## Year 3: Spanish – Ice cream

Subject Specific Vocabulary	
Los helados	The ice-creams
Un helado de vainilla	A vanilla ice-cream
Un helado de plátano	A banana ice-cream
Un helado de fresa	A strawberry ice-cream
Un helado de menta	A mint ice-cream
Un helado de pistacho	A pistachio ice-cream
Un helado de chocolate	A chocolate ice-cream
Un helado de caramelo	A caramel ice-cream
Un helado de café	A coffee ice-cream
Un helado de limón	A lemon ice-cream
Un helado de mora	A blackberry ice-cream

Subject Specific Vocabulary	
Quisiera...	I would like...
Y	and
Un cucurucho	A cone
Una tarrina	A small pot/tub
¿Cuántas bolas?	How many scoops?
Una bola	One scoop
Dos bolas	Two scoops
Tres bolas	Three scoops



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

¿Cuántas bolas? = How many scoops?

¿Qué helado quieres? = what ice cream would you want?

¿Cuál es tu helado favorito? = What is your favourite ice cream?

Quisiera... = I would like...

¿Quieres un cono o una tina? = Would you like a cone or tub



### Key skills

- Name, recognise and remember up to 10 ice-cream flavours in Spanish.
- Attempt to spell some of these flavours.
- Use the structure 'quisiera...' plus an ice-cream flavour.
- Say whether we would like a cone or pot and possibly how many scoops.
- Learn how to say 'please' and 'thank you' in Spanish.

## Year 3 : Growing and changing

Subject Specific Vocabulary	
<b>Decisions</b>	A conclusion or resolution reached after consideration.
<b>Puberty</b>	Puberty is the process of physical changes through which a child's body matures into an adult body
<b>Drugs</b>	A drug is any substance that causes a change in an persons body or mind when consumed.
<b>Respect</b>	a feeling of deep admiration for someone or something <u>elicited</u> by their abilities, qualities, or achievements.
<b>Body image</b>	a person's subjective picture or mental image of their own body.
<b>Self Esteem</b>	the idea one has of one's abilities, appearance, and personality.

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

What is body image and how can some people feel about themselves?

Can you explain what is happening to your body? Is it the same as someone else?

How can your emotions change throughout the day and that is ok?

What is an isn't a drug and how does it affect my body?

Can you identify a habit? And explain why they are hard to change?

What is self-esteems and how can you improve it?

Why does the media change images or news and may not reflect the true picture?



### Key Skills

I can explain what body space is and how it feels when someone is too close to me.

I can tell you some of the different relationships I have.

I can tell you what qualities a healthy positive relationship has.

I can describe how a girls and boys body will change when it reaches puberty.

I can tell you what happens to a woman's body when the sperm does not meet the egg.





# Year 3: Music – Recognising different sounds

Subject Specific Vocabulary	
Call and response	A leader sings or plays a melody, and a group plays it back in response.
Beat	The steady beat or 'heartbeat' of the music.
Rhythm	The patterns of long and short sounds played in a steady beat.
Melody	The tune of the music.
Improvisation	something that is improvised, a piece of music, drama, etc. created spontaneously or without preparation.
Tempo	The speed of the music – fast or slow.
Mood	How the music makes you feel.
Dynamics	The volume of the music – loud or quiet.
Composition	a written piece of music especially of considerable size and complexity



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

Listen to a piece of music or pattern. What would you respond to that music?

How can you make your voice go higher and lower?

What can you do to change the dynamics of music?

What can you do to build your confidence to perform in front of people?

## Key Skills (Lesson Learning)

1. Support the children in their understanding of duration, pulse, rhythm and pitch.
2. Listen and Respond to songs to discuss the impact that music can have on us, its design and cultural place; and contextualising the music
3. Understanding and performing music with appropriate improvisation.

## Year 3 : RE – Sikhism – the Khalsa

Subject Specific Vocabulary	
Guru	The Sikh gurus (Punjabi: ਸਿੱਖ ਗੁਰੂ) are the spiritual masters of Sikhism,
Khalsa	Refers to both a community that considers Sikhism as its faith, as well as a special group of initiated Sikhs.
Baisakhi	A Sikh festival held annually to commemorate the founding of the Khalsa by Gobind Singh in 1699
Gurdwara	a Sikh place of worship.
Amrit Ceremony	Ceremony of initiation into the Khalsa
Waheguru	In Sikhism, Waheguru is the most widely used name for God, describing the Supreme Being as a universal, genderless deity.
Sewa	It involves acting selflessly and helping others in a variety of ways, without any reward or personal gain.

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

- ☐ What is Sikhism and how is it different from other religions?
- ☐ Why are the 10 Gurus important?
- ☐ What happens in the celebration of Baisakhi festival
- ☐ How is community care expressed through the Gurdwara
- ☐ What happens in a Khalsa baptism
- ☐ What do Sikhs believe in?



### Key Skills

- ☐ I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me.
- ☐ I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.
- ☐ I can start to evaluate which ways may show more or less commitment to God for Sikhs.
- ☐ I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.

