

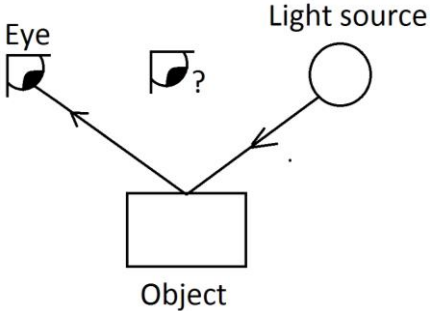




Year 3: The Romans

Subject Specific Vocabulary			Key Skills
centurion	A commander of a group of 100 Roman soldiers.		<ul style="list-style-type: none">• Devise independently a range of possible reasons for differences in a number of accounts• Identify the Roman period on 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 for some of the key events in Roman Britain
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.	<h3>Sticky Knowledge about the Romans</h3> <ul style="list-style-type: none">❑ Julius Caesar was probably the best known Roman leader. He extended the empire by invading other lands.❑ Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire.❑ A legend tells that Rome was created by two brothers, Romulus and Remus who were abandoned after they were born.❑ Romans used to eat food like dormice dipped in honey.❑ Romans occasionally used a spoon, but they would never use a knife and fork. Rich Romans liked to eat exotic food, such as stork, roast parrot and even flamingo!❑ When the Romans came to Britain they helped us by creating roads; a written language (which was Latin); introducing coins and even introducing rabbits to our country.	
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.	<h3>Important Places</h3> <p>Colosseum An oval amphitheatre in the centre of Rome which held up to 50,000 people.</p> <p>Hadrian's Wall 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.</p>	
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.		

Year 3: Light and Dark Knowledge Mat

Subject Specific Vocabulary		Working Scientifically	Sticky Knowledge about light and dark
reflection	A reflection occurs when a ray of light hits a surface and bounces off.	<ul style="list-style-type: none"> ❑ Setting up simple practical enquiries, comparative and fair tests. ❑ Reporting on findings from enquiries, not written and orally, <ul style="list-style-type: none"> ❑ Using results to draw conclusions based on evidence. ❑ Making systematic and careful observations, and where appropriate making accurate measurements. 	<ul style="list-style-type: none"> ❑ Black and dark objects absorb light and heat whilst white or light objects reflect it.
shadows	A shadow is formed when an object blocks out the light. The object must be opaque or translucent to make a shadow.		<ul style="list-style-type: none"> ❑ Some objects like glass are transparent which means that light can shine through them.
light source	The main light source for Earth is the Sun. Some other luminous objects give out light, for example, torches, candles and lamps.		<ul style="list-style-type: none"> ❑ Our main source of light on Earth comes from the Sun. A ray of light travels very fast.
opaque	Opaque objects do not allow light to pass through them, in most cases creating a shadow.		<ul style="list-style-type: none"> ❑ Darkness is made by blocking light from the sun or some other source of light, which makes shadows.
refraction	It is the change of direction of a light ray as it passes through different surfaces, for example, from air to water.		<ul style="list-style-type: none"> ❑ The Sun and other stars, fires, torches and lamps all make their own light and so are examples of sources of light.
periscope	A periscope is an instrument people use to look at things from a hidden position.	 	<ul style="list-style-type: none"> ❑ A mirror is not a source of light, it merely reflects light. Similarly, the Moon is not a source of light because it reflects the light from the Sun.
nocturnal	If something is nocturnal, it belongs to or is active at night. For example, bats and owls.		<ul style="list-style-type: none"> ❑ Some animals are nocturnal. They are awake at night and can see very well in the dark. Our eyes aren't designed to see at night.
orbits	An orbit is a repeating path that one celestial body takes around another.		
convex	Convex lenses, also called positive lenses, are lenses that curve outward from the edges to the centre.		
concave	A concave lens is one where the centre of the lens is thinner than the edges.		

Year 3 : Creating media - Animation

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge about communicating safely on the internet
Flip books	A booklet with a series of images that very gradually change from one page to the next, so that when the pages are viewed in quick succession, the images appear to animate	I motion on iPad Stop motion studio on tablets  	I can draw a sequence of pictures. I can create an effective flip book—style animation. I can predict what an animation will look like. I can explain why little changes are needed for each frame. I can describe an animation that is achievable on screen I can create a storyboard. I can show respect for my partner's ideas.
Sequence	A particular order in which related things follow each other	E-Safety	I can use onion skinning to help me make small changes between frames.
E-safety	Being aware of how to stay safe online.		I can explain ways to make my animation better.
Animation	The technique of photographing successive drawings or positions of puppets or models to create an illusion of movement when the film is shown as a sequence.		I can add other media to my animation.
Frame	A single complete picture in a series forming a cinema, television, or video film		I can evaluate my final film.
Story board	A sequence of drawings, typically with some directions and dialogue, representing the shots planned for a film or television production.		
Onion skinning	A technique used in creating animated cartoons and editing movies to see several frames at once.	Ensure that the children are made aware of email etiquette and the dangers of spoofed links and malware via attached files. You may find this guidance useful: www.thinkuknow.co.uk/8_10/control/email . You should familiarise yourself with the e-safety features of your email software.	
Unit Overview: Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.			

Year 3 : PSHE Being my Best

Subject Specific Vocabulary	
Decisions	A conclusion or resolution reached after consideration.
Hygiene	Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.
Debating	A discussion or argument carried on between two teams or sides.
Habit	A regular practice, especially one that is hard to give up
Collaboration	The action of working with someone to produce something.
Organs	Organs are the body's recognizable structures (for example, the heart, lungs, liver, eyes, and stomach) that perform specific functions

Sticky Knowledge
I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.
I can understand what is happening to my body is the same thing that happens to everyone's body.
I can understand that my emotions can change throughout the day and that is ok.
I can usually accept the views of others and understand that we don't always agree with each other.
I can identify a habit and know that habits are hard to change
I can tell what is an emergency and how I can help if I discover one.
I can give a few examples of things that I can take responsibility for in relation to my healthy and give an example of something that I've done which shows this.

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 to argue for and against using their understanding of health to be persuasive.
Pupils recognise how the body works collaboratively to stay alive, and how teamwork helps them in other areas of their life.
Pupils identify habits that help us and habits that do not



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: 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 RE: Islam – Rules and how they influence actions

Subject Specific Vocabulary		Sticky knowledge		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.	<input type="checkbox"/> Ramadan is a period of fasting and prayer for Muslims.	<ul style="list-style-type: none">• Know some key religious beliefs, ideas and teachings.• Recognise how moral values and religious beliefs can influence behaviour.• Understand some religious codes of conduct and rules for living, considering the effect of these on daily life.
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"/> Muslims pray five times a day to Allah.		
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 feel it is important to give some of their wealth to charities and the community.		
Shahadah	A profesion 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.			

Year 3: French - Food

Subject Specific Vocabulary		
Lesson 1	<i>une glace</i> (an ice cream) <i>un gâteau</i> (a cake) <i>des chips</i> (f) (some crisps) <i>un chou</i> (a cabbage) <i>des petits pois</i> (m) (some peas) <i>un poisson</i> (a fish)	
Lesson 2	<i>les pommes</i> (f) the apples <i>les fraises</i> (f) the strawberries <i>les tomates</i> (f) the tomatoes <i>les carottes</i> (f) the carrots <i>les bananes</i> (f) the bananas <i>les poires</i> (f) the pears <i>les pommes de terre</i> (f) the potatoes <i>les cerises</i> (f) the cherries <i>les raisins</i> (m) the grapes	
Lesson 3	<i>un sandwich</i> <i>des frites</i> (f) <i>du chocolat</i> <i>de la pizza</i> <i>des spaghettis</i> (m) <i>du fromage</i> <i>du poulet</i> <i>du riz</i>	a sandwich some chips some chocolate some pizza some spaghetti some cheese some chicken some rice
Lesson 4	<i>un couteau</i> <i>une fourchette</i> <i>une cuillère à soupe</i> <i>une cuillère à café</i> <i>un bol</i> <i>une poêle</i> <i>un verre</i> <i>une tasse</i>	a knife a fork a tablespoon a teaspoon a bowl a frying pan a glass a cup

Subject Specific Vocabulary		
Lesson 5	<i>les œufs</i> <i>le lait</i> <i>le sucre</i> <i>le pain</i> <i>le beurre</i> <i>la cannelle en poudre</i>	(m) the eggs the milk the sugar the bread the butter the ground cinnamon
Lesson 6	<i>Mélanger</i> <i>tremper</i> <i>mettre</i> <i>faire cuire</i> <i>saupoudrer</i>	to mix to soak to put to cook to dust

Sticky Knowledge	
<ul style="list-style-type: none"> • Give a spoken response to a simple written question using a single word answer. • Pronounce some common letter strings correctly. • Give an opinion in French with a visual prompt. • Repeat a couple of sentences, including talking about what they would like, using the first person. • Copy the main vocabulary with some mistakes. 	



Questions and Answers	
<i>Qu'est-ce que c'est?</i>	What is it?
<i>C'est... / Ce sont...</i>	It's... / They're...
<i>Tu aimes...?</i>	Do you like...?
<i>Oui, j'aime... / Non, je n'aime pas...</i>	Yes, I like... / No, I don't like...
<i>Qu'est-ce que tu manges?</i>	What are you eating?
<i>Je mange...</i>	I'm eating...
<i>Qu'est-ce que c'est?</i>	What is it?
<i>C'est...</i>	It's...
<i>Qu'est-ce que vous désirez?</i>	What would you like?
<i>Je voudrais..., s'il vous plaît.</i>	I would like..., please.



Year 3: Music – stories that music tells us about the past

Subject Specific Vocabulary

Crotchets	A crotchet in music is a note that is one beat long in 4/4 time.
Time signature	specify how many beats are contained in each measure
Rests	intervals of silence in pieces of music, marked by symbols indicating the length of the pause.
Staves	is a set of five horizontal lines and four spaces that each represent a different musical pitch
Clef	symbol placed at the beginning of the staff, determining the pitch of a particular line

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. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch
7. Introduce and understand the differences between crotchets and paired quavers
8. Apply word chants to rhythms, understanding how to link each syllable to one musical note

Sticky Knowledge

What is disco?

- Disco is a style of dance music that developed in New York and Philadelphia in the 1970s. It was heavily influenced by
- Funk and Soul. However, Disco used electronic drum machines and synthesizers as well as live instruments.
- The resulting recordings were played on records by DJs in clubs.

