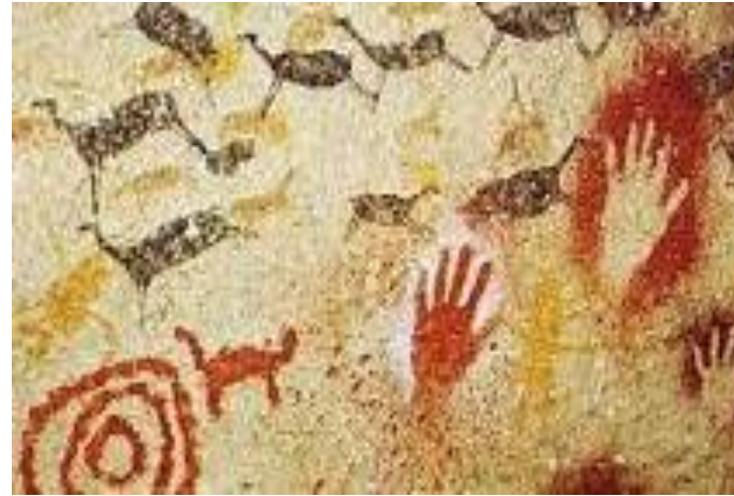


Stone Age KS2 Knowledge Mat

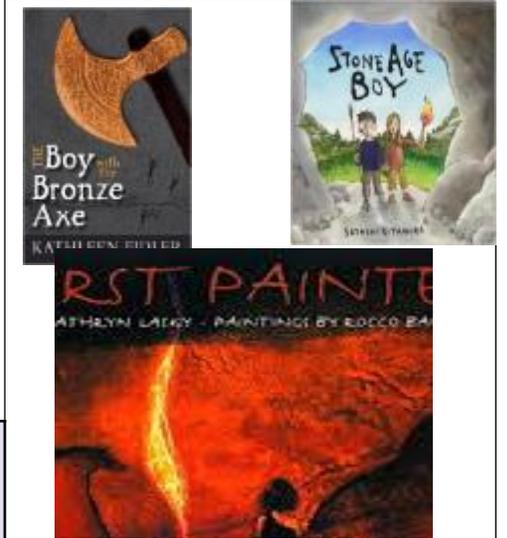
Subject Specific Vocabulary	
archaeologists	People who discover our history by looking at artefacts that have been found.
artefact	An object made by human beings, usually with historical or cultural interest.
Neolithic	The later part of the Stone Age and following the Palaeolithic and Mesolithic Age.
B.C.	Before Christ. The date 250BC means 250 years before Christ was born.
chronology	The ordering of events, for example the Stone, Bronze and Iron Age.
tribal	Groups of people who live together.
hunter-gatherers	People who mainly live by hunting, fishing and gathering wild fruit.
shelter	A house where Stone Age people would have lived.
civilization	When people live in a large society with a shared culture and rules.
settlement	A place where there were several Stone Age shelters, like a small village.
prey	An animal that is hunted by another for food.



Sticky Knowledge about the Stone-age period

- The Stone Age period is said to have started around 3 million years ago when humans started to live in Europe.
- The Stone Age was followed by the Bronze Age period. This is when humans started to use metal.
- The Bronze Age was followed by the Iron Age when tools and weapons became more advanced and were used for farming, hunting and fighting.
- During the Palaeolithic Age (old Stone Age), people gathered food by hunting wild animals and birds, fishing, and collecting fruits and nuts.
- During the Neolithic Age (towards end of the Stone Age), the humans formed settled communities, and domesticated plants and animals for the first time in history.

Exciting Books



Important Places

Skara Brae

The archaeological site found on the Orkney Islands in Scotland. It is a Stone Age village that has been well preserved.

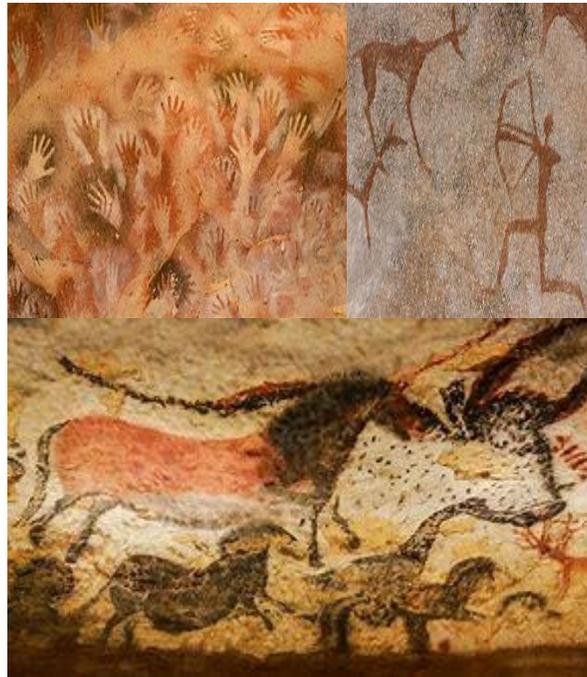
Stonehenge

A famous Stone Age monument in Wiltshire.

Year 3: Art – Drawing - Cave paintings

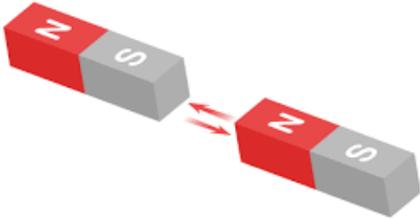
Subject Specific Vocabulary	
Sketch	A rapid drawing or painting,
Blend	Gently intermingling two or more colours
Smudge	This method adds depth, texture and shading.
Charcoal	Is a lightweight black carbon residue.
Pigments	A pigment is a coloured material that is completely insoluble in water.
Engraving	Incising a design onto a hard surface.

Key Skills
Create sketch books to record their observations.
Use sketch books to review and revisit ideas.
Improve their mastery of art and design techniques.
Drawing and painting with a range of materials [for example, pencil, charcoal, paint].



Sticky Knowledge
Children may find colour matching and blending difficult with the pigments available.
Children need to master skills using different tools to create different effects.
Children need to think about smudging and blending to create different effects
Resources
Paint brushes
Charcoal
Powder paint
Water colours
Sticks
Fingers

Year 3: Forces and Magnets Knowledge Mat

Subject Specific Vocabulary		Working Scientifically	Sticky Knowledge about our rocks and magnets
magnetic	If an object is magnetic, that means it has a magnetic field and will attract objects which contain materials such as Iron, Cobalt and Nickel in them.	<ul style="list-style-type: none"> ❑ Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. ❑ Identify differences, similarities or changes related to simple scientific ideas and processes. ❑ Set up simple practical enquiries, comparative and fair tests. ❑ Use straightforward scientific evidence to answer questions or to support their findings. <div style="text-align: center;">   </div>	<ul style="list-style-type: none"> ❑ The Earth is a very big magnet. Its North and South poles are highly magnetic.
non-magnetic	If an object is non-magnetic, then it does not have a magnetic field and will not attract magnetic materials.		<ul style="list-style-type: none"> ❑ A magnet always has north and south poles. Cutting a magnet in half makes two magnets, each with two poles.
attract	When you place opposite poles of a magnet together, they will attract each other and be drawn closer together.		<ul style="list-style-type: none"> ❑ Magnets only attract certain types of metals, other materials such as glass, plastic and wood aren't attracted.
repel	When you place similar poles of a magnet together, they will repel and move further away from each other.		<ul style="list-style-type: none"> ❑ Objects that are magnetic usually contain one of the following materials : <ul style="list-style-type: none"> • Iron • Nickel • Cobalt
magnetic pole	Either of two areas on the earth's surface, one near the geographic north pole and one near the geographic south pole, where the Earth's magnetic fields are strongest.		
magnetic field	A magnetic field is the area around the magnet where it can attract or repel things. When you bring two magnets together they will either attract or repel.		

Year 3: FRENCH – Core 1

Subject Specific Vocabulary		
Lesson 1 Hello	Bonjour! Au revoir! Salut! Bonsoir! À bientôt! Monsieur Madame	Hello! Goodbye! Hi! Good evening! See you soon! sir madam
Lesson 2 How are you?	très bien bien comme ci, comme ça mal Merci et toi?	very well well so-so not well thanks and you?
Lesson 3 What is your name?	French names eg <i>Aurélie</i> <i>Élodie</i> <i>Camille</i> <i>Lucas</i> <i>Gabriel</i> <i>Raphaël</i>	
Lesson 4 How old are you?	un deux trois quatre cinq six sept huit neuf dix	one two three four five six seven eight nine ten

Subject Specific Vocabulary		
Lesson 5 My family	ma mère mon père ma sœur mon frère ma grand-mère mon grand-père grandfather	my mother my father my sister my brother my grandmother my grandfather
Lesson 6 My fantastic family	tout le monde voici inventer des histoires j'aime	everyone here is to make up stories I like



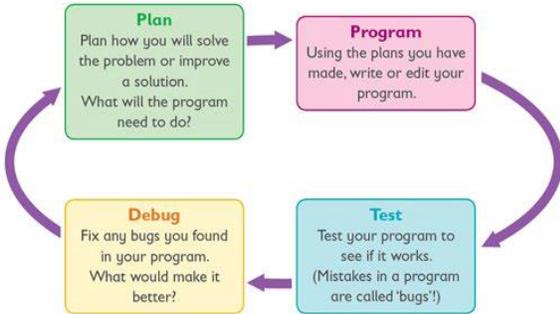
Sticky Knowledge

- Recognise some basic French greetings.
- Recognise the numbers 1-10.
- Respond to some simple classroom instructions.
- Respond to some simple questions when prompted with visual cues.
- Recognise basic family vocabulary.

Questions and Answers	
Ça va?	How are you?
Ça va...	I'm...
Comment tu t'appelles?	What is your name?
Je m'appelle...	My name is...
Quel âge as-tu?	How old are you?
J'ai ... ans.	I'm ... years old.
C'est qui?	Who is it?
Voici...	Here is...



Year 3 : We are Programmers (ICT)

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge about programming an animation
Algorithm	An algorithm is a clear sequence of instructions that allows a computer to solve a problem.	<p>Sites that make extensive use of animation and videos: www.brainpop.co.uk www.bbc.co.uk/bitesize/ks2 www.explaniania.com/en</p> <p>Examples of Scratch animations online at: http://scratch.mit.edu/explore/projects/animations</p>  <pre> graph TD Plan[Plan: Plan how you will solve the problem or improve a solution. What will the program need to do?] --> Program[Program: Using the plans you have made, write or edit your program.] Program --> Test[Test: Test your program to see if it works. (Mistakes in a program are called 'bugs'!)] Test --> Debug[Debug: Fix any bugs you found in your program. What would make it better?] Debug --> Plan </pre>	<p>I can create a storyboard for an animation</p> <p>I can include action and dialogue in my storyboard.</p> <p>I can write a computer program for an animation.</p> <p>I can put Scratch blocks in the right order.</p> <p>I can correct mistakes in my program.</p> <p>I can create sound and graphics for my animation.</p> <p>I can explain how my storyboard and program are linked.</p> <p>I can use a repeat block in my program.</p> <p>I can find and correct 'bugs' in my program.</p>
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.		
Input	Any information or data that is sent to a computer for processing.		
Output	Data generated by a computer		
Program	A computer program is a collection of instructions that performs a specific task when executed by a computer.		
Script	The written text of a play, film or broadcast.		
Storyboard	A storyboard is a visual representation of how the story depicted in the movie or animation will be told.		
<p>Unit Overview: In this unit the children create an animated cartoon using characters they design. They use a paint tool to create characters and backgrounds. They then create an animation by translating a storyboard into a series of scripted instructions (program) for graphic objects.</p>		<p style="text-align: center;">ONLINE SAFETY</p> <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. Tools such as YouTube's own safety mode can be used to remove comments when videos are shown in class.</p>	<p>I can upload my animation to the Scratch website.</p> <p>I can get ideas from the Scratch website.</p>

Year 3: Music – In the past and Ancient Worlds

Subject Specific Vocabulary	
Musical phrase	A complete unit of music.
Melody	A sequence of single notes that is musically satisfying.
Notation	A series of written symbols used to represent elements in music .
Round	A musical composition that may repeat indefinitely.
Accompaniment	A piece of music played as a complement to an activity.
Dynamics	The varying levels of volume of sound in different parts of a musical performance.
Ostinato	A continually repeated musical phrase or rhythm.
Echo	A repeated sound.

Sticky Knowledge
Make sure children understand that high and low don't refer to volume but refer to pitch.
Children may find melodies challenging, start with 4 notes before including more.
Children will need to know each part of the song before singing it clearly as a round.

Key Skills (Lesson Learning)
1. Exploring tuned and un-tuned percussion to create music .
2. Singing a song and accompanying it with tuned percussion instruments.
3. Performing a round in three parts.
4. Learning to read simple pitch notation.
5. Reading simple rhythm notation.



Year : RE – Beliefs and teachings

Subject Specific Vocabulary	
Allah	In Islam, God is called "Allah"
Muhammad (pbuh)	Islamic leader, thought to have founded Islam
Mosque	Islamic place for worship
Worship	A place of worship is a specially designed structure or space where individuals or a group of people come think about their religion
Jesus	Son of God, a religious leader
Church	Christian building for worship

Sticky Knowledge
PBUH: when Muslims refer to Muhammad they say Peace Be Upon Him (pbuh).
Story of Muhammad - Islamic story about how a spider protected Prophet Muhammad in a cave
A religious leader is an individual who motivates and influences others towards following their faith
Christians believe that the world and everything in it was planned and created by God The Qur'an states that "Allah created the heavens and the earth, and all that is between them, in six days."

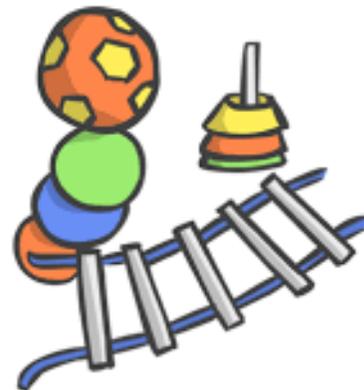
Key Skills
Describe some religious ideas from stories and some basic religious beliefs, teachings and events
Describe experiences and feelings they share with others, including characters in stories with religious meaning



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



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Year 3: PE - Tennis

Subject Specific Vocabulary – Key words

Backhand	When you hit a ball with a racket or paddle with your arm across your body and the back of your hand facing the ball.
Volley	When the ball is struck before it bounces on the ground.
Serve	A shot to start a point.
Referee	A person who checks that the rules are being followed.
Forehand	When a shot is made with the palm of the dominant hand facing forward.

Key Skills - Objectives

Children take part in exercises to develop their ability to play a Forehand shot in Tennis.

The pupils take part in a number of exercises to learn the correct technique to perform the Backhand shot.

Students learn to understand what a Volley shot is and how it can be used in a game of Tennis.

Students learn how to perform an underarm serve and also learn when a serve is used in a game of Tennis.

Children use the skills they have learnt to compete in competitive games with their peers.

Rules of the game

Each game is divided into 4 scores - "15", "30", "40" and "game". If a player has no score in a game, then the player is at "love".

A player wins a set by winning 6 games, however the player must win by two games.

The full game is called a match and a player wins a match by winning either 2 out of the possible 3 sets.

Famous People/Teams

Andy Murray

Serena Williams

Roger Federer

