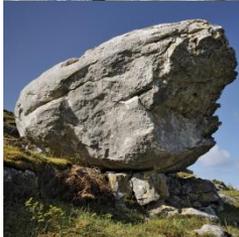


Year 3 Geography: Tremors – Why does the earth shake?

Subject Specific Vocabulary			Key Skills
eruption	An explosion of steam or lava from a volcano.		<p style="text-align: center;">Sticky Knowledge about natural disasters</p> <ul style="list-style-type: none"> <input type="checkbox"/> Volcanoes are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and it eventually explodes. <input type="checkbox"/> Earthquakes are usually caused when rock underground suddenly breaks along a fault. This sudden release of energy causes the seismic waves that make the ground shake. <input type="checkbox"/> A tsunami is a series of large waves generated by an abrupt movement on the ocean floor that can result from an earthquake, an underwater landslide, a volcanic eruption or - very rarely - a large meteorite strike.
aftershock	A shaking event that follows an earthquake. Sometimes more damaging than the original earthquake.		
tsunami	A long, high wave usually caused by an earthquake in the ocean.		
magma	Hot fluid or semi-fluid material below or within the Earth's crust from which lava is formed.		
lava	Hot, molten or semi-fluid rock erupted from a volcano, or solid rock, resulting from cooling of this.		
dormant	A dormant volcano is an active volcano that has not erupted in the past 10,000 years.		
fault	Fractures in the Earth's crust where rocks on either side of the crack have slid past each other.		
magnitude	If you talk about the magnitude of something, you are talking about its great size.		
landslide	A landslide is a collapse of a mass of earth or rock from a mountain or cliff.	<p style="text-align: center;">More Sticky Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> A hurricane is a large rotating storm with high speed winds that form over warm waters in tropical areas. <input type="checkbox"/> Flooding occurs when a river bursts its banks and overflows onto the surrounding land. 	
tectonic plates	The Earth's outer shell is made up of huge slabs of moving rock called tectonic plates.		
saturated	Holding as much water or moisture as can be absorbed; thoroughly soaked.		

Year 3: Rocks Knowledge Mat

Subject Specific Vocabulary		Working Scientifically	Sticky Knowledge about our rocks and magnets
fossil	A fossil is the preserved remains or traces of a dead organism.	<ul style="list-style-type: none"> <input type="checkbox"/> Identifying differences or similarities or changes related to scientific ideas or processes. <input type="checkbox"/> Recording findings using simple scientific language. <input type="checkbox"/> Reporting on findings from enquiries. <input type="checkbox"/> Gathering, recording, classifying and presenting data in a range of ways. 	<ul style="list-style-type: none"> <input type="checkbox"/> Rocks have been used by humans for millions of years, from early tools and weapons through to construction materials for modern buildings. <input type="checkbox"/> Sediment deposited over time, often as layers at the bottom of lakes and oceans, forms sedimentary rocks. <input type="checkbox"/> Extreme pressure and heat over time forms metamorphic rocks. Examples are marble and slate. <input type="checkbox"/> When magma cools and solidifies it forms igneous rock. Examples are granite and pumice. <input type="checkbox"/> Fossils are formed when a living creature is buried under layers of rock, and an imprint of them is left behind. <input type="checkbox"/> Fossils are only found in sedimentary rocks. <input type="checkbox"/> Soil is made up of small particles of rock, dead plants and animals, air and water.
soil	Soil consists of a mix of organic material (decayed plants and animals) and broken bits of rocks and minerals.		
crystals	Crystals are a special kind of solid material where the molecules fit together in a repeating pattern.		
sedimentary	Sedimentary rocks are made when sand, mud and pebbles get laid down in layers. Over time, these layers are squashed under more and more layers.		
metamorphic	When a rock experiences heat and pressure, it becomes a metamorphic rock. All metamorphic rocks start as another type of rock.		
igneous	Igneous rock is formed when magma cools and solidifies. It may do this above or below the Earth's surface.		
organic matter	Organic matter is matter that has come from a recently living organism. It is capable of decaying		
permeable	If a rock is permeable, it means that water is able to pass through the rock.		
impermeable	Impermeable means that water cannot easily pass through the rock.		



Year 3: DT - Tremors

Subject Specific Vocabulary	
Prove	To show after a time or by experience that something or someone has a particular quality.
Design	To make or draw plans for something.
Criteria	A principle or standard by which something may be judged or decided.
Attractive	Very pleasing in appearance.
Explain	To make something clear or easy to understand by describing or giving information about it.
Papier Mache	A composite material consisting of paper and glue.
Structure	Something that has been built.

Key Skills
Generate, develop model and communicate ideas through discussion, annotated sketches and cross sectional diagrams.
Select from a range of tools to perform practical tasks.
Evaluate their own ideas and products against the design criteria, and consider the views of others to improve their work.
Apply understanding of how to strengthen, stiffen and reinforce structures.



The image block contains two photographs. The top photograph shows a real volcano erupting at night, with bright orange and red lava spilling down its slopes. The bottom photograph shows a child's model volcano, which is a cone of brown material (likely sand or soil) covered in red paint. A clear plastic bottle is being poured over the model, and red liquid (representing lava) is dripping down its sides.

Sticky Knowledge
I can prove that my design meets some set criteria.
I can design a product and make sure that it looks attractive.
I can join materials in different ways.
I can explain what went well with my work.
I can measure materials to use in model or structure.
Resources
Newspaper
Card
Glue
Paint
Plastic bottles

Year 3 : We are Presenters (ICT)

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge about videoing performance
Audio	Relating to sound	BBC's IPlayer might be useful for reviewing sporting video clips: www.bbc.co.uk/iplayer	I can work a video camera.
Close-up	A photograph or video taken at close range.	www.media4college.com/video provides a good introduction to video and editing techniques.	I can record footage to use in my video.
Editing	Arranging, revising and preparing a written, audio or video materials for final production.		I can upload and edit my footage on a computer.
Footage	Footage of a particular event is a film of it or the part of a film which shows this event.		I can record an audio commentary for my video.
Storyboard	A storyboard is a visual representation of how the story depicted in the movie or animation will be told.	<h2 style="text-align: center;">E-Safety</h2>	I can study sports programmes to learn how they are filmed.
Panning	To photograph or televise while rotating a camera on its vertical or horizontal axis in order to keep a moving person or object in view or allow the film to record a panorama.		I can record high quality footage.
Shooting	The action of filming or photographing a scene, film, etc.	<p>Discuss consent for sharing videos online. Never include any information in the videos that might identify children.</p>	I can record an audio commentary with useful information on it.
Video Camera	A video camera is a camera used to make electronic motion pictures.		I can export my final video in a standard format.
Zooming	To change smoothly from a long shot to a close up or vice versa.		I can look at my footage and decide what does and doesn't work.
<p>Unit Overview: This unit gives the children a chance to make a short narrated video of themselves practising a sport or other skill and to use this to help improve their performance.</p>			I can record original and interesting footage.
			I can use and explain data in my audio commentary.
			I can use more difficult editing tools, eg creating transitions.

Year 3: PE – Tri-Golf

Subject Specific Vocabulary – Key words

Heads up	Knees bent
Striking	Loose hands
Strong side	Angle
Push	Strike
Stance	Putting
Chipping	Club
Shot	Control

Key Skills - Objectives

- I can strike the ball with some accuracy.
- I mostly have the correct stance for putting.
- I show balance when striking the ball.
- I can use different actions for different shots.
- I share ideas and work with others to manage our game.



Team Work / Fair Play

- Follow the rules of the game and listen to the decisions of the referee.
- I can provide feedback using key terminology and understand what I need to do to improve.
- Be supportive of team mates, no matter how well they do.

Famous People/Teams

Tiger Woods – He was the very first person to hold all of the 4 professional championships at once. He was the youngest person, in 2000, to finish a career "Grand Slam." Tiger was also the youngest person to ever win the Masters championship.

Annika Sorenstam – She has the most wins of any professional female golfer of all time. She has won 10 majors as well as 18 international tournaments.

Phil Mickelson – Phil Mickelson has won one PGA Championship and three Masters titles. He has finished in 2nd place in the U.S. Open for a record of 6 times. Several times he has reached the #2 world ranking spot. Interestingly, he is only left-handed while playing golf.

Local Clubs

Gillingham Golf Club

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: FRENCH – Core 3

Subject Specific Vocabulary

Lesson 1 Heads, shoulders, knees and toes	la tête les épaules (f) les genoux (m) les pieds (m) le nez les yeux (m) les oreilles (f) la bouche	the head the shoulders the knees the feet the nose the eyes the ears the mouth
Lesson 2 Parts of the body	le bras la jambe la tête le pied le ventre le dos le genou l'épaule (f) la main le doigt	the arm the leg the head the foot the stomach the back the knee the shoulder the hand the finger
Lesson 3 Counting to 31	vingt-et-un vingt-deux vingt-trois vingt-quatre vingt-cinq vingt-six vingt-sept vingt-huit vingt-neuf trente trente-et-un	twenty-one twenty-two twenty-three twenty-four twenty-five twenty-six twenty-seven twenty-eight twenty-nine thirty thirty-one
Lesson 4 Clothes	une robe un pantalon un pull un tee-shirt une chemise une jupe	a dress trousers a jumper a T-shirt a shirt a skirt

Subject Specific Vocabulary

Lesson 5 Months	janvier février mars avril mai juin juillet août septembre octobre novembre décembre	January February March April May June July August September October November December
Lesson 6 Genevieve's birthday	un cadeau un crocodile un tee-shirt un robot un hippopotame un livre du chocolat laid ronfler	a present a crocodile a T-shirt a robot a hippopotamus a book some chocolate ugly to snore



Questions and Answers

Qu'est-ce que c'est?	What is it?
C'est... / Ce sont...	It's... / They're...
Comment est mon monstre?	What's my monster like?
Il a...	He has...
Il y a combien de chocolats?	How many chocolates are there?
Il y a ... chocolats.	There are ... chocolates.
Qu'est-ce que c'est?	What is it?
C'est...	It's...
C'est quand, ton anniversaire?	When is your birthday?
Mon anniversaire est en...	My birthday is in...

Sticky Knowledge

- Sing along and do the actions to a French song, with a visual aid.
- Recognise most of the French body parts when they're spoken.
- Read the numbers 11-20 with some assistance.
- Accurately say the name of the month of their birthday when given a visual prompt.
- Understand the difference between singular and plural.

Year 3: Music – Exploring feelings through 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 simple long and short rhythms with clapping
3. Understand that the speed of the beat can change, creating a faster or slower pace (tempo)
4. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats
5. Copy back rhythms from memory or with notation
6. Listen to the rhythms provided and create a simple rhythmic answer
7. Create and/or identify rhythm patterns using minims, crotchets, quavers and their rests.
8. Listen to and copy back two-note melodic patterns using the notes A and E (doh and soh) from memory and with notation
9. Learn the design/structure of the song
10. Break down the composing task to separate rhythm from pitch if required

Sticky Knowledge

Ragtime music:

- Is a style of 1890s - 1920s dance music composed by African American musicians
- Is an early form of Jazz music
- Ragtime melodies were made into piano rolls for the pianola

Kwela dance music:

- Is South African dance music
- people can 'feel' music in their body when they hear it – this is frission

Pop music:

- Pop' is short for 'popular'
- Beyoncé is one of the most famous Pop musicians in the world today.



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

Sticky Knowledge
Linking the teachings of Jesus with the teachings of Mohammed.
Understanding that each of the stories of the acts of Jesus teaches Christians a lesson – they have to interpret his teachings.
Understanding that even if they are not a Christian the teachings of Jesus can influence their own behaviour.



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 : PSHE Health and Wellbeing

Subject Specific Vocabulary		Sticky Knowledge	Key Skills
Relationship	The way in which two or more people or things are connected, or the state of being connected.	I can identify special people in my life and know how to look after them.	Children will learn how some illnesses are spread and how good hygiene can reduce the spread.
Illness	A disease or period of sickness affecting the body or mind.	I know how to keep myself and my body safe.	Children will learn how to reduce the risk in a situation and how to assess what makes a risk.
Hygiene	The conditions or practices to maintain health and prevent disease, especially through cleanliness.	I can explain how to work together and collaborate.	Children will learn what a balanced diet is and how the different food groups are used to make a balanced meal.
Risk	The possibility that something unpleasant or unwelcome will happen.	I can identify the aspects of healthy eating and balanced diets.	Children will learn the difference between a danger or a risk, and how to avoid harmful situations
Diet	The kinds of food that a person habitually eats.	I can identify a danger or a risk.	Children will learn how the parts of the body work together to make everything work.
Collaborate	To work jointly on an activity or project.	I know how to assess and reduce risk.	
Resolution	A firm decision to do or not to do something.	I know that some drugs are harmful and some are helpful.	
Safe	Protected from or not exposed to danger or risk; not likely to be harmed.		

