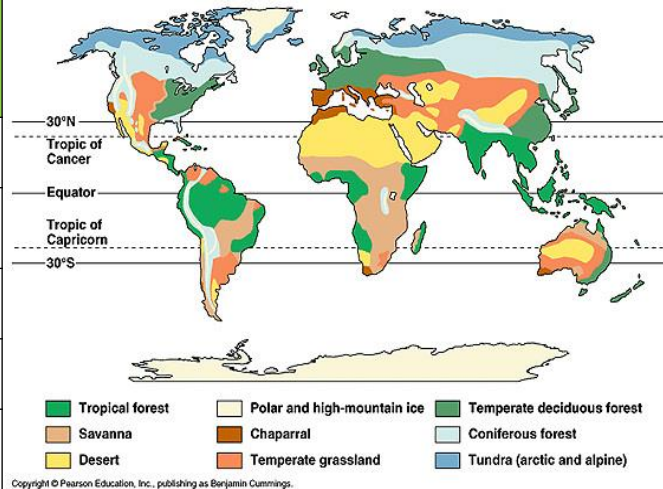


Year 3: Climates – Why are rainforests wet and deserts dry?

Subject Specific Vocabulary

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



Sticky Knowledge about climates

- ☐ There are lots of different **climates** around the world. The closer you are to the **Equator**, the warmer and wetter the climate is likely to be.
- ☐ The **climate** will affect the types of animals and plants that live there.
- ☐ The amazon Rainforest is so wet and **humid** as it receives some of the most sunlight. This heats the air, causing **convection** and as the air rises it cools, **condenses** and forms large clouds. The large clouds then rain back onto the forest.
- ☐ The Atacama desert is so dry because the Andes mountains force the air to rise quickly. The warm air then cools and **condenses**, falling on the other side of the mountains. This means that the **desert** gets no rainfall.

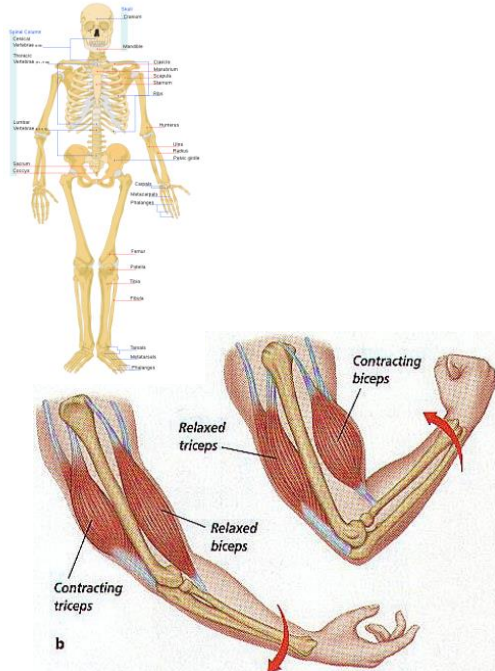
Key Skills

- **Identify** and **describe** the distribution of different types of climate around the world.
- **Compare** and **contrast** the data in different climate graphs to **reach conclusions** about the climate in a range of locations.
- **Understand** how climate affects both the landscape of different biomes and the plants and animals that can live there.
- **Observe, describe** and **explain** why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall.
- **Describe** the natural environment of the Atacama Desert and **explain** why the city of Arica is the driest inhabited place in the world.





More Sticky Knowledge

- ☐ The Amazon river starts in the Andes Mountains, and carries one fifth of all river water in the world.
- ☐ You can find very dry climates on every continent except for Europe.
- ☐ The United Kingdom has a **temperate** climate.

Year 3: Skeleton and Muscles Knowledge Mat

Subject Specific Vocabulary		Working Scientifically	Sticky Knowledge about our skeleton and muscles
nutrition	Nutrition involves drinking enough water and eating the right amount of items from the four main food groups.	<ul style="list-style-type: none"> ❑ Gathering, recording, presenting and classifying data in a variety of ways. ❑ Recording findings using simple scientific language, labelled drawings and diagrams. ❑ Identifying differences, similarities or changes related to simple scientific ideas and processes. ❑ Using straightforward scientific evidence to answer questions or support findings. 	❑ The spine is made up of 33 bones and the smallest bone is found in our ear.
skeleton	The human skeleton is made of bone and grows as we grow. Our skull protects our brain and our ribs protect our heart and lungs.		❑ Muscles make up 40% of our total body weight and the smallest muscle is found in our ears.
muscles	Muscles are attached to bones by tendons and help them to move. When a muscle contracts it gets shorter and pulls on the bone it is attached to.		❑ When we are born we have about 300 bones in our body by the time we are adults we have 206 because some bones have fused together.
diet	Our bodies need a balanced diet to work properly. This involves drinking enough water and eating healthily.		❑ When broken our bones will repair themselves. Doctors use casts or splits to make sure they grow back straight.
joint	Joints allow the body to make movements. The body has many bones and are connected through the joints.		❑ The longest bone in the human body is the thigh bone called the femur.
pelvis	The pelvis is a bony cradle-shaped structure located at the base of the spine.		❑ Bone marrow makes up 4% of a human body mass. It produces red blood cells which carry oxygen all around the body.
cartilage	Cartilage is a connective tissue found in many areas of the body including joints between bones e.g. the elbows, knees and ankles.		
rib cage	It is made up of curved bones. The rib cage is found in the chest area. It protects a person's internal organs from damage.		
tendon	Muscles are attached to the bone by tendons and work in pairs to allow for smooth movement.		
spine	Also known as your backbone, your spine is a strong, flexible column of ring-like bones that runs from your skull to your pelvis.		

Year 3 RE: Special places

Subject Specific Vocabulary		Sticky knowledge	Key Skills
Mosque	A Muslim place of worship.	<input type="checkbox"/> The mosque is the special place of worship for Muslims, and a church is the special place of worship for Christians.	<input type="checkbox"/> To know the function of objects/places/people within religious practices and lifestyles. <input type="checkbox"/> Identify what influences them, making links between aspects of their own and others' experiences.
Musulla	The open space outside a Mosque, often used for prayer. It can also refer to a prayer mat.	<input type="checkbox"/> When praying, Muslims use prayer mats, and pray in the direction of Mecca	
Minaret	A tall, slim tower in a Mosque, where the Muezzin calls Muslims to prayer.	<input type="checkbox"/> Church sermons are usually conducted from the altar or pulpit.	
Muezzin	The person appointed by the Mosque to call Muslims to prayer.	<input type="checkbox"/> Islam and Christianity share some similarities in their views of rules and respect.	
Mihrab	A semicircle indent in the wall that indicates the direction of Mecca.	<div></div>	
Church	A place of worship for Christians.		
Altar	A table in the church where the bread and wine are used in communion services.		
pulpit	A raised platform from where a preacher delivers the sermon..		
Font	The place where church water is held for baptisms.		
Pews	The long benches in a church, used to seat the congregation.		

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 : We are Opinion Pollsters (ICT)

Subject Specific Vocabulary		Software and Tools	Sticky Knowledge about collecting and analysing data															
Chart	A sheet of information in the form of a table, graph or diagram.	<p>Background information on surveys: www.socialresearchmethods.net/kb/surv writ.php.</p> <div><p>How many times a week do you have a school lunch?</p><table><tr><td>one</td><td>0</td><td>0%</td></tr><tr><td>two times</td><td>0</td><td>0%</td></tr><tr><td>three times</td><td>1</td><td>25%</td></tr><tr><td>four times</td><td>0</td><td>0%</td></tr><tr><td>five times</td><td>3</td><td>75%</td></tr></table><p>The graph shows that most children have a school lunch five times a week.</p></div>	one	0	0%	two times	0	0%	three times	1	25%	four times	0	0%	five times	3	75%	I can collect data through the internet.
one	0		0%															
two times	0		0%															
three times	1		25%															
four times	0		0%															
five times	3	75%																
Data	Facts and statistics collected together for reference or analysis.	I can show respect for the information people tell me.																
Graph	A diagram showing the relation between variable quantities, typically of two variables, each measured along one of a pair of axes at right angles.	I can use software to collect data and present the results of my data.																
Opinion	A view or judgement formed about something.	I can explain how I have used the web to work with others on documents.																
Questions	A sentence worded or expressed so as to elicit information.	I can judge how useful my survey forms and presentations are.																
Rating scale	A rating scale is a set of categories designed to elicit information.	I can move information between different applications.																
Research	A detailed study of a subject especially in order to discover new information.	I can look at data and explain what it shows me.																
Survey	A data collection tool used to gather information about individuals.	I can explain how a Google data centre server and the internet collect and deliver data.																
Unit Overview: In this unit the children create their own opinion poll, seek responses and then analyse the results		<h3>E-Safety</h3> <p>Discuss the ethics of surveys. Children could also relate this to data privacy and protection.</p> <p>Emphasise that surveys should not include questions that could allow a person to be identified.</p> <p>Talk through the responsibility of completing the survey sensibly giving frank and honest answers.</p> <p>Emphasise that the children can choose not to complete surveys and they may choose not to answer any question.</p>	I can see how important it is to keep a person's data private.															
		I can judge my data and see what does and doesn't look right.																
		I can work independently to collect, present and judge data.																
		<div><div><p>1. What is your full name and address?</p><div></div></div><div><p>2. What is your age? Tick the correct box.</p><div><div><input type="checkbox"/> 0-10</div><div><input type="checkbox"/> 11-20</div><div><input type="checkbox"/> 21-30</div><div><input type="checkbox"/> 31-40</div><div><input type="checkbox"/> 40+</div></div></div><div><p>3. What is your favourite fruit?</p><div><div><input type="checkbox"/> Apple</div><div><input type="checkbox"/> Banana</div></div></div><div><p>4. Why don't you like homework?</p><div></div></div><div><p>5. What do you like most about school?</p><div></div></div><div><p>6. 'Girls are better at maths than boys.' Circle the option you agree with.</p><div><div><input type="radio"/> Strongly agree</div><div><input type="radio"/> Agree</div><div><input type="radio"/> Do not know</div><div><input type="radio"/> Disagree</div><div><input type="radio"/> Strongly disagree</div></div></div></div>																

Subject Specific Vocabulary

Lesson 1 How do you go to school?	<i>à pied</i> <i>en bus</i> <i>en voiture</i> <i>en train</i> <i>à vélo</i> <i>en avion</i> <i>en bateau</i>	on foot by bus by car by train by bicycle by plane by boat
Lesson 2 Rooms	<i>la salle de classe</i> <i>la cour</i> <i>la grande salle</i> <i>les toilettes</i> (f) <i>la cuisine</i> <i>le parking</i> <i>la bibliothèque</i> <i>le terrain de sport</i> <i>la salle d'informatique</i>	the classroom the playground the hall the toilets the kitchen the car park the library the sports ground the computer room
Lesson 3 In your pencil case	<i>un crayon</i> <i>une gomme</i> <i>une règle</i> <i>un stylo</i> <i>une calculatrice</i> <i>un feutre</i> <i>un bâton de colle</i> <i>un crayon de couleur</i> <i>un taille-crayons</i> <i>des ciseaux</i> (m)	a pencil a rubber a ruler a pen a calculator a felt-tip pen a glue stick a coloured pencil a pencil sharpener a pair of scissors
Lesson 4 What time is it?	<i>midi</i> <i>minuit</i> <i>du matin</i> <i>du soir</i> <i>de l'après-midi</i> <i>de la nuit</i> <i>et demie</i>	midday midnight in the morning in the evening in the afternoon in the night half past

Year 3: FRENCH – At School

Subject Specific Vocabulary

Lesson 5 Subjects	<i>les mathématiques</i> (f) <i>l'anglais</i> (m) <i>le français</i> (m) <i>les sciences</i> (f) <i>le sport</i> <i>le dessin</i> <i>l'informatique</i> (f) <i>la musique</i> <i>l'espagnol</i> (m)	maths English French science PE art ICT music Spanish
Lesson 6 The magic bag	<i>l'école</i> (f) <i>un sac</i> <i>une calculatrice</i> <i>une flûte</i> <i>une souris</i> <i>un éléphant</i>	school a bag a calculator a flute a mouse an elephant

Questions and Answers

<i>Comment vas-tu à l'école?</i> How do you go to school?
<i>Je vais à l'école en/à...</i> I go to school on/by...
<i>Qu'est-ce que c'est?</i> What is it?
<i>Voici...</i> It's...
<i>Qu'est-ce qu'il y a dans ta trousse?</i> What is there in your pencil case?
<i>Il y a...</i> There's...
<i>Quelle heure est-il?</i> What time is it?
<i>Il est...</i> It's...
<i>Quelle est ta matière préférée?</i> What's your favourite subject?
<i>Ma matière préférée, c'est...</i> My favourite subject is...

Sticky Knowledge

- Be able to respond to questions using one-word answers or gestures.
- Use numbers in a sentence to tell the time with some support.
- Repeat basic questions.
- Pronounce vocabulary, including articles, correctly with some support and visual aid.
- Copy down singular nouns with their article.
- Pronounce some French sounds correctly.
- Follow a story as it is read, with visual prompts.
- Identify a sound in a song with some help.
- Understand that plural nouns have a different article to singular nouns.



Year 3: Music – Human body

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.
Binary form	A two part structure, where the two pieces are different from each other.
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.



Sticky Knowledge
A binary form has two different sections that contrast.
Different sounds can be produced using a variety of sound makers and instruments.
The dynamics and tempo of a piece of music will affect each other, and how the music sounds.
Key Skills (Lesson Learning)
<ol style="list-style-type: none">1. Understanding the structure of a call and response.2. Singing and performing in two parts.3. Understanding and performing binary form.



Year 3: Music – Singing French

Subject Specific Vocabulary

Beat	The steady beat or 'heartbeat' of the music.
Pitch	The range of sounds in a piece of music from lowest to highest.
Melody	A tune in a piece of music
Phrase	A small melody that links to a line of a song.
Drone	Sounds played constantly throughout a piece of music.
Tempo	The speed of the music – fast or slow.
Dynamics	The volume of the music – loud or quiet.
Expression	The emotion in the music.
Ternary	Music with three sections, where one is repeated.
Metre	The grouping of beats in 2's 3's or 4's.
Hocket	One melody shared between multiple voices or instruments.

Sticky Knowledge

- The layers of a piece build up to make an accompaniment.
- The pitch, beat and melody can be recognised in music no matter what language it is in.
- Varying pitches will affect the sound of the piece.

Key Skills (Lesson Learning)

1. Understanding pitch through melody.
2. Recognising pitch shapes.
3. Reading notations to play a melody.

