Year 3: How did the Romans influence our modern lives?

Subject Specific Vocabulary

centurion	A commander of a group of 100 Roman soldiers.
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.
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.
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.

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

- y was he important
- as she the leader of?
- ❑ According to the legend how and who created Rome?
- ❑ What type of food did the Romans eat?
- ❑ What is the difference between the wealthy and the poor in Roman times?
- ❑ What did the Romans Introduce to Britain?

Key Skills

- 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 for some of the key events in Roman Britain

Important Places

Colosseum
An oval amphitheatre in the centre of Rome which held up to 50,000 people.

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.

Computing – Sequencing sounds

Subject Specific Vocabulary

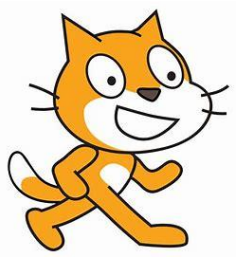
Algorithm	An algorithm is a clear sequence of instructions that allows a computer to solve a problem.
Sprites	A sprite is a two-dimensional bitmap that is integrated into a larger scene, most often in a 2D video game.
Backdrops	The setting or background for a scene, event, or situation
Programming	The process or activity of writing computer programs
Commands	An instruction or signal causing a computer to perform one of its basic functions.
Code	Set of instructions, or a system of rules, written in a particular programming language
Motion blocks	They are color-coded medium-blue and are used to control a sprite 's movement.
Sequences	In programming, sequence is a basic algorithm: A set of logical steps carried out in order.

This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.

Software and Tools

Sites that make extensive use of animation and videos:
www.brainpop.co.uk
www.bbc.co.uk/bitesize/ks2
www.explania.com/en

Examples of Scratch animations online at:
http://scratch.mit.edu/explore/projects/animations



E-Safety

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.

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

- ❑ How do people can represent themselves in different ways online?
- ❑ How someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why?
- ❑ What is meant by the term 'identity'?
- How does a sprite move in an existing project?
- How can I create a program to move a sprite in four directions?
- ❑ How can I adapt a program to a new context?
- ❑ What do I need to do to develop my program by adding features?
- ❑ What are bugs and how can I identify and fix them in a program?

Year 3: DT – Making Roman bread

Subject Specific Vocabulary	
Prove	is the final step in making bread before the actual baking and during which shaped dough is allowed to rise one final time.
Dough	is a thick, malleable, sometimes elastic paste made out of any grains.
Savoury	belonging to the food category that is salty or spicy rather than sweet.
Knead	work (moistened flour or clay) into dough or paste with the hands.
Combine	join or merge to form a single unit or substance.
Ingredients	any of the foods or substances that are combined to make a particular dish

Key Skills

Know how to peel, cut, grate, mix, mould and begin to cook foods (using toasters and microwaves with supervision).

Know that food is grown, reared and caught in UK, Europe and Wider World.

To know that a healthy diet is made up from a variety and balance of different foods and drinks.

To know that to be active and healthy, food and drink are needed to provide energy.

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

I can prove that my design meets some set criteria.

I can follow step- by-step plan, choosing the right equipment and materials.

I can design a product and make sure that it looks attractive.

I can describe how food ingredients come together

I can evaluate my work

Resources

Flour, yeast, water, bowls, bread tins

Year 3: Music –How does music help us get to know our community?

Subject Specific Vocabulary	
Ensemble	A French word used to describe playing/singing/performing together.
Arrangement	How voices and instruments are used in a song; where they occur within the song.
Performance	Singing and playing instruments.
Crotchets	a note having the time value of half a minim
Quavers	a note having the time value of half a crotchet,
Minims	A note having the time value of two crotchets
Melodic patterns	Melody or tune.

By the end of this unit I will know

Soft Rock music

- Has a passionate and dramatic performance style.
- Has key instruments which are usually piano/keyboard, drums and electric guitar.
- Has a strong, powerful rhythm section consisting of bass guitar and drum kit.
- Has lyrics that talk about having fun and important issues in society.
- Has slower tempos and thinner textures than usual Rock songs.

Pop music

- Has strong melodies and hooks, with an emotional singing style and lively rhythms.
- Has a simple structure of alternating verses and choruses.
- Has a polished studio sound.
- Has lyrics about themes people relate to, like love, relationships and having fun.

Key Skills (Lesson Learning)

1. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch
2. Introduce and understand the differences between crotchets and paired quavers
3. Begin to create personal musical ideas using the given notes
4. Share your thoughts and feelings about the music
5. Analyse, explore and discover the song/piece's musical concepts and style
6. Understand the emotion/feeling/intent of the song
7. Understand the importance of vocal warm-ups
8. Play any one, or all four, differentiated parts on a tuned instrument
9. Create and present a holistic performance with an understanding of the song you are singing and where it fits in the world
10. Present what has been learnt in the lesson with confidence

Year 3: Spanish- Clothes

Subject Specific Vocabulary	
la ropa	The clothes
unos pantalones	Trousers
un traje de baño	A swimsuit
un suéter	A sweatshirt
una camiseta	A shirt
un abrigo	A coat
un vestido	A dress
una blusa	A blouse
una corbata	A tie
una bufanda	A scarf
una falda	A skirt
una chaqueta	A jacket
una camisa	A shirt
una gorra	A cap
unos guantes	gloves

Subject Specific Vocabulary	
unas botas	boots
unas medias	tights
unas sandalias	sandals
unas gafas	sunglasses
unos pantalones cortos	shorts
unos zapatos	shoes
unos calcetines	socks

Key Skills:

- Recognise and recall from memory 21 items of clothing.
- • Explore the regular 'ar' whole verb present tense conjugation of the verb LLEVAR to describe what you and possibly somebody else is wearing.
- • Revisit the use of the possessive adjective 'my' in Spanish and describe clothes in terms of colour.

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

- What piece of clothing do you have?
- What is someone else wearing?
- What colour is your piece of clothing?

Year 3: PE - Basketball

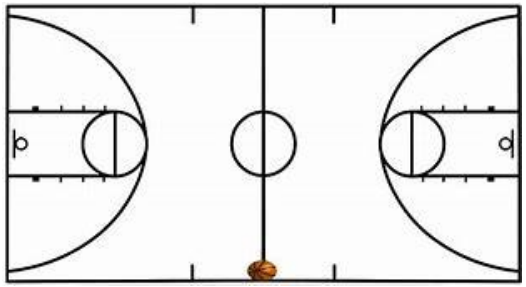
Subject Specific Vocabulary – Key words	
Head up	Teamwork
Movement	Control
Pace	Direction
Power	Accuracy
Bounce	Technique
Target	Focus
Attacking	Defending
Passing	Space
Shooting	Organisation

Local Clubs

Kent Crusaders Basketball Club

Key Skills - Objectives

- To become familiar with a basketball and learn the basic rules of the game
- To be able to perform the basic dribbling technique with control and accuracy
- To introduce and understand when passing is used in basketball
- To develop the understanding and knowledge of how to execute a successful set shot
- To work as a team to develop both attacking and defending skills
- To link all of the skills learnt into a game situation



Rules of the game

The objective of the game is to put the ball in the opposing team's basket. The team with the most points at the end of the game wins.

Scoring - A basket scored from near the basket (inside the three-point arc) is worth two points. A basket scored from far (beyond the three-point arc) is worth three points. A basket scored from the free-throw line is worth one point.

Famous People/Teams

- The LA Lakers
- LeBron James

Team Work / Fair Play

- Be respectful of other players and the opposition
- Win graciously
- Work together as a team rather than on your own

Year 3: PE - Dance

Subject Specific Vocabulary – Key words	
Improvise	Direction
Creative	Dynamics
Energy	Stage directions
Levels	Describe
Formations	Shapes
Unison	Symmetry
Stillness	Control
Posture	Start and finish positions
Timing	Control
Accuracy	Canon

Key Skills - Objectives

- Copy remember and perform a dance phrase.
- Create short dance phrases that communicate an idea.
- Use canon, unison and formation to represent an idea.
- Match dynamic and expressive qualities to a range of ideas.
- Use counts to keep in time with a partner and group.

Team Work / Fair Play

- Synchronisation
- Working as a group to perform movements

Famous People/Teams

- Darcey Bussell
- Diversity

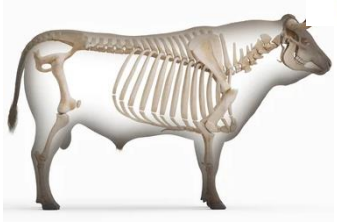
Year 3: Food and Bodies

Subject Specific Vocabulary

Balanced Diet	a diet that has the right amount of nutrients
biceps	a large muscle at the front of the upper arm
contract	when a muscle gets shorter and pulls
relax	when a muscle stops contracting
exoskeleton	a skeleton that some animals have that is outside their bodies like a suit of armour
joint	where bones meet; there are different types of joint that can move in different ways to make the body move
muscle	special organs that can contract and relax
nutrients	useful substances found in foods
skeleton	supports and protects the body, allowing movement
vertebrate	animal with a spinal column or backbone including mammals, birds, amphibians and fish

Working Scientifically

- ❑ Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- ❑ Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- ❑ Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- ❑ Measure the body using metres and centimetres.

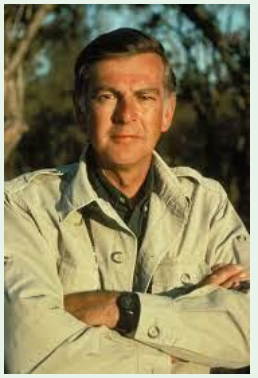


By the end of this unit I will be able to answer:

- ❑ What does food give our bodies?
- ❑ What do animals and humans need to be healthy?
- ❑ What do humans and some animals have in their body to support movement?
- ❑ Does our body need fat in our body or is it bad for us?
- ❑ What parts of the body has muscles?

Our famous scientist for this unit is:

Donald Johanson



Year 3 : PSHE- What can you do to be Healthy?

Subject Specific Vocabulary	
Relationship	The way in which two or more people or things are connected, or the state of being connected.
Illness	A disease or period of sickness affecting the body or mind.
Hygiene	The conditions or practices to maintain health and prevent disease, especially through cleanliness.
Risk	The possibility that something unpleasant or unwelcome will happen.
Diet	The kinds of food that a person habitually eats.
Collaborate	To work jointly on an activity or project.
Resolution	A firm decision to do or not to do something.
Safe	Protected from or not exposed to danger or risk; not likely to be harmed.

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

- What are the special people in my life and how do I look after them?
- How do I keep myself and my body safe?
- How do I work together and collaborate with others?
- What are the aspects of healthy eating and balanced diets?
- What is a danger and a risk?
- How can I assess and reduce risk.
- What drugs are harmful and what drugs are helpful?

Key Skills

- Children will learn how some illnesses are spread and how good hygiene can reduce the spread.
- Children will learn how to reduce the risk in a situation and how to assess what makes a risk.
- Children will learn what a balanced diet is and how the different food groups are used to make a balanced meal.
- Children will learn the difference between a danger or a risk, and how to avoid harmful situations
- Children will learn how the parts of the body work together to make everything work.

Year 3 : RE – How can God be described

Subject Specific Vocabulary	
Easter	Easter is a festival and holiday commemorating the resurrection of Jesus from the dead, described in the New Testament
Lent	Lent is a religious festival in the Christian calendar that begins on Ash Wednesday and ends approximately six weeks later, the night before Easter Sunday.
Crucifixion	Crucifixion is a method of punishment in which the victim is tied or nailed to a large wooden beam and left to hang until eventual death
Temptation	The desire to do something, especially something wrong or unwise.
Devil	A devil is the personification of evil as it is conceived in various cultures and religious traditions.
Overcome	Succeed in dealing with (a problem or difficulty)

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

- What is 'good' about Good Friday?
- Should religious people be sad when someone dies?
- Do sacred texts have to be 'true' to help people understand their religion?
- Can the arts help communicate religious beliefs?

Key Skills

- Children will be able to recall key events in the Easter story
- Children will be able to understand why Jesus' crucifixion symbolises hope for Christians.