

History - The Stone Age

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.




Key skills	
<ul style="list-style-type: none"> • Begin to use dates and historical terms to describe events. • Begin to use a timeline within a specific time in history to sequence how things may have happened. • Begin to recognise and quantify the different time periods that exist between different groups that invaded Britain. • Sequence events, artefacts and historical figures on a timeline using dates. • Begin to understand the concept of change over time, representing this, along with evidence, on a timeline. • Begin to explain the role that archaeologists have had in helping us understand more about what happened in the past. • Begin to understand why Britain would have been an important country to have invaded and conquered. 	
Important	
<p>Skara Brae The archaeological site found on the Orkney Islands in Scotland. It is a Stone Age village that has been well preserved.</p>	
<p>Stonehenge A famous Stone Age monument in Wiltshire.</p>	

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

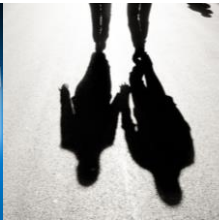
- What do I already know about life in the Stone Age?
- What is an archaeologist?
- What was life like in the Stone Age and how has it shaped our life today?
- What do Stone Age houses look like?
- How did Stone Age people survive? What did they eat? What did they wear? What was day to day life like?
- What tools did they use in the Stone Age?

Year 3: Art – Cave paintings

Subject Specific Vocabulary		Key Skills	By the end of this unit I will be able to answer:
Sketch	A rapid drawing or painting,	Create sketch books to record, review and revisit their observations.	<input type="checkbox"/> What features can I see in a cave painting? <input type="checkbox"/> What tools would I use to create different effects? <input type="checkbox"/> What media is best to create a cave painting and how can I achieve the same or similar colours? <input type="checkbox"/> What would I include in my own cave painting? <input type="checkbox"/> What do I like or dislike about my painting?
Blend	Gently intermingling two or more colours	Respond to art from other cultures and other periods of time.	
Smudge	This method adds depth, texture and shading.	Develop intricate patterns/ marks with a variety of media.	
Charcoal	Is a lightweight black carbon residue.	Drawing and painting with a range of materials [for example, pencil, charcoal, paint].	
Pigments	A pigment is a coloured material that is completely insoluble in water.	Create textures and patterns with a wide range of drawing implements.	
Engraving	Incising a design onto a hard surface.		
			<h3>Resources</h3> <ul style="list-style-type: none"> Paint brushes Charcoal Powder paint Water colours Sticks Fingers Pastels Cartridge paper Wall paper

Year 3: Light and Dark Knowledge Mat

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to answer:
reflection	A reflection occurs when a ray of light hits a surface and bounces off.	<ul style="list-style-type: none"> <input type="checkbox"/> Setting up simple practical enquiries, comparative and fair tests. <input type="checkbox"/> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. <input type="checkbox"/> Using results to draw conclusions. <input type="checkbox"/> Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables 	<input type="checkbox"/> What light and darkness is? And How it affects our eyes?
shadows	A shadow is formed when an object blocks out the light. The object must be opaque or translucent to make a shadow.		<input type="checkbox"/> How do our eyes see light? What part of the eye is used?
light source	The main light source for Earth is the Sun. Some other luminous objects give out light, for example, torches, candles and lamps.		<input type="checkbox"/> Where does our main source of light come from?
opaque	Opaque objects do not allow light to pass through them, in most cases creating a shadow.		<input type="checkbox"/> What are shadows? And how are they formed?
refraction	It is the change of direction of a light ray as it passes through different surfaces, for example, from air to water.		<input type="checkbox"/> Are there multiple sources of light?
periscope	A periscope is an instrument people use to look at things from a hidden position.		<input type="checkbox"/> Does the distance from a light source affect the size and shape of a shadow?
nocturnal	If something is nocturnal, it belongs to or is active at night. For example, bats and owls.		<input type="checkbox"/> Can you compare how the eyes of different species function compared to humans?
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.		



The scientist we will be focusing on in Thomas Young!

Year 3: Spanish I am learning

Subject Specific Vocabulary	
Hola	Hello (informal)
Buenos días	Hello (formal)
Estoy bien	I am good
Estoy mal	I am bad
Más o menos	So so
Adiós	Goodbye
Hasta luego	See you later
Me llamo...	My name is ...
uno	one
Dos	two
Tres	Three
Quatro	Four
Cinco	Five
Seis	Six
Siete	Seven
Ocho	Eight
Nueve	Nine
Diez	Ten
Los colores	The colours
Amarillo	Yellow
Blanco	White
Negro	Black

Subject Specific Vocabulary	
Azul	Blue
Verde	Green
Morado	Purple
Gris	Grey
Rojo	Red
Naranja	Orange
Marrón	Brown
Mi color favorito es el...	My favourite colour is....



Los colores



Questions and Answers

¿Cómo estás? = How are you?

¿Cómo te llamas? = What is your name?

¿Cuál es tu color favorito? = What is your favourite colour?

¿Cuál es el número? = what is the number?



Key skills:

- Ask and answer the question 'How are you?' in Spanish.
- Say 'Hello' and 'Goodbye' in Spanish.
- Ask and answer the question 'What is your name?' in Spanish.
- Count from 1-10 in Spanish.
- Say 10 colours in Spanish.

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

- How do you introduce yourself and say your name?
- What is the Spanish for the numbers 1-10?
- What are the names of the colours in Spanish?
- How do you explain how you are feeling?

Year 3 : Desktop Publishing

Subject Specific Vocabulary		Software and Tools	By the end of this unit I will know how to:	
Font	A font is a graphical representation of text that may include a different typeface, point size, weight, colour, or design.	Word Computers/Laptops Ipads	What is the difference between text and images?	
font style	The word font refers to a set of printable or displayable typography or text characters in a specific style and size.		How can communicate messages clearly?	
template	A template is a form used as a guide to make something		How do you change font style, size, and colours for a given purpose?	
orientation	Orientation is the positioning or overall layout of an item related to other items. For example, Portrait and Landscape are two common orientations found.		How do you edit text?	
placeholder	Placeholders in sample code and commands represent values that the reader must replace when they use the sample input		<div style="background-color: #76b82a; color: white; padding: 10px; text-align: center; font-weight: bold;">E-Safety</div>	Can you define the term 'page orientation'?
				Can you recognise placeholders and say why they are important?
			What is the best location for my content?	
			Can you make changes to content after you've added it?	
			Can you identify different layouts?	
<p>Unit Overview:</p> <p>During this unit, learners will become familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. They will use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. Learners will be introduced to the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover. They will start to add text and images to create their own pieces of work using desktop publishing software. Learners will look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.</p>		<p>I can explain why copying someone else's work from the internet without permission isn't fair and can explain what problems this might cause.</p>		

Year 3 : PSHE Zones of Regulation

Subject Specific Vocabulary	
Green Zone	The green zones means GO. Children will feel ready to learn and will experience emotions such as happy, calm and focused
Red Zone	The red zone means STOP. Children will need support when in this zone and will feel Angry and out of control.
Blue Zone	The blue zone means REST. Children will feel sad, sick and tired.
Yellow Zone	The yellow zone means SLOW. Children will feel frustrated, worried and excited.
Regulate	The ability to gain control over ones own emotional state.

By the end of this unit, I will be able to answer:
What strategies can you use when you are feeling one of the four Zones of Regulation?
What activities, people or item make me feel one of the four Zones of Regulation?
How can I communicate my feelings and manage my emotions?
If friends have fallen out, what strategies can be put in place to allow them to make up?
How can you maintain relationship with your friends?
Can you explain how your behaviour could affect other people?

Key Skills
Pupil will learn to understand their own emotions.
Pupils will learn to understand how to develop a positive self-image.
Pupils will learn how to develop and maintain healthy relationships
Pupils to recognise other people emotions along with their own.

The ZONES of Regulation

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified



Year 3: Music – Developing notation

Subject Specific Vocabulary	
Crotchets	A crotchet is a musical note with the time value of one beat
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.
Paired quavers	A pair of quavers: The notes are joined together by a beam. Together they equal one crotchet beat.
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.

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

How can you represent high and low sounds, and long and short sounds using symbols?

What are the differences between crotchets and paired quavers?

How do you apply spoken word to rhythms, understanding how to link each syllable to one musical note?.

Key Skills (Lesson Learning)

1. Creating high, low, long and short sounds by reading symbols.
2. To read a piece of music and understand some notes.
3. Learning to read simple pitch notation.
4. Reading simple rhythm notation.

The image shows four staves of musical notation illustrating different concepts:

- 1. 1/4 tone:** A sequence of notes on a staff with a treble clef and a 2/4 time signature. The notes are G4, A4, B4, C5, B4, A4, G4. Below the staff are the corresponding letter names: G4, A4, B4, C5, B4, A4, G4.
- 2. 1/8 tone:** A sequence of notes on a staff with a treble clef and a 2/4 time signature. The notes are G4, A4, B4, C5, B4, A4, G4. Below the staff are the corresponding letter names: G4, A4, B4, C5, B4, A4, G4.
- 3. 1/4 tone and remain:** A sequence of notes on a staff with a treble clef and a 2/4 time signature. The notes are G4, A4, B4, C5, B4, A4, G4. Below the staff are the corresponding letter names: G4, A4, B4, C5, B4, A4, G4.
- 4. Chromatic:** A sequence of notes on a staff with a treble clef and a 2/4 time signature. The notes are G4, A4, B4, C5, B4, A4, G4. Below the staff are the corresponding letter names: G4, A4, B4, C5, B4, A4, G4.



Year 3 : RE – Hinduism Diwali

Subject Specific Vocabulary	
Diwali	A Hindu festival with lights, held in the period October to November.
Brahman	The ultimate reality underlying all phenomena in the Hindu scriptures
Ramayana	One of the two great Sanskrit epic stories of the Hindus
Rangoli	Traditional Indian decoration and patterns made with ground rice, particularly during festivals:
Hindu	A follower of the religion of Hinduism.
Rama	The hero of the Ramayana, husband of Sita. He is the Hindu model of the ideal man.
Sita	The wife of Rama. She is the Hindu model of the ideal woman,
Exile	The state of being barred from one's native country.

By the end of this unit I will be able to answer:
<input type="checkbox"/> What is Hinduism and how is it different from other religions?
<input type="checkbox"/> Why is Diwali an important festival to Hindus?
<input type="checkbox"/> What is Rangoli?
<input type="checkbox"/> Why is it important to remember the old stories?
<input type="checkbox"/> Why is it a good thing to have a family celebration?
<input type="checkbox"/> What special foods are present at special occasions?

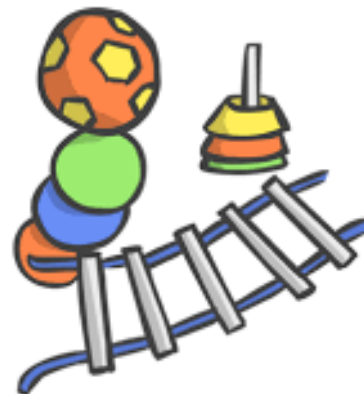
Key Skills
<input type="checkbox"/> I can tell you three important actions I could take to support a group I belong to.
<input type="checkbox"/> I can discuss my understanding of my group's symbol.
<input type="checkbox"/> I can describe some of the ways Hindus celebrate Diwali and start to explain how I think Hindu children might feel at Diwali.
<input type="checkbox"/> I can start to say why Diwali might bring a sense of belonging to Hindus.



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



Year 3: PE - Tennis

Subject Specific Vocabulary – Key words		Key Skills - Objectives	Rules of the game
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.	Children take part in exercises to develop their ability to play a Forehand shot in Tennis.	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".
Volley	When the ball is struck before it bounces on the ground.	The pupils take part in a number of exercises to learn the correct technique to perform the Backhand shot.	A player wins a set by winning 6 games, however the player must win by two games.
Serve	A shot to start a point.	Students learn to understand what a Volley shot is and how it can be used in a game of Tennis.	The full game is called a match and a player wins a match by winning either 2 out of the possible 3 sets.
Referee	A person who checks that the rules are being followed.	Students learn how to perform an underarm serve and also learn when a serve is used in a game of Tennis.	
Forehand	When a shot is made with the palm of the dominant hand facing forward.	Children use the skills they have learnt to compete in competitive games with their peers.	

Famous People/Teams
Andy Murray
Serena Williams
Roger Federer

