
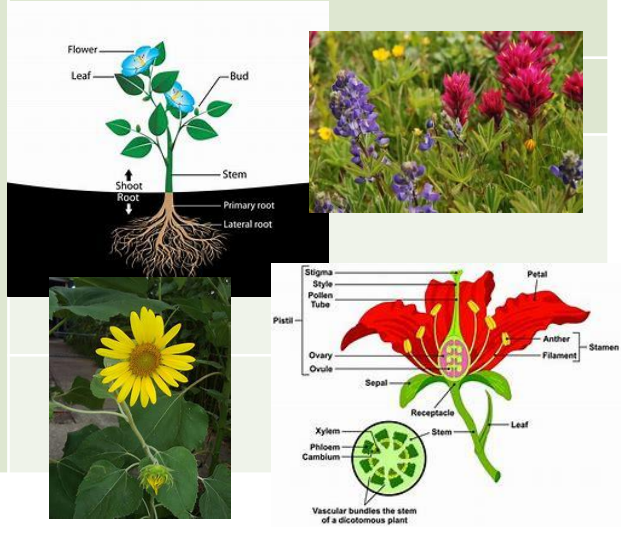


# Year 3: The Egyptians

Subject Specific Vocabulary			Key Skills
afterlife	Life after death. Ancient Egyptians believed that, after a person died, their soul could pass through the underworld and enter a paradise known as the Field of Reeds		<ul style="list-style-type: none"> <li>Devise independently a range of possible reasons for differences in a number of accounts</li> <li>Identify the Egyptian period on a timeline</li> <li>Sequence events</li> <li>Use dates and vocabulary relating to time accurately – ancient, modern, century, decade, BC and AD</li> <li>Recognise possible uses of a range of sources</li> <li>Comment on the importance of causes and events that happened in Egyptian time.</li> <li>Link period of times to</li> </ul>
hieroglyphics	A writing system, used by the ancient Egyptians, which used pictures (hieroglyphs) to represent sounds and words		
mummification	A technique used to preserve a body so that it could enter the afterlife		
Nile	A major river which flows through north-eastern Africa. It is thought to be the longest river in the world.		
pharaoh	The most powerful person in ancient Egypt and who ruled over the people.		
pyramid	Large structures, made from stone, that were commonly used as tombs for the pharaoh and their belongings.	<p><b>By the end of this unit I will be able to answer:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tutankhamun was the most famous Pharaoh. How and why did they become a Pharaoh?</li> <li><input type="checkbox"/> What was life like as an Egyptian? And how it is different to our current lives?</li> <li><input type="checkbox"/> What was the process of mummification and why did it happen?</li> <li><input type="checkbox"/> How did the Egyptians communicate to each other?</li> <li><input type="checkbox"/> Egyptians believed in many different gods. What were they? And what roles did they have?</li> </ul>	
Tutankhamun	A famous Egyptian pharaoh. He became pharaoh aged 10 and ruled until he was 19.		<p><b>Important Places</b></p> <p><b>Pyramids of Giza</b> The Giza Pyramids, built to endure an eternity, have done just that. The monumental tombs are relics of Egypt's Old Kingdom era and were constructed some 4,500 years ago.</p> <p><b>River Nile</b> The Nile River flows over 6,600 kilometers (4,100 miles) until emptying into the Mediterranean Sea.</p>
scarab	A large beetle found in Egypt. It was thought to represent resurrection and its image was used in good luck charms.		
sphinx	A mythical creature with the body of a lion, the wings of an eagle and the head of a human, falcon, cat or sheep.		

# Year 3: Science – How does your garden grow?

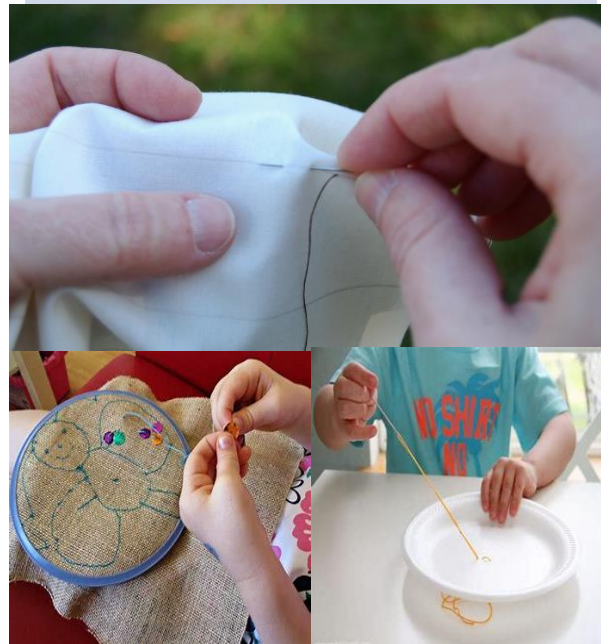
Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to:
<b>stem</b>	holds the plant upright and supports the leaves; it contains tubes that allow water to travel from the roots to the rest of the plant	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li><input type="checkbox"/> Set up simple practical enquiries, comparative and fair tests.</li> <li><input type="checkbox"/> Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</li> <li><input type="checkbox"/> Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li><input type="checkbox"/> Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li><input type="checkbox"/> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li><input type="checkbox"/> Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li><input type="checkbox"/> Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li><input type="checkbox"/> Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers.</li> <li><input type="checkbox"/> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li><input type="checkbox"/> Investigate the way in which water is transported within plants.</li> <li><input type="checkbox"/> Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>
<b>style</b>	the middle part of the carpel, connecting the ovary to the stigma		
<b>carpel</b>	female part of the flower – made of stigma, style and ovary		
<b>pollination</b>	Pollination is the act of transferring pollen grains from the male anther of a flower to the female stigma.		
<b>seed dispersal</b>	Seed dispersal is the movement or transport of seeds away from the parent plant.		
<b>seed formation</b>	A seed is a small baby plant enclosed in a covering called the seed coat, usually with some stored food.		
<b>germinate</b>	when a seed starts to grow and produce a root and shoot		
<b>stigma</b>	The stigma is usually sticky and receives pollen.		
<b>anther</b>	The stamen has a pollen producing structure at the end which is called the anther.		
<b>photosynthesis</b>	how green plants make their own food		



# Year 3: Art – Sewing

Subject Specific Vocabulary	
Sew	To join, fasten, or repair (something) by making stitches with a needle and thread or a sewing machine.
Stitch	A loop of thread or yarn resulting from a single pass or movement of the needle
Material	Cloth or fabric
Needle	A very fine slender piece of polished metal with a point at one end and a hole or eye for thread at the other, used in sewing
Hem	The edge of a piece of cloth or clothing which has been turned under and sewn.

Key Skills
Design a sketch to transfer onto their material.
Sew a row of stitches using a running stitch.
Thread the needle and understand how to knot the cotton.
Paint design on flag using fabric paints.




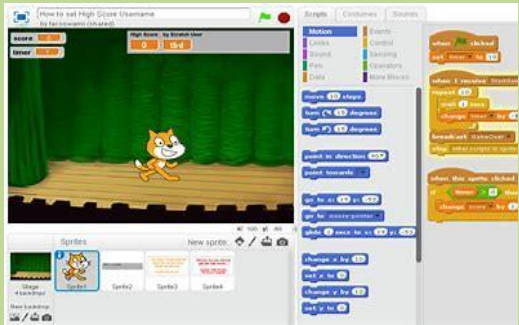
## By the end of this topic, I should know:

- How to thread the needle or tie a knot in the cotton.
- How to sew in a straight line around the hem and creating a channel for the string.
- That I need to paint carefully onto the material to recreate my design.

## Resources

- Paint brushes
- Fabric paint
- Fabric pens
- Material
- Needles
- Cotton
- scissors

## Computing – Events and actions in programs B

Subject Specific Vocabulary		Software and Tools	By the end of this unit I will be able to answer:
Debug	The process of identifying and removing errors from computer hardware or software	Sites that make extensive use of animation and videos: <a href="http://www.brainpop.co.uk">www.brainpop.co.uk</a> <a href="http://www.bbc.co.uk/bitesize/ks2">www.bbc.co.uk/bitesize/ks2</a> <a href="http://www.explanica.com/en">www.explanica.com/en</a>	<input type="checkbox"/> How do you move a sprite in Scratch?
Sprites	A sprite is a two-dimensional bitmap that is integrated into a larger scene, most often in a 2D video game.	Examples of Scratch animations online at: <a href="http://scratch.mit.edu/explore/projects/animations">http://scratch.mit.edu/explore/projects/animations</a>	<input type="checkbox"/> What do you need to do to create a maze in Scratch?
Project	An individual or collaborative enterprise that is carefully planned to achieve a particular aim		<input type="checkbox"/> What is a programme extension?
Extension blocks	Extra set of blocks that can be added to the block palette and extends the scope of the Scratch Editor		<input type="checkbox"/> What does debugging mean?
Commands	An instruction or signal causing a computer to perform one of its basic functions.		<input type="checkbox"/> How can you match a code to an outcome?
Code	Set of instructions, or a system of rules, written in a particular programming language		<input type="checkbox"/> How did you evaluate your project?
Maze	Mazes are a common form of game type projects, as they tend to be particularly easy to program		
Template	A template is a form, mold or pattern used as a guide to make something.		
<p>This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.</p>		<h3>E-Safety</h3> <p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p>	

# Year 3: PE – Tag rugby

## Subject Specific Vocabulary – Key words

Passing	Perseverance
Catching	Confidence
Dodging	Strategies
Tagging	Observing
Scoring	Feedback
Communication	
Collaboration	
Inclusion	
Honesty	
Fair play	

## Local Clubs

Gillingham Anchorians Rugby Club

Medway Rugby Football Club

## Key skills and objectives

To develop throwing, catching and running with the ball skills.

To develop an understanding of the Tag Rugby rules.

To learn and begin to use the 'forward pass' and 'off-side' rule.

To learn how to dodge a defender and move into space when running towards the goal.

To develop defending skills and use them in a game situation.

To apply the rules and skills you have learnt and play in a tag rugby tournament

## Team Work / Fair Play

Make sure you and your partners are aware of each other at all times.

Make sure you play safely on the grass

Understand how to use all equipment

## Famous People/Teams

Margaret Alphonsi- Played for Saracens at the World Rugby Football Club and is regarded as one of the top plyers worldwide..

Rochelle Amy Clark- Is one of the most famous female rugby players in English History. She represented England in the 2006, 2010, 2014 and 2017 Women's Rugby World Cup

Owen Farrell- Captain of Saracens and also one of the top point scorers in test history with over 1000 points from over 100 tests

Jonny Wilkinson- Is a former rugby union player. A fly-half who represented England and the British and Irish lions. He arguably has one of the greatest sporting moments with a winning drop kick to win the World Cup for England.



# Year 3: PE - Athletics

## Subject Specific Vocabulary – Key words

Arms	Eyes
Direction	Bend
Knees	Cushion
Drive	Ball
High	Forward
Shoulder	Pacing
Stride length	Breathing
Grip	Stance
Release	Javelin
Pump arms	Bend knees
Arms forward	Arm past head
Elbow first followed by the hand holding the javelin	

## Local Clubs

Medway Tri Club – Triathlon

Medway Park

Medway sport

## Key Skills - Objectives

Learn the correct technique used for short distance running

Understand how to perform the long jump correctly

Learn how to perform a seated overhead throw

Understand the importance of pacing in long distance running

To understand and perform the correct technique required to throw a foam javelin



## Team Work / Fair Play

Wait your turn before you jump/throw.

Be ready for your team mate to pass you the baton.

Be supportive of team mates, no matter how well they do.

## Famous People/Teams

Jessica Ennis-Hill - Heptathlete. She won Olympic gold in 2012, and silver in 2016. Ennis – Hill is also a 3 time world champion (2009, 2011, 2015)

Greg Rutherford – Long Jumper. He won Olympic gold in 2012, and at the 2015 and 2016 world athletics championships.

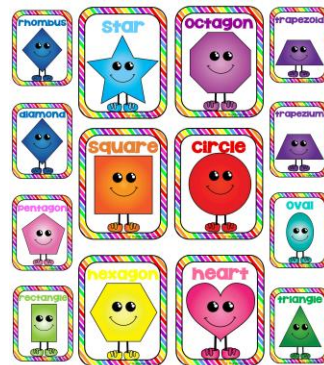
Mo Farah – Long distance runner. He is the most successful British track athlete in modern Olympic history. Farah won Olympic gold in the 5000 and 10000 m races in 2012 and 2016.

Fatima Whitbread – Javelin. She broke the world record javelin throw in 1986, and won medals in both the 1984 and 1988 Olympic games.

# Year 3: Spanish –Se (I know how) and las formas (shapes)

Subject Specific Vocabulary	
Bailar	to dance
Cantar	To sing
Cocinar	To cook
Saltar	To jump
Hablar	To speak
Escuchar	To listen
Comer	To eat
Beber	To drink
Ver la tele	To watch TV
Escribir	To write
Las formas	The shapes
Un triángulo	A triangle
Un cuadrado	A square
Un óvalo	An oval
Un círculo	A circle
Un rectángulo	A rectangle

Subject Specific Vocabulary	
Un hexágono	A hexagon
Un pentágono	A pentagon
Un rombo	A rhombus
Una línea	A line
Una estrella	A star
Dibujar	To draw
Uno	1
Dos	2
Tres	3
Quatro	4
Cinco	5



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

- How many shapes are there in this picture?
- How does a verb change when using se?
- How does the sentence change from positive to negative answers?



**Key skills:**

- say 5 verbs in Spanish.
- say 5 more verbs in Spanish.
- use the structure 'sé' (I know how) with the infinitive verbs in Spanish.
- use the negative structure 'no sé' (I do not know how) followed by infinitive verbs in Spanish.
- Use the conjunctions 'y' (and) & 'pero' (but) in Spanish.
- how to say 5 different shapes with the correct determiners in Spanish.
- how to say another 5 shapes with the correct determiners in Spanish.
- more about the 2 determiners for 'a' in Spanish.
- to revise numbers 1-5 in Spanish.

# Year 3 RE: Islam – Rules and how they influence actions

Subject Specific Vocabulary		By the end of this unit, I will know:	Key Skills
Sawm	The action of fasting from dawn till dusk during the month of Ramadan.	<input type="checkbox"/> There are five pillars of faith in Islam.	<ul style="list-style-type: none"> <li>• Know some key religious beliefs, ideas and teachings.</li> <li>• Recognise how moral values and religious beliefs can influence behaviour.</li> <li>• Understand some religious codes of conduct and rules for living, considering the effect of these on daily life.</li> </ul>
Ramadan	The ninth month of the Islamic calendar. During this month, Muslims fast, and devote their time to prayer and to Allah.	<input type="checkbox"/> Ramadan is a period of fasting and prayer for Muslims.	
Hajj	The Muslim pilgrimage to Meccah, which takes place in the last month of the Islamic calendar. All Muslims are expected to make the journey at least once in their life.	<input type="checkbox"/> Muslims pray five times a day to Allah.	
Shahadah	A profession of faith. "there is no god but Allah, and Muhammad (pbuh) is the messenger of Allah."	<input type="checkbox"/> Muslims feel it is important to give some of their wealth to charities and the community.	
Salah	The act of prayer. All Muslims pray 5 times a day at specific times.	<input type="checkbox"/> Id-UI-Fitr is a celebration to mark the end of Ramadan.	
Zakat	Giving a portion of your wealth to charity to help others.		
Id-UI-Fitr	A religious holiday celebrated to mark the end of Ramadan.		
Fast	If you are fasting, it means that you are not eating or drinking for a period of time.		





# Year 3 : PSHE Growing and Changing

Subject Specific Vocabulary	
<b>Decisions</b>	A conclusion or resolution reached after consideration.
<b>First-Aid</b>	First aid is the first and immediate assistance given to any person suffering from either a minor or serious illness or injury
<b>Personal Space</b>	Personal space is the comfortable distance between you and another person that you are talking to or stood next to.
<b>Collaboration</b>	The action of working with someone to produce something.
<b>Organs</b>	Organs are the body's recognizable structures (for example, the heart, lungs, liver, eyes, and stomach) that perform specific functions

By the end of the of this unit I will be answer:
What are the different types of relationships?
What is happening to my body is the same thing that happens to everyone's body?
Is it ok for my emotions to change throughout the day?
How can you accept the views of others and understand that we don't always agree with each other?
Who do you have a positive healthy relationships with?
Can you identify when it is appropriate or inappropriate to allow someone into your body space?
What is basic first-aid?

Key Skills
Pupils learn about keeping safe in the local environment.
Pupils recognise that everyone grows and changes through the human life cycle
Pupils learn the basic concepts of first-aid.
Pupils recognise how the body works collaboratively to stay alive, and how teamwork helps them in other areas of their life.
Pupils identify different relationships and who they have relationships with.



# Year 3: Music – Musical Styles

## Subject Specific Vocabulary

Psychological Impact	The impact that something has on a situation, process, or person is a sudden and powerful effect that it has on them.
Musical Artist	One who composes, conducts, or performs music, especially instrumental music.
Role Models	A person who serves as a model in a particular behavioral or social role for another person to emulate.
Influences	A power affecting a person, thing, or course of events.
Styles	The way in which something is said, done, expressed, or performed

## Key Skills (Lesson Learning)

1. Focus on the deeper musical learning with the song/piece
2. Place the song/piece in its historical, cultural and global context
3. Does the music make you want to dance?
4. Can you keep the beat with your feet?
5. Find an understanding and/or connection to the song or music
6. Apply word chants to rhythms, understanding how to link each syllable to one musical note

## By the end of this unit I will know:

- What are the different styles of music in the world?
- Are there any music styles that are linked to countries?
- What is your favourite style of music?
- Can you recreate a style of music.
- What years in history is the style of music linked to.

