
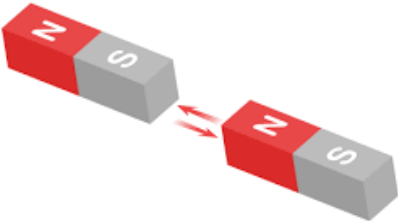

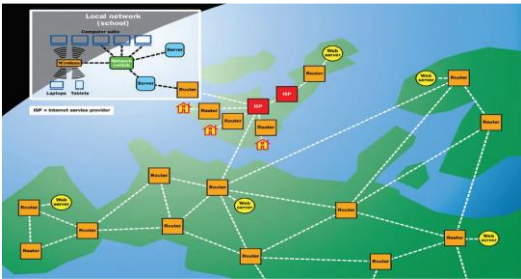




Year 3: Forces and Magnets Knowledge Mat

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to answer.	
magnetic	If an object is magnetic, that means it has a magnetic field and will attract objects which contain materials such as Iron, Cobalt and Nickel in them.	<ul style="list-style-type: none"> ❑ Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. ❑ Identify differences, similarities or changes related to simple scientific ideas and processes. ❑ Set up simple practical enquiries, comparative and fair tests. ❑ Use straightforward scientific evidence to answer questions or to support their findings. 	What links are there between the earth and magnets?	
non-magnetic	If an object is non-magnetic, then it does not have a magnetic field and will not attract magnetic materials.		What does a magnet ALWAYS have?	
attract	When you place opposite poles of a magnet together, they will attract each other and be drawn closer together.		What type of materials are attracted to magnets?	
repel	When you place similar poles of a magnet together, they will repel and move further away from each other.		What materials do objects contain to be magnetic?	
magnetic pole	Either of two areas on the earth's surface, one near the geographic north pole and one near the geographic south pole, where the Earth's magnetic fields are strongest.		<div style="text-align: center;">  </div> <div style="text-align: center;">  </div>	Our famous scientist for this unit is:
magnetic field	A magnetic field is the area around the magnet where it can attract or repel things. When you bring two magnets together they will either attract or repel.			<div style="text-align: center;">  <p>Michael Faraday</p> </div>

Year 3 : We are Network Engineers (Computing)

Subject Specific Vocabulary		Software and Tools	By the end of this unit I will be able to answer:	
Command prompt	A command prompt is a command line interpreter application available in most Windows operating systems. Its used to execute entered commands.	Sites offering access to networking tools via the web: <ul style="list-style-type: none"> • http://centralops.net/co • www.ultratools.com • http://network-tools.com <p>(The information returned is for the web server and not the computer you're accessing them from).</p> <p>Raspberry Pi: www.raspberrypi.org</p>	<input type="checkbox"/> What is the name of some of the hardware that connects computers? <input type="checkbox"/> How does data pass across the internet? <input type="checkbox"/> What happens when you use the ping, ipconfig and tracert commands? <input type="checkbox"/> How do networks keep you safe online?	
Internet	A global computer network providing a variety of information and communication facilities.		<input type="checkbox"/> How does hardware work and how does it connect computers? <input type="checkbox"/> Can you describe how data passes across the internet? <input type="checkbox"/> Can you describe how the ping, ipconfig and tracert commands are used?	
IP Address	A unique string of numbers separated by full stops that identifies each computer using the internet.		<input type="checkbox"/> Why should you be careful about sharing personal information on the internet? <input type="checkbox"/> How is the school computer linked to a web server abroad?	
Network	A number of interconnected computers or machines.		<input type="checkbox"/> How many different ways is data passed across the internet?	
Packet of data	Everything you do on the internet involves packets. The packets carry the data in the protocols that the internet uses.		<h2 style="text-align: center;">E-Safety</h2> <p>Emphasise that the pupils should not change settings or alter files on computers unless they have permission and can undo any harm done.</p> <p>It's tricky to set a balance between encouraging experimentation and ensuring safe, respectful and responsible use.</p> 	
Wi-fi	A facility allowing computers, smartphones, or other devices to connect to the internet or communicate with one another wirelessly within a particular area.			
Ping	Query another computer on a network to determine whether there is a connection to it.			
Router	A device which forwards data packets to the appropriate parts of a computer network			
<p>Unit Overview: In this unit, the pupils investigate how computer networks work. They use a simulation and learn some simple command prompt (c:) tools for testing network connections.</p>				

Year 3: Spanish Numbers and Seasons

Subject Specific Vocabulary	
The numbers	Los numeros
Once	11
Doce	12
Trece	13
Catorce	14
Quince	15
Dieciseis	16
Diecisiete	17
Dieciocho	18
Diecinueve	19
Veinte	20



Key skills:

- say numbers 11-15 in Spanish.
- say numbers 16-20 in Spanish.
- count from 1-20 in Spanish.
- Explain the different weathers in each season
- Explain what happens in each season and what clothes you wear

Subject Specific Vocabulary	
El invierno	Winter
La primavera	Spring
El verano	Summer
El otoño	Autumn
Las estaciones	The seasons
Hay cuatro estaciones	There are four seasons.
En invierno	In winter
Hace frío	It is cold
Nieva	It snows/ it is snowing
Y	and
En otoño	In autumn
Los árboles pierden sus hojas	The trees lose their leaves
Mi estación favorita es	My favourite season is
Porque	Because
En verano	In summer
Hace sol	It is sunny
Hace calor	It is hot
En primavera	In spring
Las flores crecen	The flowers grow
Los pájaros cantan	The birds sing

Questions and Answers

How many seasons are there?= Hay Cuatro estaciones= There are four seasons

What is your favourite season? Mi estación favorita es= My favourite season is...

¿ Qué número tienes? – what number do you have?

Tengo el número catorce.- I have the number 14



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

- How many seasons are there?
- How do you say the four seasons in Spanish?
- What is the weather outside?
- How many do you have?
- How many have I got?

Year 3: PE - Football

Subject Specific Vocabulary – Key words

Touch	Movement
Direction	Control
Turn	Pass
Strike	Laces



Key Skills - Objectives

- To understand the basic rules of football and explore ways of using the feet to move the ball
- To learn the correct technique to dribble a ball and change direction
- To learn different passing techniques and begin to control the ball
- To learn different passing techniques and begin to be able to pass over a long distance
- To learn different shooting techniques and be able to strike a ball using laces
- To use all skills learnt and put them into a game situation



Rules of the game

- You cannot touch the ball with your hands.
- Work as a team to move the ball across the pitch to score a goal.
- Each team has 1 goalie.

Team Work / Fair Play

- Passing the ball
- Working as a team to score goals

Famous People/Teams

- Beth Mead
- Leah Williamson
- Harry Kane
- Jack Grealish

Year 3: PE - Dodgeball

Subject Specific Vocabulary – Key words

Throwing	Knees bent
Moving target	Interception
Jump	Angle
Dodge	Pass
Duck	Timing
Dip	
Dive	
Catching	
Block	
Control	
Heads up	

Key Skills - Objectives

I can throw with some accuracy and I am beginning to catch with some consistency.

I work co-operatively with my group to self-manage games.

I am learning the rules of the game and I am beginning to use them to play fairly.

To use jumps, dodges and ducks to avoid being hit.

To learn how to block using the ball.

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

Brian Williams – founded 5 new dodgeball clubs in Worcestershire to raise awareness about this sport and give people in that area a chance to explore their talent.

Ciara Wong – captain of NI Knights and KaPow Black Widows. In the most recent European championships, she led the Knights to their highest position in the history of the club.

Local Clubs

Canterbury Crocodiles Dodgeball Club



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.

1. 1/4 tone

2. 1/8 tone

3. 1/4 tone and remain

4. Chromatic

Frequency

musical



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.

Year 3: Climates – Coasts and settlements

Subject Specific Vocabulary

Megacity	A very large city, typically one with a population of over ten million people.
Settlement	A place, typically one which has previously been uninhabited, where people establish a community
Nation	A large body of people united by common descent, history, culture, or language, inhabiting a particular country or territory
Human characteristics	What has been put in a place, not by nature, but by humans.
Physical characteristics	The study of our planet and its systems (ecosystems, climate, atmosphere, hydrology)
Erosion	the process of <u>eroding</u> or being <u>eroded</u> by wind, water, or other natural agents.
Coasts	the part of the land <u>adjoining</u> or near the sea. 



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

- What are the 4 nations, capital cities and seas in and around the UK?
- How have physical and human characteristics changed over time?
- What is erosion and how does it take place?
- What are the different types of erosion?
- I can compare different places and explain how erosion has changed it?

Key Skills

- Compare the characteristics of the four nations and capital cities of the United Kingdom and its surrounding seas.
- Begin to identify, name and locate counties and cities of the United Kingdom and its surrounding seas.
- Begin to understand how some aspects of human and geographical features have changed over time.
- Begin to compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use.
- Begin to identify the main physical and human characteristics of the countries of Europe.
- Describe how the locality of the school has changed over time.
- Formulate and respond to geographical questions about the physical and human characteristics of a location.
- Describe key aspects of human geography including settlements and land use of an area in the United Kingdom and an area in a European country.



Year 3: DT – Christmas crafts

Subject Specific Vocabulary		Key Skills	By the end of this unit, I will be able to
Cut	make or form (something) by using a sharp tool to remove material.		Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
Attach	join or fasten (something) to something else.	Investigate and analyse a range of existing products.	Follow step- by-step plan, choosing the right equipment and materials.
Glue gun	Glue-gun meaning An electric gun -shaped device that heats up cylindrical canisters of glue, and ejects the hot glue when the trigger is squeezed.	Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.	Design a product and make sure that it looks attractive.
Accurately	in a way that is correct in all details; exactly	Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.	Evaluate my work
Decorate	make (something) look more attractive by adding extra items or images to it.		
			Resources
			Card, paint, glue, glitter, pompoms, pipe cleaners, loo rolls, paper plates, cotton wool



Year 3 : PSHE Relationships

Subject Specific Vocabulary	
Relationship	The way in which two or more people or things are connected, or the state of being connected.
Secret	Something that is kept or meant to be kept unknown or unseen by others
Surprise	An unexpected or astonishing event, fact, etc.
Danger	The possibility of suffering harm or injury
Strategies	A plan of action designed to achieve a long-term or overall aim
Conflict	A struggle and a clash of interest, opinion, or even principles.
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 or lost.

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

Who are the special people in your life and how can you look after them?

How can you keep yourself and your body safe?

How can you solve a problem if you ever find yourself in one?

What is a healthy relationship and how can you achieve this?

What is a danger?
What is a risk?

What is the difference between and secret and a surprise?

Are all families the same? Or are they different?

Key Skills

Children will learn how to look after the special people in their lives

Children will learn the NSPCC pants rule, and how to keep their private body parts safe.

Children will learn to identify conflicts and issues and learn how to resolve them in a sensible manner.

Children will learn the difference between a danger or a risk, and how to avoid harmful situations

Children will learn that all families are different and some children have more or less members in their families.



Year 3 : RE – Christianity – what does Christmas mean to you?

Subject Specific Vocabulary	
Christmas	The annual Christian festival celebrating Christ's birth, held on 25 December in the Western Church
Incarnation	A person who embodies in the flesh a deity, spirit, or quality
Trinity	The three persons of the Christian Godhead; Father, Son, and Holy Spirit
Messiah	Jesus regarded by Christians as the Messiah of the Hebrew prophecies and the saviour of humankind
Celebration	A social gathering or enjoyable activity held to celebrate something
Christians	A person who has received Christian baptism or is a believer in Christianity
Jesus	The central figure of the Christian religion

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

- Do I celebrate Christmas? What do I like about it if I do?
- Can I see a difference between what Christmas might mean to a Christian and what the more commercial messages are?
- What is important to me at this time of year?
- Can I explain the importance of the Christmas story?
- What do I feel about Christmas?
- Can I explain who are the important people in the story and why are they significant?



Key Skills

- I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.
- I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.
- I can start to tell you what Christmas means to Christians and what it means to me.

