

# Year 3: Geography- What makes the Earth shake?

## Subject Specific Vocabulary

<b>eruption</b>	An explosion of steam or lava from a volcano.
<b>aftershock</b>	A shaking event that follows an earthquake. Sometimes more damaging than the original earthquake.
<b>tsunami</b>	A long, high wave usually caused by an earthquake in the ocean.
<b>magma</b>	Hot fluid or semi-fluid material below or within the Earth's crust from which lava is formed.
<b>lava</b>	Hot, molten or semi-fluid rock erupted from a volcano, or solid rock, resulting from cooling of this.
<b>dormant</b>	A dormant volcano is an active volcano that has not erupted in the past 10,000 years.
<b>fault</b>	Fractures in the Earth's crust where rocks on either side of the crack have slid past each other.
<b>magnitude</b>	If you talk about the magnitude of something, you are talking about its great size.
<b>landslide</b>	A landslide is a collapse of a mass of earth or rock from a mountain or cliff.
<b>tectonic plates</b>	The Earth's outer shell is made up of huge slabs of moving rock called tectonic plates.
<b>saturated</b>	Holding as much water or moisture as can be absorbed; thoroughly soaked.



## Key Skills



- Understand how physical processes can cause hazards to people
- Understand and describe the workings of **volcanoes, earthquakes and tsunamis**
- Identify places in the world which are known to be at risk of **earthquakes**
- Identify places in the world which have active **volcanoes** or volcanic eruptions in recent years
- Identify places which have been affected by **tsunamis**
- Identify the difference between **active, dormant** and **extinct** including specific numbers.
- Under how hot lava is and how dangerous it can be to **people** and **environments**.
- Identify how many **active** volcanoes there are around the world.



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

- What are volcanoes? And how do they erupt?
- Where are volcanoes often located?
- What is the difference between active, dormant and extinct volcanoes?
- What are earthquakes? And how do they happen?
- What happens when an earthquake take place?
- What places around the world are at risk for earthquakes?
- What is a tsunami? And how does it happen?
- What is a hurricane? And why is it caused?

# Year 3: Rocks- What are the different types of rock?

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to answer:
<b>fossil</b>	A fossil is the preserved remains or traces of a dead organism.	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying differences or similarities or changes related to scientific ideas or processes.</li> <li><input type="checkbox"/> Recording findings using simple scientific language.</li> <li><input type="checkbox"/> Reporting on findings from enquiries.</li> <li><input type="checkbox"/> Gathering, recording, classifying and presenting data in a range of ways.</li> </ul>	What have rocks been used for. And how long have been used for?
<b>soil</b>	Soil consists of a mix of organic material (decayed plants and animals) and broken bits of rocks and minerals.		How and where can you find sedimentary rocks?
<b>crystals</b>	Crystals are a special kind of solid material where the molecules fit together in a repeating pattern.		What are metamorphic rocks and how are they formed?
<b>sedimentary</b>	Sedimentary rocks are made when sand, mud and pebbles get laid down in layers. Over time, these layers are squashed under more and more layers.		What is an igneous rocks and how is it formed?
<b>metamorphic</b>	When a rock experiences heat and pressure, it becomes a metamorphic rock. All metamorphic rocks start as another type of rock.		What is a fossil?
<b>igneous</b>	Igneous rock is formed when magma cools and solidifies. It may do this above or below the Earth's surface.		Where can you find fossils?
<b>organic matter</b>	Organic matter is matter that has come from a recently living organism. It is capable of decaying		Our famous scientist for this unit is:
<b>permeable</b>	If a rock is permeable, it means that water is able to pass through the rock.		<b>Mary Anning</b>
<b>impermeable</b>	Impermeable means that water cannot easily pass through the rock.		

# Year 3: DT – What is the best structure for a Volcano?

Subject Specific Vocabulary	
Prove	To show after a time or by experience that something or someone has a particular quality.
Design	To make or draw plans for something.
Criteria	A principle or standard by which something may be judged or decided.
Attractive	Very pleasing in appearance.
Explain	To make something clear or easy to understand by describing or giving information about it.
Papier Mache	A composite material consisting of paper and glue.
Structure	Something that has been built.

Key Skills
Generate, develop model and communicate ideas through discussion, annotated sketches and cross sectional diagrams.
Select from a range of tools to perform practical tasks.
Evaluate their own ideas and products against the design criteria, and consider the views of others to improve their work.
Apply understanding of how to strengthen, stiffen and reinforce structures.



By the end of this unit, I will be able to:
Prove that my design meets some set criteria.
Design a product and make sure that it looks attractive.
Join materials in different ways.
Explain what went well with my work.
Measure materials to use in model or structure.
Resources
Newspaper
Card
Glue
Paint
Plastic bottles

# Year 3: Spanish- Animals

## Subject Specific Vocabulary

un león	a lion
un pájaro	a bird
un conejo	a rabbit
un caballo	a horse
un cerdo	a pig
los animales	the animals
un ratón	a mouse
un mono	a monkey
un pato	a duck
una oveja	a sheep
una vaca	a cow



**LOS ANIMALES**



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

- How do I say I am..... In Spanish?
- What are the names of the 10 common animals?
- What does an accent or stress placement do to the letter and how do I pronounce it correctly?



## Questions and answers

Adivina qué soy

Guess what I am

## Key skills

- Name and recognise up to 10 animals in Spanish.
- Attempt to spell some of these nouns with their correct indefinite article.
- Understand that the nouns and determiners are said in a different order in Spanish.
- Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am).

el perro



el pájaro



el gato



el caballo



el pez



el hámster






el conejo



la cobaya



# Year 3 : Creating media - Animation

Subject Specific Vocabulary		Software and Tools	By the end of this unit I will know how to:
Flip books	A booklet with a series of images that very gradually change from one page to the next, so that when the pages are viewed in quick succession, the images appear to animate	I motion on iPad  Stop motion studio on tablets	Explain that animation is a sequence of drawings or photographs
Sequence	A particular order in which related things follow each other	  	Relate animated movement with a sequence of images
E-safety	Being aware of how to stay safe online.		Plan an animation
Animation	The technique of photographing successive drawings or positions of puppets or models to create an illusion of movement when the film is shown as a sequence.		Identify the need to work consistently and carefully
Frame	A single complete picture in a series forming a cinema, television, or video film		Review and improve an animation
Story board	A sequence of drawings, typically with some directions and dialogue, representing the shots planned for a film or television production.	<div style="background-color: #92d050; color: white; text-align: center; padding: 10px;"> <h2>E-Safety</h2> </div>	Evaluate the impact of adding other media to an animation
Onion skinning	A technique used in creating animated cartoons and editing movies to see several frames at once.		Show respect for my partner's ideas.
<b>Unit Overview:</b> Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.	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.		Use onion skinning to help me make small changes between frames.
			Explain ways to make my animation better.
			Evaluate my final film.
			

# 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

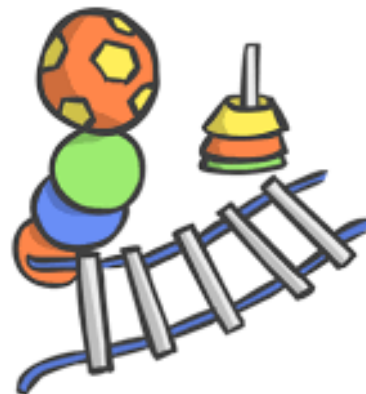
To become familiar with different movement patterns and techniques

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 - Hockey

## Subject Specific Vocabulary – Key words

Heads up	Knees bent
Hands wide apart	Loose right hand
Strong side	Angle
Push	Strike
Draw	Timing
Accelerate	Interception
Jab	Block
Flat stick	Tackle
Dribble	Pass
Control	Knees bent
Heads up	Loose right hand

## Key Skills - Objectives

To explore the shake hands grip and reverse grip when travelling with the ball

To dribble with direction and explore the reverse stick

To explore passing over a distance whilst on the move and learn how to stop the ball

To explore how to attack

To explore how to defend and tackle

## 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

Adam Dixon – GB captain since 2019. Won bronze at the 2014 Commonwealth Games. Competed at the 2016 Olympics.

Richard Dodds OBE – Former captain of the 1988 Gold medal winning Olympic team in Seoul.

Kate Richardson-Walsh – Captain of the GB women's hockey team that won gold at the 2016 Olympics in Brazil. Captain for 13 years.

## Local Clubs

Gillingham Anchorians



# Year 3: Music – What is your favourite type of music?

## Subject Specific Vocabulary

Tempo	An Italian word used to describe how fast/slow the music goes.
Verse	A section in a song which has the same tune but different words
Chorus	A repeated section in a song which gives the main message.
Dynamics	How loud or quiet the music is.
Improvise	To make up a tune and play it on the spot; there is an assumption that it can never be recreated.

## Key Skills (Lesson Learning)

1. Move in time with a steady beat
2. Copy back and improvise simple melodic patterns using the three given notes
3. Understand that the speed of the beat can change, creating a faster or slower pace (tempo)
4. Explain your thoughts and feelings about the music together.
5. Copy back rhythms from memory or with notation
6. Sing expressively, with attention to the meaning of the words.
7. Create and/or identify rhythm patterns using minims, crotchets, quavers and their rests.
8. Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note range.
9. Learn the design/structure of the song
10. Describe what the song means and why it was chosen to share.

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

### Ragtime music:

- When was Ragtime music popular?
- Who was Ragtime music composed by?
- What is Ragtime music?

### Kwela dance music:

- What is Kwela dance music?
- Where was Kwela dance music played most frequently?
- What is the name for 'feeling the music' in your body?

### Pop music:

- Why is it known as Pop music?
- Who are famous people you know who perform Pop music?





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

Subject Specific Vocabulary	
<b>Relationship</b>	The way in which two or more people or things are connected, or the state of being connected.
<b>Illness</b>	A disease or period of sickness affecting the body or mind.
<b>Hygiene</b>	The conditions or practices to maintain health and prevent disease, especially through cleanliness.
<b>Risk</b>	The possibility that something unpleasant or unwelcome will happen.
<b>Diet</b>	The kinds of food that a person habitually eats.
<b>Collaborate</b>	To work jointly on an activity or project.
<b>Resolution</b>	A firm decision to do or not to do something.
<b>Safe</b>	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 : RE – Events in the life of Jesus

## Subject Specific Vocabulary

God	is conceived of as the supreme being, creator deity, and principal object of faith.
Jesus	Son of God, a religious leader
Christian	A person adhering to the religion based on the teachings of Jesus <b>Christ</b> .
Disciples	A personal follower of Christ during his life, especially one of the twelve Apostles.
Miracle	An extraordinary and welcome event that is not explicable by natural or scientific laws and is therefore attributed to a divine agency
Parable	A simple story used to illustrate a moral or spiritual lesson, as told by Jesus in the Gospels.
Sin	Is a transgression against divine law.
Forgiveness	Is the release of resentment or anger

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

How the teachings of Jesus links with the teachings of other religious leaders.

Why each of the stories of the acts of Jesus teaches Christians a lesson – How they interpret his teachings.

Why the teachings of Jesus can influence our own behaviour, even if we are not Christian.



## Key Skills

Children will learn about stories of the lives of key religious people.

Children will think about examples of the ways in which personal and religious beliefs may influence their behaviour and that of others.

Pupils will have the opportunity to look at, observe and possibly handle Bibles.

Children will be able to recognise and describe some religious values in relation to matters of right and wrong.

