


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.
fossil	A fossil is the preserved remains or traces of a dead organism.	<ul style="list-style-type: none"> <input type="checkbox"/> Identifying differences or similarities or changes related to scientific ideas or processes. <input type="checkbox"/> Recording findings using simple scientific language. <input type="checkbox"/> Reporting on findings from enquiries. <input type="checkbox"/> Gathering, recording, classifying and presenting data in a range of ways. 	What have rocks been used for. And how long have been used for?
soil	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?
crystals	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?
sedimentary	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?
metamorphic	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?
igneous	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?
organic matter	Organic matter is matter that has come from a recently living organism. It is capable of decaying		<p>Our famous scientist for this unit is:</p> <p style="text-align: center;">Mary Anning</p> 
permeable	If a rock is permeable, it means that water is able to pass through the rock.		
impermeable	Impermeable means that water cannot easily pass through the rock.		



Year 3: Art – Cave paintings

Subject Specific Vocabulary	
Cave painting	A prehistoric picture on the interior of a cave, often depicting animals
Blend	Gently intermingling two or more colours
Smudge	This method adds depth, texture and shading.
Charcoal	Is a lightweight black carbon residue.
Pigments	A pigment is a coloured material that is completely insoluble in water.
Shades	A pure colour mixed with black to create a darker version of that colour.
Tints	A colour mixed with white to create a lighter, paler version of the original colour, often resulting in a pastel shade.
Natural material	Substances that come directly from nature, like plants, animals, or the earth
Media	The materials or substances an artist uses to create a work, such as paint, clay, or charcoal.
Tools	Things used by artists to create artworks.



Key Skills
Can use a sketchbook to record media explorations and experimentations, test ideas, and methods.
Respond to art from other cultures and other periods of time.
Develop intricate patterns/ marks with a variety of media.
Can use a variety of media and explore their qualities to draw (sometimes combined in one drawing) e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.
Create textures and patterns with a wide range of drawing implements.
Can use and select paint for purpose e.g. colour washes or for blocking in colour. Can use a range of paint (water colours, powder paint, poster paints) to create visually interesting pieces.
Can demonstrate increasing control of brushstrokes. Can use a range of brushes/tools when using paint or ink.
Can mix secondary colours and experiment with colour mixing results. Know how to mix colour, shades, tints and tones.
Can work from imagination and work with increasing confidence from observation to create a considered composition.



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

- What features can I see in a cave painting?
- What tools would I use to create different effects?
- What media is best to create a cave painting
- What would I include in my own cave painting?
- How do I make my own colours using natural materials?
- How do I create lighter and darker tints?

Resources

- Paint brushes
- Paint and pastels
- Charcoal
- Sticks
- Fingers
- Cartridge paper
- Berries
- Mud
- Plants and leaves



History - How did daily life change from the stone age to the iron age?

Subject Specific Vocabulary

gather	to collect things
ancient	-very, very old
bow and arrow	-a type of weapon made from a curved piece of wood (bow) and a long thin piece of wood with a pointed end (arrow)
archaeologist	a skilled person who gathers information to tell others about ancient (very old) times
mine	to dig out from underground metal - a hard, shiny material that people can find in the ground
blunt	not sharp
iron	a silver-grey metal that is found in the earth weapon - an object used to attack or defend
bronze	an alloy metal made of molten tin and copper
roundhouse	a round dwelling with a conical roof
settlement	an area where a community decides to live
hill fort	a settlement built on a hill for defence purposes



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

- How do we know about the stone age?
- What did people eat in the stone age?
- How did tools change in the bronze age?
- How did the bronze age move into the iron age?
- How did homes change from the stone age to the iron age?
- How does life compare now to the stone age, bronze age and iron age?

Key skills




- I can find out how we know about life in the Stone Age by using clues from the past.
- I can explain what people ate in the past and where it came from.
- I can explain how metal tools were different from stone tools.
- I can explain what changed when people started using iron instead of bronze.
- I can explain how homes changed during these times and contrast these to the modern day.

Historical skills

- evidence and interpretation
- thinking critically
- cause and consequence
- similarity and difference
- compare and contrast



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:
Digital device	A machine with a computer inside that uses digital data to perform tasks like storing, sending, and processing information.	Sites offering access to networking tools via the web: • http://centralops.net/co (The information returned is for the web server and not the computer you're accessing them from). Raspberry Pi: www.raspberrypi.org	<input type="checkbox"/> How does a digital device work?
Password	A string of characters that must be keyed to gain access to a computer, network, or service or to a phone or similar device.		<input type="checkbox"/> What parts make up a digital device?
Inputs	A place where, or a device through which, energy or information enters a system.		<input type="checkbox"/> How do digital devices help us?
Outputs	A place where power or information leaves a system.		<input type="checkbox"/> How am I connected?
Processes	A series of actions or steps taken in order to achieve a particular end.		<input type="checkbox"/> How are computers connected?
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.		<input type="checkbox"/> What does our school network look like?
Network	A number of interconnected computers or machines.	E-Safety	<p>Unit Overview: Learners will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced to computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learners will discover the benefits of connecting devices in a network.</p> 
Server	A computer or computer program that manages access to a resource or service in a network	Emphasise that the pupils should not change settings or alter files on computers unless they have permission and can undo any harm done. It's tricky to set a balance between encouraging experimentation and ensuring safe, respectful and responsible use.	

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



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
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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).



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.



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 : 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
advent	A special time of Christians to prepare for Christmas and celebrate the birth of Jesus.
sin	Doing or thinking things which are against God's teachings.
salvation	Being saved from sin.
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:

- What does Christmas mean to me?
- Why is Christmas important to Christians?
- What is the true meaning of Christmas for Christians?
- Why is advent important?
- How can we spread the true meaning of Christmas?



Key Skills

- I can explain what Christmas means to me.
- I can explain what some of the symbols of Christmas mean.
- 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 tell you what the nativity tells Christians about Jesus and Christmas.
- I can understand what advent is and how it links to the true meaning of Christmas.
- I can start to tell you what Christmas means to Christians and to me.
- I can explain what gift I would give the world and what difference it would make.



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: 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

