

# Geography – Where is Africa?

## Subject Specific Vocabulary

<b>Africa</b>	Is the world's second-largest and second-most populous continent
<b>Continent</b>	Any of the world's main continuous <a href="#">expanses</a> of land (Europe, Asia, Africa, North and South America, Australia, Antarctica)
<b>Country</b>	A nation with its own government, <a href="#">occupying</a> a particular territory.
<b>Equator</b>	The equator is the circle of latitude that divides Earth into the Northern and Southern hemispheres.
<b>Hemisphere</b>	Half of the earth, usually as divided into northern and southern <a href="#">halves</a> by the <a href="#">equator</a>
<b>Physical features</b>	The Earth's natural features, including landforms, bodies of water, and climate.
<b>Mountain</b>	An elevated portion of the Earth's crust, generally with steep sides that show significant exposed bedrock
<b>River</b>	A natural stream of freshwater that flows over land, usually downhill, and into another body of water like a lake, sea, or another river
<b>Human features</b>	Elements of the landscape that are created or modified by human activity
<b>Settlement</b>	Is a place where people live and sometimes work
<b>Fair Trade</b>	Is a worldwide movement that aims to help farmers and producers in less economically developed countries



## Key skills

- Recap on the UK and European countries.
- Know that Africa is a continent.
- Know several countries within Africa, especially Egypt, Nigeria, Uganda, South Africa
- Know how the UK features compare to African countries studied including land use.
- Know that Africa is on the equator.
- Know what the hemispheres are.
- Know that Africa is in both the north and southern hemisphere.
- Name and locate major physical features (e.g. rivers, mountains, deserts).
- Know the range of human settlements such as cities, towns and villages.
- Know how the land is used in Africa (e.g. farming, housing, shops).
- Begin to explore where food comes from (local vs global) and how this is linked to fair trade.
- Know how land is used in the local area and compare to Africa. (real-life)
- Be able to compare a UK city compares to an African city.


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

- Where is Africa on a globe and map?
- What is the equator and why does it have an impact on Africa?
- What is different/similar between Africa and the UK
- Which animals live in Africa, and where do they live?
- Why are some areas in Africa richer than others?
- What makes Africa unique?




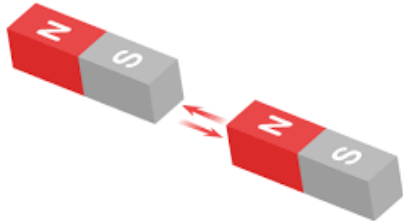

# Year 3: DT – Frame structures (bridges)

Subject Specific Vocabulary	
Frame Structure	A type of structure that is supported by a framework, using parts that bear loads.
Force	A push or pull exerted on an object that can cause it to move or change.
Load	The weight or force that is carried by a structure.
Join	Connecting two or more materials together
Rigidity	the ability of a shape to maintain its form when force is applied, such as a rigid book cover.
Stability	capacity to remain steady and resist tipping over, like how a sturdy chair supports a person.

Key Skills
Using sticks/straws to create a geometric frame (triangles, rectangles)
Simple joining methods (tape, glue, pipe cleaners)
Understanding rigidity through shapes
Designing in accordance with learnt skills to fit a design brief
Evaluating our models
Our designs will be inspired by <b>George Andrew Hobson</b> who designed the famous Victoria Falls Bridge which crosses the Zambezi River just below the Victoria Falls


By the end of this unit I will be able to answer:
<input type="checkbox"/> What is a frame structure?
<input type="checkbox"/> How do shapes add strength?
<input type="checkbox"/> How can I join materials together?
<input type="checkbox"/> What will make a suitable design for a bridge?
<input type="checkbox"/> Can we work together to build a bridge?
<input type="checkbox"/> How strong and successful were our bridges?
Resources
Strips of card Glue Tape Pipe cleaners Cardboard Sticks String

# Year 3: Forces and Magnets Knowledge Mat

Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to answer.	
<b>magnetic</b>	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"> <li>❑ Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>❑ Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>❑ Set up simple practical enquiries, comparative and fair tests.</li> <li>❑ Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	What links are there between the earth and magnets?	
<b>non-magnetic</b>	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?	
<b>attract</b>	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?	
<b>repel</b>	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?	
<b>magnetic pole</b>	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.		<p style="text-align: center;">  </p> <p style="text-align: center;">  </p>	Our famous scientist for this unit is:
<b>magnetic field</b>	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.			<p style="text-align: center;">  </p> <p style="text-align: center;">Michael Faraday</p>

# 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

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## 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; text-align: center; padding: 10px; 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><b>Unit Overview:</b></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: PE – What are the two main clubs called?

Subject Specific Vocabulary – Key words	
Heads up	Knees bent
Striking	Loose hands
Strong side	Angle
Push	Strike
Stance	Putting
Chipping	Club
Shot	Control

Key Skills - Objectives
I can strike the ball with some accuracy.
I mostly have the correct stance for putting.
I show balance when striking the ball.
I can use different actions for different shots.
I share ideas and work with others to manage our game.

Team Work / Fair Play
Follow the rules of the game and listen to the decisions of the referee.
I can provide feedback using key terminology and understand what I need to do to improve.
Be supportive of team mates, no matter how well they do.

### Famous People/Teams

Tiger Woods – He was the very first person to hold all of the 4 professional championships at once. He was the youngest person, in 2000, to finish a career “Grand Slam.” Tiger was also the youngest person to ever win the Masters championship.

Annika Sorenstam – She has the most wins of any professional female golfer of all time. She has won 10 majors as well as 18 international tournaments.

Phil Mickelson – Phil Mickelson has won one PGA Championship and three Masters titles. He has finished in 2nd place in the U.S. Open for a record of 6 times. Several times he has reached the #2 world ranking spot. Interestingly, he is only left-handed while playing golf.



Local Clubs
Gillingham Golf Club
Upchurch River Valley Golf Club

# 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



# 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: A musical staff with a treble clef and a 2/4 time signature. It shows a sequence of notes: a quarter note (crotchet), a pair of eighth notes (quavers) beamed together, and a dotted quarter note. Below the staff are rhythmic codes: qd, qd+3d, qd+3d, qd+3d, ad+3d, ad+3d, ad+3d, ad.

2. 1/8 tone: A musical staff with a treble clef and a 2/4 time signature. It shows a sequence of notes: a quarter note, a pair of eighth notes, a pair of eighth notes, a quarter note, a pair of eighth notes, a pair of eighth notes, a quarter note, a pair of eighth notes, a pair of eighth notes, a quarter note, a pair of eighth notes, a pair of eighth notes. Below the staff are rhythmic codes: qd, qd+3d, qd+3d, qd+3d, qd+3d, ad+3d, ad+3d, ad+3d, ad+3d, ad+3d, ad+3d, ad+3d, ad+3d.

3. 1/4 tone and remain: A musical staff with a treble clef and a 2/4 time signature. It shows a sequence of notes: a quarter note, a pair of eighth notes, a quarter note, a pair of eighth notes, a quarter note, a pair of eighth notes, a quarter note, a pair of eighth notes, a quarter note, a pair of eighth notes, a quarter note, a pair of eighth notes. Below the staff are rhythmic codes: qd, qd+3d, qd+3d, qd+3d, ad+3d, ad+3d, ad+3d, ad+3d, ad+3d, ad+3d, ad+3d, ad+3d.

4. Chromatic: A musical staff with a treble clef and a 2/4 time signature. It shows a sequence of notes: a quarter note, a pair of eighth notes, a quarter note, a pair of eighth notes, a quarter note, a pair of eighth notes, a quarter note, a pair of eighth notes, a quarter note, a pair of eighth notes, a quarter note, a pair of eighth notes. Below the staff are rhythmic codes: qd, qd+3d, ad+3d, qd+3d, qd, qd+3d, qd+3d, qd+3d, qd+3d.



**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: 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.			
		<input type="checkbox"/> Muslims feel it is important to give some of their wealth to charities and the community.			
Shahadah	A profession of faith. "there is no god but Allah, and Muhammad (pbuh) is the messenger of Allah."	<input type="checkbox"/> Id-UI-Fitr is a celebration to mark the end of Ramadan.			
Salah	The act of prayer. All Muslims pray 5 times a day at specific times.				
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.			<p><b>The Shahadah</b> The belief that there is no God but Allah and that Muhammad is his messenger.</p> <p><b>Salah</b> Praying five times a day.</p> <p><b>Zakat</b> Making an annual charitable donation to help the poor.</p> <p><b>Sawm</b> Fasting during the month of Ramadan.</p> <p><b>Hajj</b> Attending the pilgrimage to Meccah once in your lifetime.</p>	

# Year 3 : PSHE Zones of Regulation and me and my relationships

Subject Specific Vocabulary	
<b>Green Zone</b>	The green zones means GO. Children will feel ready to learn and will experience emotions such as happy, calm and focused
<b>Red Zone</b>	The red zone means STOP. Children will need support when in this zone and will feel Angry and out of control.
<b>Blue Zone</b>	The blue zone means REST. Children will feel sad, sick and tired.
<b>Yellow Zone</b>	The yellow zone means SLOW. Children will feel frustrated, worried and excited.
<b>Regulate</b>	The ability to gain control over ones own emotional state.
<b>Rules</b>	Are instructions that tell you what you are allowed to do and what you are not allowed to do.
<b>Special</b>	Better, greater, or otherwise different from what is usual.
<b>Problem</b>	Is a situation that is unsatisfactory and causes difficulties for people.
<b>Friend</b>	A person known well to another and regarded with liking, affection, and loyalty

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?
Who do you have a special positive relationship with?
Can you explain how your behaviour could affect other people?
What is a rule and why do I need to follow it?
What are the consequences for breaking a rule?
What is my problem and how can I solve it?

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.
Pupil will know what rules are and why they are important.

## The ZONES of Regulation

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



