

History - What do African textiles tell us about African culture?

Subject Specific Vocabulary	
Pattern	Something which repeats in a predictable way.
Kente cloth	A beautiful, colourful, handwoven fabric from Ghana.
significance	Something very important, special, or that makes a big difference.
Malian mud cloth	A special, handmade cotton cloth from Mali, West Africa, that's dyed with fermented mud to make cool patterns, like zig-zags and shapes, telling stories or showing status.
Textile	Any material made from fibres like cloth, usually woven or knitted together.
Printing	A way to make many identical copies of texts and images on material.
Geometric pattern	A geometric pattern is a design made of repeating mathematical shapes like circles, squares, triangles, and lines, arranged in a symmetrical or orderly way.
Symbolic	Something (like a picture, object, or color) stands for a bigger idea, feeling, or thing.
Heritage	Our heritage is what we have inherited from the past, to value and enjoy in the present, and to preserve and pass on to future generations.



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

<input type="checkbox"/> How have textiles changed over time?
<input type="checkbox"/> Why are Adinkra symbols an important part of African heritage?
<input type="checkbox"/> How does Kente cloth represent the history of Ghana?
What is the historical significance of Malian mud cloth?
<input type="checkbox"/> How does the printing of textiles compare between the U.K and Africa?

Key Historical skills
<ul style="list-style-type: none"> • To consider a non-European society that provides contrasts with British history. • Chronology • Similarity and difference • To notice connections, contrasts and trends over time. • To know that our knowledge of the past is constructed from a range of sources. • To address historically valid questions about change, cause, similarity and difference, and significance.



Year 3: DT – Sewing

Subject Specific Vocabulary	
Sew	To join, fasten, or repair (something) by making stitches with a needle and thread or a sewing machine.
Back stitch	a method of sewing with overlapping stitches .
Running stitch	a simple needlework stitch consisting of a line of small even stitches which run back and forth through the cloth without overlapping .
Material	a flexible, woven, knitted, or felted textile made from interlaced fibres
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
Thread	a long, thin strand of cotton, nylon, or other fibres used in sewing or weaving .
Join	a place or line where two or more things are connected or fastened together
decoration	something that adorns, enriches, or beautifies
Print	applying colours, patterns, or designs directly onto the material's surface using dyes or inks
Template	a shaped piece of rigid material used as a pattern for processes such as cutting out
Pattern	a repeated decorative design.
Design	a decorative pattern.
Designer	a person who plans the look or workings of something prior to it being made, by preparing drawings or plans.

Key Skills
Design a sketch to transfer onto their material.
Use of templates and accurate cutting
Paint design on flag using fabric paints
Thread the needle and understand how to knot the cotton.
Applying running stitch or backstitch
Adding decorations (buttons, beads, applique)
Can explore the work of a range of artists, craft makers and designers - describing the differences and similarities between them and their own work.



By the end of this topic, I will be able to answer:
Why is pattern and colour important in African design?
How have other designers combined colour and pattern?
What do I need to include on my own design?
What will my design look like on the material? How will I create it on the tile?
Which stitch is the best for me to use to connect 2 pieces of fabric?
What did my finished bag look like? Did I enjoy sewing? Was I able to add a button?

Resources

- Tiles
- Rollers
- Fabric paint
- Material
- Needles
- Cotton
- Scissors
- Buttons



Year 3: Light and Shadow Knowledge Mat




Subject Specific Vocabulary		Working Scientifically	By the end of this unit, I will be able to answer:
Light source	The main light source for Earth is the Sun. Some other luminous objects give out light, for example, torches, candles and lamps.	<ul style="list-style-type: none"> <input type="checkbox"/> Setting up simple practical enquiries, comparative and fair tests. <input type="checkbox"/> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. <input type="checkbox"/> Using results to draw conclusions. <input type="checkbox"/> Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables 	<input type="checkbox"/> What is light and darkness and how do we see with the absence of light?
Shadows	A shadow is formed when an object blocks out the light. The object must be opaque or translucent to make a shadow.		<input type="checkbox"/> What is the structure of our eyes and which part do we use to see?
Transparent	A surface that allows light to pass through so that objects behind can be <u>distinctly</u> seen.		<input type="checkbox"/> What is our main source of light? How do we protect our eyes?
Opaque	Opaque objects do not allow light to pass through them, in most cases creating a shadow.		<input type="checkbox"/> What are shadows? And how are they formed?
Translucent	A surface that allows light, but not detailed shapes, to pass through; semi-transparent.		<input type="checkbox"/> Does the distance from a light source affect the size and shape of a shadow?
Mirror	A surface, typically of glass coated with a metal <u>amalgam</u> , which reflects a clear image		<input type="checkbox"/> Who was Michael Young?
Shiny	An object or smooth surface that reflects light, typically on account of being very clean or polished.		
Dull	An object lacking <u>brightness</u> , vividness, or <u>sheen</u> .		
Reflection	A reflection occurs when a ray of light hits a surface and bounces off.		
Refraction	It is the change of direction of a light ray as it passes through different surfaces, for example, from air to water.		



The scientist we will be focusing on in Thomas Young!



Year 3 Computing – Sequencing sounds

Subject Specific Vocabulary		Software and Tools	By the end of this unit I will be able to answer:
Algorithm	An algorithm is a clear sequence of instructions that allows a computer to solve a problem.	<p>Sites that make extensive use of animation and videos: www.brainpop.co.uk www.bbc.co.uk/bitesize/ks2 www.explania.com/en</p> <p>Examples of Scratch animations online at: http://scratch.mit.edu/explore/projects/animations</p> 	<input type="checkbox"/> What is Scratch? and how do I add sprites to a program?
Sprites	A sprite is a two-dimensional bitmap that is integrated into a larger scene, most often in a 2D video game.		<input type="checkbox"/> How do I add sprites and change the backgrounds?
Backdrops	The setting or background for a scene, event, or situation		<input type="checkbox"/> Which commands do I use to control my sprite?
Programming	The process or activity of writing computer programs		<input type="checkbox"/> How do I connect the commands I use to make a sequence of instructions?
Commands	An instruction or signal causing a computer to perform one of its basic functions.		<input type="checkbox"/> How do I make a sound in my program?
Code	Set of instructions, or a system of rules, written in a particular programming language		<input type="checkbox"/> How do I change the design of my project?
Motion blocks	They are color-coded medium-blue and are used to control a sprite's movement.		<input type="checkbox"/> How do I develop my code and remove any anomalies?
Sequences	In programming, sequence is a basic algorithm: A set of logical steps carried out in order.	<input type="checkbox"/> What are bugs and how can I identify and fix them in a program?	
<p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.</p>		<p>E-Safety</p> <p>Exploring online animation galleries may expose the children to inappropriate content. Talk about what to do if they see something inappropriate. Such as 'turn the screen off/turn the tablet over and put your hand up'. Review the appropriateness of any animations you show, including the related comments.</p> 	<input type="checkbox"/> How do people can represent themselves in different ways online?
			<input type="checkbox"/> How someone might change their identity depending on what they are doing online (e.g. gaming; using an avatar; social media) and why?
			<input type="checkbox"/> What is meant by identity?
			

Year 3: Spanish- Las formas (shapes)

Subject Specific Vocabulary

Las formas	The shapes
Un triángulo	A triangle
Un cuadrado	A square
Un óvalo	An oval
Un círculo	A circle
Un rectángulo	A rectangle
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

Subject Specific Vocabulary

Las formas plurales	Multiple shapes
círculos	circles
triángulos	triangles
cuadrados	squares
rectángulos	rectangles
óvalos	ovals
hexágonos	hexagons
pentágonos	pentagons
rombos	rhombuses/rhombi
estrellas	stars
líneas	lines



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

- What are the names of the 5 most common shapes?
- What are the names of the 5 next most common shapes?
- How do I spell the names of the 10 most common shapes?
- How do I say more than one shape?
- How do I say the numbers 1-5 in Spanish?



Key skills:

- 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.
- to learn how to use my new knowledge on shapes in a variety of creative tasks in Spanish

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

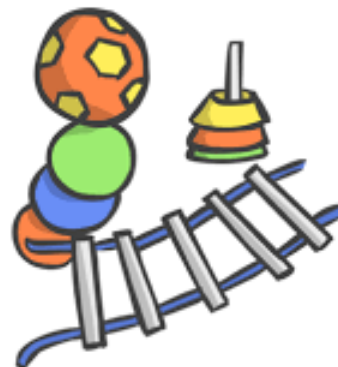
To become familiar with different movement patterns and techniques

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

Local Clubs

Gillingham Anchorians

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.

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- How can we keep safe?

Subject Specific Vocabulary

Trust	You believe someone is honest and will do what they promise.
safe	Feeling protected from harm, danger or getting hurt.
risk	The chance that something bad, dangerous or unpleasant may happen.
consequence	What happens next after you do something.
Search engine	A super-smart librarian for the internet that helps you find fun facts, pictures, and videos by typing in words.
Phishing	When tricksters pretend to be a favourite game, company, or friend online to fool people into giving away passwords, usernames, or other private info
harmful	Something that can hurt us, damage our bodies or feelings, or make things unsafe.

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

What do we mean by keeping safe?

What are dangers and risks?

How can we reduce risks?

How can I stay safe online?

Help or harm?

Key Skills

Identify situations which are safe or unsafe;
Identify people who can help if a situation is unsafe;
Suggest strategies for keeping safe

Define the words danger and risk and explain the difference between the two;
Demonstrate strategies for dealing with a risky situation.

Identify risk factors in given situations;
Suggest ways of reducing or managing those risks.

Evaluate the validity of statements relating to online safety;
Recognise potential risks associated with browsing online;
Give examples of strategies for safe browsing online.

Understand that medicines are drugs and suggest ways that they can be helpful or harmful.



Year 3 : RE – Could Jesus heal people?

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 Christ .
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:
<input type="checkbox"/> How do our bodies get better when we are poorly?
<input type="checkbox"/> What does the story of the blind man teach us?
<input type="checkbox"/> What is a miracle?
<input type="checkbox"/> Why do Christians believe it was possible for Jesus to perform miracles?
<input type="checkbox"/> If you could perform one miracle for the world, what would it be?

Key Skills
I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today.
I can explain one Christian viewpoint about one of Jesus' healing miracles.
I can start to say whether I believe Jesus actually healed people or not.
Interpretation, empathy, expression and reflection

