

# Year 3 History: What can we learn from the ancient Egyptians?

## Subject Specific Vocabulary

afterlife	Life after death. Ancient Egyptians believed that, after a person died, their soul could pass through the underworld and enter a paradise known as the Field of Reeds
hieroglyphics	A writing system, used by the ancient Egyptians, which used pictures (hieroglyphs) to represent sounds and words
mummification	A technique used to preserve a body so that it could enter the afterlife
Nile	A major river which flows through north-eastern Africa. It is thought to be the longest river in the world.
pharaoh	The most powerful person in ancient Egypt and who ruled over the people.
pyramid	Large structures, made from stone, that were commonly used as tombs for the pharaoh and their belongings.
Tutankhamun	A famous Egyptian pharaoh. He became pharaoh aged 10 and ruled until he was 19.
scarab	A large beetle found in Egypt. It was thought to represent resurrection and its image was used in good luck charms.
sphinx	A mythical creature with the body of a lion, the wings of an eagle and the head of a human, falcon, cat or sheep.




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

- Who were the Ancient Egyptians and where were they?
- How was the Egyptian society organised?
- How did the Egyptians use the river Nile?
- What did the Ancient Egyptians believe in?
- What did the Egyptians believe happened after death?
- How were the pyramids built?

## Key Skills

- Understanding the order of major events in Egypt's past and comparing with events in Britain at the same time
- Studying artefacts and evidence from early Egypt
- Finding out why beliefs, gods and leaders were important in ancient Egyptian society
- Ordering dates with BCE and CE
- Using ancient Egyptian wall art to understand the social hierarchy at the time
- Considering different reasons why Ramses II was considered a significant leader
- Exploring reasons for mummification and the effort involved in building the pyramids

# Year 3 Science: Food and Bodies

Subject Specific Vocabulary		Working Scientifically	By the end of this unit I will be able to answer:
<b>Balanced Diet</b>	a diet that has the right amount of nutrients	<ul style="list-style-type: none"> <li><input type="checkbox"/> Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li><input type="checkbox"/> Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li><input type="checkbox"/> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li><input type="checkbox"/> Measure the body using metres and centimetres.</li> </ul>	<input type="checkbox"/> What do animals and humans need to survive and be healthy?
<b>biceps</b>	a large muscle at the front of the upper arm		<input type="checkbox"/> What does food give our bodies?
<b>contract</b>	when a muscle gets shorter and pulls		<input type="checkbox"/> What do humans and some animals have in their body to support movement?
<b>relax</b>	when a muscle stops contracting		<input type="checkbox"/> How do our muscles make us move?
<b>exoskeleton</b>	a skeleton that some animals have that is outside their bodies like a suit of armour		<input type="checkbox"/> How do we protect our brain?
<b>joint</b>	where bones meet; there are different types of joint that can move in different ways to make the body move		<input type="checkbox"/> What does an animal have, if it doesn't have a skeleton
<b>muscle</b>	special organs that can contract and relax		<p>Our famous scientist for this unit is:</p> <p style="text-align: center;"><b>Donald Johanson</b></p> 
<b>nutrients</b>	useful substances found in foods		
<b>skeleton</b>	supports and protects the body, allowing movement		
<b>vertebrate</b>	animal with a spinal column or backbone including mammals, birds, amphibians and fish		



# Year 3: Art – What can pottery tell us about the past?

## Subject Specific Vocabulary

Clay	a stiff, sticky <a href="#">fine-grained</a> earth that can be <a href="#">moulded</a> when wet, and is dried and baked to make <a href="#">bricks</a> , pottery, and ceramics.
Slip	Liquified clay, in which there is no fixed ratio of water and clay
Canopic Jars	a covered urn used in ancient Egyptian <a href="#">burials</a> to hold the <a href="#">entrails</a> from an <a href="#">embalmed</a> body
Coil pots	an ancient, hand-building pottery technique where cylindrical, rope-like rolls of clay (coils) are stacked, joined, and smoothed together to build vessel walls
Combine	join or merge to form a single unit or substance.
Texture	the feel, appearance, or consistency of a surface or substance
Forms	the visible shape or configuration of something

## Key Skills

- Roll and shape clay coils to create flowing lines in 3D.
- Form and combine circular and spiral shapes from coils.
- Build up clay coils to create a solid 3D form.
- Apply tone through painting or glazing the surface.
- Press tools or objects into clay to add texture.
- Apply colour to enhance the form and surface of the clay.
- Repeat coil shapes to create decorative patterns.



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

- How has pottery taught us about the Ancient Egyptian time?
- What do I need to include in my design of my coil pot, based on my research of Egyptian pottery?
- How can we best make a coil pot?
- How can I develop my mastery of clay sculpture?
- How can I best use colour to enhance my sculpture?
- What can we learn from pottery?

## Resources

Clay  
Slip  
Clay  
board  
Tools



# Year 3: Spanish –Se (I know how)

Subject Specific Vocabulary	
Bailar	to dance
Cantar	To sing
Cocinar	To cook
Saltar	To jump
montar en bicicleta	to ride a bike
Hablar español	To speak Spanish
tocar un instrumento	To play an instrument
Patinar	To ice skate
Dibujar	To draw
Nadar	To swim
Sé..	I know how to.....
No sé...	I don't know how to.....
Y	and
Pero	but



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


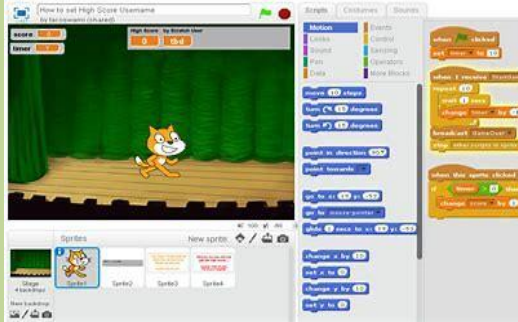
- How does a verb change when using se?
- How does the sentence change from positive to negative answers?

**Key skills:**

- say 5 verbs in Spanish.
- say 5 more verbs in Spanish.
- use the structure 'sé' (I know how) with the infinitive verbs in Spanish.
- use the negative structure 'no sé' (I do not know how) followed by infinitive verbs in Spanish.
- Use the conjunctions 'y' (and) & 'pero' (but) in Spanish.



# Computing – Events and actions in programs B

Subject Specific Vocabulary		Software and Tools	By the end of this unit I will be able to answer:
Debug	The process of identifying and removing errors from computer hardware or software	Sites that make extensive use of animation and videos: <a href="http://www.bbc.co.uk/bitesize/ks2">www.bbc.co.uk/bitesize/ks2</a>	<input type="checkbox"/> How do you move a sprite in Scratch?
Sprites	A sprite is a two-dimensional bitmap that is integrated into a larger scene, most often in a 2D video game.	Examples of Scratch animations online at: <a href="http://scratch.mit.edu/explore/projects/animations">http://scratch.mit.edu/explore/projects/animations</a>	<input type="checkbox"/> What do you need to do to create a maze in Scratch?
Project	An individual or collaborative enterprise that is carefully planned to achieve a particular aim		<input type="checkbox"/> What is a programme extension?
Extension blocks	Extra set of blocks that can be added to the block palette and extends the scope of the Scratch Editor		<input type="checkbox"/> What does debugging mean?
Commands	An instruction or signal causing a computer to perform one of its basic functions.		<input type="checkbox"/> How can you match a code to an outcome?
Code	Set of instructions, or a system of rules, written in a particular programming language		<input type="checkbox"/> How did you evaluate your project?
Maze	Mazes are a common form of game type projects, as they tend to be particularly easy to program		
Template	A template is a form, mold or pattern used as a guide to make something.		
<p>This unit explores the links between events and actions, while consolidating prior learning relating to sequencing. Learners begin by moving a sprite in four directions (up, down, left, and right). They then explore movement within the context of a maze, using design to choose an appropriately sized sprite. This unit also introduces programming extensions, through the use of Pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze-tracing program.</p>		<h2 style="text-align: center;">E-Safety</h2> <p>I can describe ways people who have similar likes and interests can get together online.</p> <p>I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.</p> <p>I can explain what is meant by 'trusting someone online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with.</p> <p>I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried.</p>	

# Year 3: PE - Basketball

## Subject Specific Vocabulary – Key words

Head up	Teamwork
Movement	Control
Pace	Direction
Power	Accuracy
Bounce	Technique
Target	Focus
Attacking	Defending
Passing	Space
Shooting	Organisation

## Local Clubs

Kent Crusaders Basketball Club



## Key Skills - Objectives

- To become familiar with a basketball and learn the basic rules of the game
- To be able to perform the basic dribbling technique with control and accuracy
- To introduce and understand when passing is used in basketball
- To develop the understanding and knowledge of how to execute a successful set shot
- To work as a team to develop both attacking and defending skills
- To link all of the skills learnt into a game situation



## Rules of the game

**The objective** of the game is to put the ball in the opposing team's basket. The team with the most points at the end of the game wins.

**Scoring** - A basket scored from near the basket (inside the three-point arc) is worth two points. A basket scored from far (beyond the three-point arc) is worth three points. A basket scored from the free-throw line is worth one point.

## Famous People/Teams

- The LA Lakers
- LeBron James

## Team Work / Fair Play

- Be respectful of other players and the opposition
- Win graciously
- Work together as a team rather than on your own

# 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

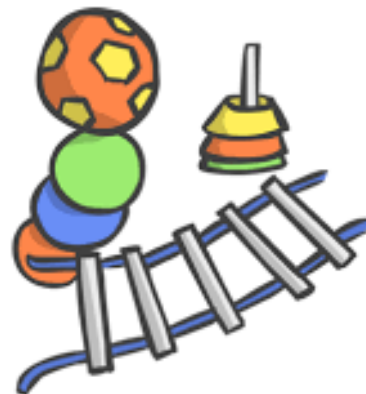
To become familiar with different movement patterns and techniques

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 : PSHE- What are rights and respect?

Subject Specific Vocabulary	
fact	Information that is true and can be proven with evidence.
opinion	What you think, feel or believe about something.
disinformation	Fake news that is created and spread deliberately.
misinformation	False information which is shared without the person knowing that it is false.
fake news	Made up stories or videos often shared on social media.
Volunteer	A person who offers to work or help without pay.
Wellbeing	A state of being healthy, happy and comfortable.
Income	The money a person receives in exchange for their work.
earn	To get money, praise or rewards by working, doing chores or behaving well.



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

- Who helps us?
- What is the difference between fact and opinion?
- What is a volunteer?
- What is an income?
- What does it mean to earn money?



Key Skills
<ul style="list-style-type: none"> <li>•Identify key people who are responsible for them to stay safe and healthy;</li> <li>•Suggest ways they can help these people.</li> </ul>
<ul style="list-style-type: none"> <li>•Understand the difference between 'fact' and 'opinion';</li> <li>•Understand how an event can be perceived from different viewpoints;</li> </ul>
<p>Define what a volunteer is; Identify people who are volunteers in the school community; Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.</p>
<p>Understand the terms 'income', 'saving' and 'spending'; Recognise that there are times we can buy items we want and times when we need to save for items; Suggest items and services around the home that need to be paid for (e.g. food, furniture, electricity etc.)</p>
<p>Explain that people earn their income through their jobs; Understand that the amount people get paid is due to a range of factors (skill, experience, training, responsibility etc.)</p>

## Year 3 : RE – What is good about Good Friday?

### Subject Specific Vocabulary

Easter	Easter is a festival and holiday commemorating the resurrection of Jesus from the dead, described in the New Testament
Lent	Lent is a religious festival in the Christian calendar that begins on Ash Wednesday and ends approximately six weeks later, the night before Easter Sunday.
Crucifixion	Crucifixion is a method of punishment in which the victim is tied or nailed to a large wooden beam and left to hang until eventual death
Communion	An act of worship representing the last supper of Jesus Christ.
Last supper	The final meal that Jesus shared with his disciples before his crucifixion.

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

What happened in the lead up to Easter?

How was Jesus' death part of God's plan?

Who was Good Friday good for?

What are we grateful for?



### Key Skills

I can suggest how a person may rescue/help others who are in difficult situations.

I can start to tell you why Christians believe Jesus' death is important.

I can start to reflect on whether I agree with Christian beliefs about Jesus' death.

# Year 3: Music –How does music help us get to know our community?

## Subject Specific Vocabulary

Ensemble	A French word used to describe playing/singing/performing together.
Arrangement	How voices and instruments are used in a song; where they occur within the song.
Performance	Singing and playing instruments.
Crotchets	a note having the time value of half a minim
Quavers	a note having the time value of half a crotchet,
Minims	A note having the time value of two crotchets
Melodic patterns	Melody or tune.



## By the end of this unit I will know

### Soft Rock music

- Has a passionate and dramatic performance style.
- Has key instruments which are usually piano/keyboard, drums and electric guitar.
- Has a strong, powerful rhythm section consisting of bass guitar and drum kit.
- Has lyrics that talk about having fun and important issues in society.
- Has slower tempos and thinner textures than usual Rock songs.

### Pop music

- Has strong melodies and hooks, with an emotional singing style and lively rhythms.
- Has a simple structure of alternating verses and choruses.
- Has a polished studio sound.
- Has lyrics about themes people relate to, like love, relationships and having fun.

## Key Skills (Lesson Learning)

1. Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch
2. Introduce and understand the differences between crotchets and paired quavers
3. Begin to create personal musical ideas using the given notes
4. Share your thoughts and feelings about the music
5. Analyse, explore and discover the song/piece's musical concepts and style
6. Understand the emotion/feeling/intent of the song
7. Understand the importance of vocal warm-ups
8. Play any one, or all four, differentiated parts on a tuned instrument
9. Create and present a holistic performance with an understanding of the song you are singing and where it fits in the world
10. Present what has been learnt in the lesson with confidence