

## Year 3 Art: How are rivers represented in landscape art?

### Subject Specific Vocabulary

Tints	A tint is a colour mixed with white.
Shades	A shade is a colour mixed with black.
Tones	A tone is a colour mixed with grey.
Landscape	A painting that shows natural scenery, such as mountains, trees, and sky.
Composition	The way objects are arranged in a painting.
Perspective	A technique used to show depth and distance in a painting.
Foreground	The part of the painting that appears closer to the viewer.
Background	The part of the painting that appears furthest away from the viewer.
texture	The appearance of a surface.

### Key Skills

- Reactivating prior learning on tints, tones and shades.
- Observing and describing details in artwork.
- Expressing reasoned opinions about art.
- Using art-specific vocabulary to discuss artistic techniques and styles.
- Experimentation with perspective and use of colour
- Exploring and investigating
- Designing and making
- Evaluation

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

What are tints and shades?

Who was Jacobus Hendrik Pierneef?

How do artists construct a landscape?

How can we create the texture of water?

Can we create our own African river landscapes?



What have I learnt?

### Resources

Watercolours, sketch books, artist's inspirational pieces



# Year 3: Climates – Why do people live on the coast?

Subject Specific Vocabulary		Key Skills	
<b>River</b>	a large natural stream of water flowing in a channel to the sea, a lake, or another river		<p><b>By the end of this topic I will be able to answer:</b></p> <p>Where is Africa on a map and how do I use a compass to find it?</p> <p>What are the names of the oceans, rivers and lakes in Africa?</p> <p>How is the coast formed?</p> <p>How do the rivers shape the land?</p> <p>How are settlements on the coast used differently?</p>
<b>lake</b>	a large area of water surrounded by land		
<b>Coasts</b>	the part of the land <u>adjoining</u> or near the sea		
<b>compass</b>	an instrument containing a <u>magnetized pointer</u> which shows the direction of magnetic north and <u>bearings</u> from it		
<b>Industry</b>	economic activity processing of raw materials and manufacture of goods in <u>factories</u>		
<b>Settlement</b>	a place, typically one which has previously been <u>uninhabited</u> , where people establish a community.		
<b>Tourism</b>	the act of travelling to, and staying in places, outside your usual environment for leisure		
<b>Fisheries</b>	Business that harvests fish, crustaceans, molluscs, or other aquatic animals.		
<b>Erosion</b>	the process of <u>eroding</u> or being <u>eroded</u> by wind, water, or other natural agents.		
<b>Deposition</b>	sand, mud, or pebbles—is dropped or laid down by water		
<b>Formation</b>	<b>a body of rock</b>		
<b>Flooding</b>	the covering or <u>submerging</u> of normally dry land with a large amount of water.		

- Locate the countries in Africa, using maps concentrating on their environmental regions, key physical and human characteristics, and major cities.
- Identify and describe basic human and physical features in the local area and the UK.
- Know the names and characteristics of key topographical features such as hills, mountains, coasts, and rivers
- Know the name of some coastal countries in Africa.
- Know the northern and southern hemispheres
- Know where the equator is
- Know how to show the intermediate points on a compass: North-East, South-East, South-West, North-West
- Know how to use 8-point compass directions to describe the location of features on a map (e.g., "The lake is south-west of the hill").
- Know the Coastlines around Africa - the Atlantic Ocean (west), Indian Ocean (east), and Mediterranean Sea (north)
- Know the Lakes in Africa- Lake Victoria: One of the largest freshwater lakes in the world, shared by Uganda, Kenya, and Tanzania. Lake Tanganyika: One of the deepest lakes in the world.
- Know the industries that have been built around coast.
- Know the impact of tourism on a local area in an African country.
- Know how the fisheries in UK compared to Africa fishing.
- Recognise the similarities and difference between two places studied.

# Year 3: The nappy challenge: What is the future of nappies?

Subject Specific Vocabulary		Working Scientifically	By the end of this unit I will be able to answer:
<b>absorb</b>	to soak up, e.g. liquid	<ul style="list-style-type: none"> <li><input type="checkbox"/> Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.</li> <li><input type="checkbox"/> Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li><input type="checkbox"/> Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li><input type="checkbox"/> Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li><input type="checkbox"/> Set up simple practical enquiries, comparative and fair tests.</li> <li><input type="checkbox"/> Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<input type="checkbox"/> Which materials are used to make nappies and why?
<b>absorbent</b>	able to soak up, e.g. liquid		<input type="checkbox"/> Which nappy is the most absorbent?
<b>bamboo</b>	a fast-growing grass that can be used to make cloth		<input type="checkbox"/> Who was Maria Donovan?
<b>cloth</b>	a woven fabric made from, e.g. wool, cotton		<input type="checkbox"/> Should disposable nappies be banned?
<b>cotton</b>	a plant that is grown to make cotton thread and fabric		<input type="checkbox"/> What would make an environmentally friendly nappy?
<b>disposable</b>	can be thrown away after it has been used		
<b>elastic</b>	a material that can be stretched or compressed and will return to its original shape		
<b>liquid</b>	a substance that can be poured and takes the shape of its container		
<b>material:</b>	anything from which an object can be made		
<b>nappy</b>	absorbent material used to absorb and keep urine and faeces from a baby's skin		



**Famous Scientist**  
Marion Donovan



# Year 3: PE –Kwik Cricket

## Subject Specific Vocabulary – Key words

accuracy:	how close the object is to the given target
bowl:	when the bowler sends the ball to a batter
caught out:	when a player catches an opponent's ball deeming them out
no ball:	a bowled ball deemed to be outside of the rules
runs:	what points are called in cricket
strike:	to hit
tactics:	a plan or strategy
technique:	the action used correctly
tournament:	a competition of more than two teams
track:	to follow
Umpire:	a person who referees the game making sure the rules are followed
Wicket:	the three upright sticks and base

## Key Skills - Objectives

To develop accuracy of throwing whilst fielding the ball

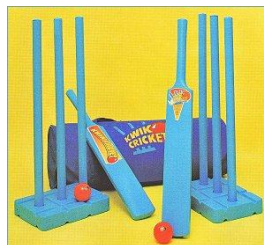
To develop retrieving, catching and returning the ball whilst fielding

To develop batting and learning how to play a defensive shot

To develop speed and accuracy in the overarm bowling

Developing rules in kwik cricket game with the use of overarm bowling

To understand the rules of Kwik Cricket and how to run between the wickets



## Rules of the Pairs Kwik Cricket

Each batting pair's turn comprises of 12 balls

The bowler should bowl accurately to the batter

The batting pair should try to get as many runs as possible

Batters lose 3 runs each time they are bowled out

## Fair Play

**Cricket has always been seen as the gentleman's game - and that means there are certain traditions which must be respected.**

Walk when you are out

Umpires decision is final – no arguing!

Applaud the new batsman

## Famous People

Heather Clare Knight OBE is an English cricketer who is captain of the England women's cricket team.

Eoin Joseph Gerard Morgan CBE is an Irish-born cricketer who captains the England cricket team in limited overs cricket.

Joseph Edward Root MBE is an English international cricketer who is the current captain of the England Test team.

# Year 3: PE - Gymnastics

## Subject Specific Vocabulary – Key words

Travel	Control
Body position	Body tension
Shapes	Jumping
Landing	feet
Counter balance	Point balance
Patch balance	Core strength
Apparatus	Log roll
Teddy bear roll	Posture

## Local Clubs

DLJ gymnastics club

Firefields gymnastics club

Gillingham gymnastics club



## Key Skills - Objectives

To learn a variety of ways to travel across a small area using different levels and body parts

To explore and link different shapes to create a small sequence

To learn how to jump effectively and safely and apply this in a sequence

To learn point and patch balances and how to link them together within their sequences

To learn the fundamental skills of rolling and link them together within a controlled way

To perform a full routine that involves shapes, travelling, jumping, rolling and small apparatus



## Team Work / Fair Play

Make sure you and your partners are aware of each other at all times.

Make sure you only perform on safety mats.

Only use equipment that you know is safe to use.

## Famous People/Teams





Max Whitlock – he is a 5 time Olympic medallist, winning 2 gold and 3 bronze medals. He is also an 8 time world medallist, with 3 gold and 5 silver medals.

Louis Smith – He won a bronze and 2 silver medals across the 2008, 2012 and 2016 Olympics. In 2015 he became European champion.

Beth Tweddle – She was the first female British gymnast to win a medal at the European championships, World championships and the Olympic games.

Elissa Downie – She was the all round champion in the 2017 European championships, the first gymnast to ever hold this title for Great Britain.

# 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 and make a flick book.
Sequence	A particular order in which related things follow each other	  	Transfer their flick books on to the tablets and create an animation
E-safety	Being aware of how to stay safe online.		Plan an animation based on rivers or the text they have read this term.
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.		Create their own animation based on their plan Explain ways to make my animation better.
Frame	A single complete picture in a series forming a cinema, television, or video film		Use onion skinning to help me make small changes between frames.
Story board	A sequence of drawings, typically with some directions and dialogue, representing the shots planned for a film or television production.		Evaluate the impact of adding other media to an animation Evaluate my final film.
Onion skinning	A technique used in creating animated cartoons and editing movies to see several frames at once.	<p style="text-align: center;"><b>E-Safety</b></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>	  
<p><b>Unit Overview:</b></p> <p>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.</p>			



# Year 3 : RE – Sikhism – Does joining the Khalsa make a person a better Sikh?

## Subject Specific Vocabulary

Guru	The Sikh gurus (Punjabi: ਸਿੱਖ ਗੁਰੂ) are the spiritual masters of Sikhism,
Khalsa	Refers to both a community that considers Sikhism as its faith, as well as a special group of initiated Sikhs.
Baisakhi	A Sikh festival held annually to commemorate the founding of the Khalsa by Gobind Singh in 1699
Gurdwara	a Sikh place of worship.
Amrit Ceremony	Ceremony of initiation into the Khalsa
Waheguru	In Sikhism, Waheguru is the most widely used name for God, describing the Supreme Being as a universal, genderless deity.
Sewa	It involves acting selflessly and helping others in a variety of ways, without any reward or personal gain.

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

- What does it mean to belong?
- Who were the 10 gurus?
- What is the Amrit ceremony?
- What are the five Ks?
- Why would a Sikh choose to take part in the Amrit ceremony?
- What would our joining ceremony look like?

## Key Skills

- I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging.
- I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this.
- I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.



# Year 3 : PSHE- How can I be my best?

## Subject Specific Vocabulary

Allergy	When your immune system overreacts to something harmless that it thinks is dangerous.
Balanced diet	Eating a wide variety of foods in the right amounts.
Hygiene	Daily habits that keep our bodies clean, healthy, and safe from germs.
Debate	A structured, respectful argument where two sides discuss a topic and try to persuade others that their view is best
Respectful	Treating others the way you want to be treated—with kindness, fairness, and care.
Goals	A specific desired outcome that you work towards.
Ambitions	A strong desire to reach a certain goal.
Talents	A skill or ability to do something well.



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

**What is an allergy?**

**What makes a healthy meal?**

**What is good hygiene?**

**How do our body's organs work together?**

**For or against?**

**What makes us fantastic?**

**What are our talents?**



## Key Skills

Healthy eating 1. What constitutes a healthy diet (including understanding calories and other nutritional content).

Healthy eating 2. Understanding the importance of a healthy relationship with food.

Healthy eating 3. The principles of planning and preparing a range of healthy meals.

Healthy eating 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Physical Health and Mental Wellbeing (Health Education) Health and prevention 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

Physical Health and Mental Wellbeing (Health Education) Health and prevention 6. The facts and science relating to allergies, immunisation and vaccination.

Teamwork and cooperation.

Respectful relationships 1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.

3. The conventions of courtesy and manners

# Year 3: Music – Musical Styles

## Subject Specific Vocabulary

Psychological Impact	The impact that something has on a situation, process, or person is a sudden and powerful effect that it has on them.
Musical Artist	One who composes, conducts, or performs music, especially instrumental music.
Role Models	A person who serves as a model in a particular behavioral or social role for another person to emulate.
Influences	A power affecting a person, thing, or course of events.
Styles	The way in which something is said, done, expressed, or performed

## Key Skills (Lesson Learning)

1. Focus on the deeper musical learning with the song/piece
2. Place the song/piece in its historical, cultural and global context
3. Does the music make you want to dance?
4. Can you keep the beat with your feet?
5. Find an understanding and/or connection to the song or music
6. Apply word chants to rhythms, understanding how to link each syllable to one musical note

## By the end of this unit I will know:

- What are the different styles of music in the world?
- Are there any music styles that are linked to countries?
- What is your favourite style of music?
- Can you recreate a style of music.
- What years in history is the style of music linked to.

