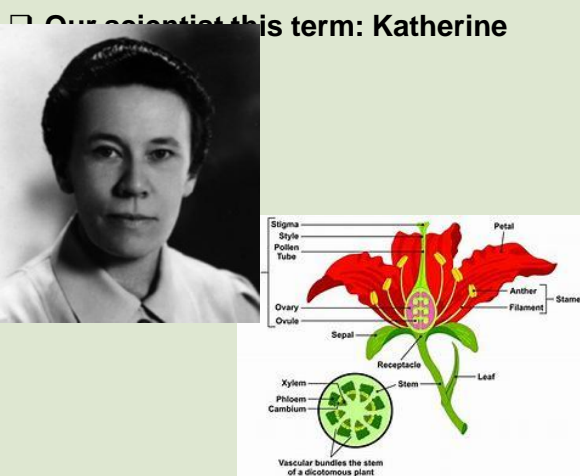


Year 3: Science – How does your garden grow?

| Subject Specific Vocabulary | | Working Scientifically | By the end of this unit, I will be able to: |
|-----------------------------|---|--|--|
| Stem | holds the plant upright and supports the leaves; it contains tubes that allow water to travel from the roots to the rest of the plant | <ul style="list-style-type: none"> <input type="checkbox"/> Ask relevant questions and use different types of scientific enquiries to answer them. <input type="checkbox"/> Set up simple practical enquiries, comparative and fair tests. <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. <input type="checkbox"/> Gather, record, classify and present data in a variety of ways to help in answering questions. <input type="checkbox"/> Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. <input type="checkbox"/> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. <input type="checkbox"/> Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. <input type="checkbox"/> Identify differences, similarities or changes related to simple scientific ideas and processes. <input type="checkbox"/> Use straightforward scientific evidence to answer questions or to support their findings. | <input type="checkbox"/> How does each part help a plant to survive? |
| Style | the middle part of the carpel, connecting the ovary to the stigma | | <input type="checkbox"/> How does water travel through a plant? |
| Carpel | female part of the flower – made of stigma, style and ovary | | <input type="checkbox"/> What does a plant need to stay healthy? |
| Stamen | The male part of the flower which produces pollen. | | <input type="checkbox"/> What's inside a flower? |
| Pollination | Pollination is the act of transferring pollen grains from the male anther of a flower to the female stigma. | | <input type="checkbox"/> Why are flowers different shapes and colours? |
| Seed dispersal | Seed dispersal is the movement or transport of seeds away from the parent plant. | | <input type="checkbox"/> How are seeds dispersed? |
| Seed formation | A seed is a small baby plant enclosed in a covering called the seed coat, usually with some stored food. | | <input type="checkbox"/> Our scientist this term: Katherine |
| Germinate | when a seed starts to grow and produce a root and shoot | |  |
| Stigma | The stigma is usually sticky and receives pollen. | | |
| Anther | The stamen has a pollen producing structure at the end which is called the anther. | | |
| Photosynthesis | how green plants make their own food | | |
| Ovary | Part of the plant that contains the ovules (seeds) | | |
| Nutrients | Materials in the soil, that help to | | |

Year 3: DT - pneumatics

| Subject Specific Vocabulary | |
|-----------------------------|--|
| Pressure | the push or force that compressed air exerts against the walls of its container or system |
| Pneumatics | engineering that uses compressed air to power machines and create mechanical motion |
| Syringe | a simple, hollow tube equipped with a plunger and often a needle. |
| Pneumatic system | uses compressed air to generate, transmit, and control mechanical energy. |
| Moving parts | the specific components of a machine, device, or system that shift, spin, or slide to function. |
| Lever | a simple machine made of a rigid bar that pivots on a fixed point |
| Fixing methods | are the techniques and hardware used to securely attach one object to another or to a surface. |
| Seals | is a protective barrier or joint used to close a gap. |

| Key Skills |
|---|
| Know that pneumatics use air to create movement |
| Explore simple pneumatic systems (e.g. connected syringes) |
| Generate simple labelled sketches of a pneumatic product |
| Making templates |
| Using syringes and tubing to create movement |
| Evaluate and improve designs based on testing. |



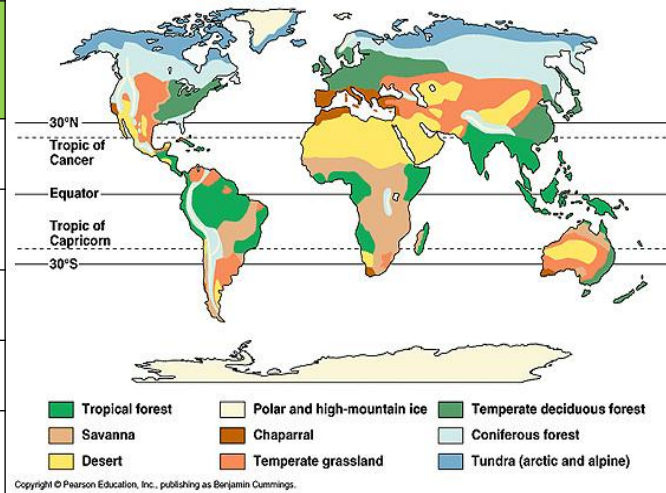
| By the end of this topic, I should know: |
|--|
| What everyday items use pneumatics? |
| How do pneumatics work and how can I make one using a syringe? |
| What worked well and what needs to be changed next time? |
| Resources |
| Syringes Tubing Cardboard Scissors Tape Glue |



Year 3: How does climate impact farming?

Subject Specific Vocabulary

| | |
|-------------------------|---|
| Climate | The weather conditions in an area over a long period of time. |
| Physical feature | A natural part of the Earth's landscape. |
| Human feature | A landscape element that has been made, altered or built by humans. |
| Rainforest | A forest usually found in tropical climates with high levels of rainfall. |
| Desert | A hot dry area usually with little or no vegetation or water. They usually are covered in sand. |
| Valley | A long, low area found between hills and mountains. |
| Savanna | A warm, tropical grassland ecosystem. |
| Equator | An invisible line, splitting the Earth into northern and southern hemispheres. |
| Hemisphere | A half of the Earth, divided by the equator. |
| Humid | Humid means there is a lot of water or moisture in the atmosphere. |
| Temperate | A temperate climate is one with mild temperatures and rainfall |
| Tropical | Tropical climates are usually hot and humid. They often |
| Arid | An area with little or no rain, too dry to support plants. |



Key Skills

- Recognise different weather patterns and how they affect people.
- Know what a climate zone is including deserts, rainforests, valleys and savannas.
- Know how farming is impacted by climate change
- Know how the rest of the world through trade is impacted by exports.
- Understand that people use natural resources like water and food.
- Begin to explore where food comes from (local vs global).
- Know how to explore fruit farming in the local area. (real-life)

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

- How can we use a map to locate key geographical locations?
- What are climate zones and how do they affect farming?
- How is fruit farmed in my local area?
- Do different African physical features help or hinder farming?
- How do human and physical features impact farming in the UK and Africa?
- How do climate change, trade and natural resources affect farming and food supply in the UK and Africa?

Year 3: PE - Athletics

| Subject Specific Vocabulary – Key words | |
|---|---|
| Accuracy | How close the object is to the given target |
| Baton | Equipment used in relay events |
| Control | Being able to perform a skill with good technique |
| Event | Name of different athletic activities |
| Further | A greater distance |
| Personal best | An individual target |
| Power | Speed and strength combined |
| Relay | A team of runners taking a baton from start to finish |
| Speed | How fast you are travelling |
| Strength | The amount of force your body uses |
| Technique | The action completed correctly |

| Key Skills - Objectives |
|--|
| Learn the correct technique used for short distance running |
| Develop change over technique in relay racing |
| Understand how to perform the long jump correctly |
| Learn how to perform a seated overhead throw |
| Understand the importance of pacing in long distance running |
| To understand and perform the correct technique required to throw a foam javelin |



| Team Work / Fair Play |
|--|
| Wait your turn before you jump/throw. |
| Be ready for your team mate to pass you the baton. |
| Be supportive of team mates, no matter how well they do. |

| Famous People/Teams |
|---|
| Jessica Ennis-Hill - Heptathlete. She won Olympic gold in 2012, and silver in 2016. Ennis – Hill is also a 3 time world champion (2009, 2011, 2015) |
| Greg Rutherford – Long Jumper. He won Olympic gold in 2012, and at the 2015 and 2016 world athletics championships. |
| Fatima Whitbread – Javelin. She broke the world record javelin throw in 1986, and won medals in both the 1984 and 1988 Olympic games. |

| Local Clubs |
|-----------------------------|
| Medway Tri Club – Triathlon |
| Medway Park |
| Medway sport |

Year 3: PE - Rounders

| Subject Specific Vocabulary – Key words | |
|---|--|
| Accuracy | How close the object is to a given target |
| Bowler | A player on the fielding team |
| Caught out | Fielder catches the batted ball before it hits the ground |
| Collect | To pick up |
| No ball | A ball deemed outside the rules |
| Score | Total points for each team |
| Short barrier | Creating a barrier with your hands in front of your feet to stop a ball travelling |
| Strike | To hit |
| Stump | Touching the base with a ball |
| Stumped out | When a fielder touches the ball to get the batter out |
| Umpire | The person who makes the rules and makes sure they are followed |

| Key Skills - Objectives |
|---|
| Learn how to score points in a striking and fielding game |
| Develop batting skills to score points |
| Develop fielding skills to limit batter's points |
| To understand the role of the bowler in a fielding team |
| To develop an understanding of tactics and use them in the game |
| To apply the skills and knowledge to play a game of rounders |



| Rules of the game |
|---|
| Throws and catches the ball with accuracy |
| Runs around the cones to score a 'round' |
| Hits the ball using the bat with accuracy |
| Demonstrates use of tactics |

| Team Work / Fair Play |
|--|
| Work as a team and understand the rules of the game. |
| Communicates within a team |
| Does not block or interfere with a runner or a thrower |
| Listens to the umpire and accepts decisions made |

| Famous People/Teams |
|----------------------------|
| Ian Botham (England) |
| Freddie Flintoff (England) |



Year 3 : Computing – Branching Databases

| Subject Specific Vocabulary | | Software and Tools | By the end of this unit I will know: |
|--|--|--|---|
| Question | A sentence worded or expressed so as to elicit information | For this unit, both you and your learners will need access to the j2data Pictogram, Branch, and Database tools (see https://www.j2e.com/jit5#branch or similar). | To create questions with yes/no answers |
| Attributes | A piece of information which determines the properties of a tag in a database. | E-Safety | To identify the object attributes needed to collect relevant data |
| | | | To create a branching database |
| Physical representation | involves interactive systems that can sense and respond to the world around them. | I can explain how to search for information about others online | To explain why it is helpful for a database to be well structured |
| Database | A structured set of data held in a computer, especially one that is accessible in various ways | I can give examples of what anyone may or may not be willing to share about themselves online. | To identify objects using a branching database |
| Identification tool | is the process of ascribing a user identifier (ID) to a human being or to another computer or network component. | I can explain the need to be careful before sharing anything personal. | To compare the information shown in a pictogram with a branching database |
| Branching | A way of classifying a group of objects. | I can explain who someone can ask if they are unsure about putting something online. | |
| Unit Overview: | | I can describe appropriate ways to behave towards other people online and why this is important. | |
| Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases. | | I can give examples of how bullying behaviour could appear online and how someone can get support. | |
| | | I can demonstrate how to use key phrases in search engines to gather accurate information online. | |
| | | I can explain what autocomplete is and how to choose the best suggestion. | |
| | | I can explain how the internet can be used to sell and buy things | |
| | | I can explain the difference between a 'belief', an 'opinion' and a 'fact' and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc. | |

Year 3: Spanish – Los Helados (Ice cream)

| Subject Specific Vocabulary | |
|-----------------------------|------------------------|
| Los helados | The ice-creams |
| Un helado de vainilla | A vanilla ice-cream |
| Un helado de plátano | A banana ice-cream |
| Un helado de fresa | A strawberry ice-cream |
| Un helado de menta | A mint ice-cream |
| Un helado de pistachio | A pistachio ice-cream |
| Un helado de chocolate | A chocolate ice-cream |
| Un helado de caramelo | A caramel ice-cream |
| Un helado de café | A coffee ice-cream |
| Un helado de limón | A lemon ice-cream |
| Un helado de mora | A blackberry ice-cream |

| Subject Specific Vocabulary | |
|-----------------------------|------------------|
| Quisiera... | I would like... |
| Y | and |
| Un cucurucho | A cone |
| Una tarrina | A small pot/tub |
| ¿Cuántas bolas? | How many scoops? |
| Una bola | One scoop |
| Dos bolas | Two scoops |
| Tres bolas | Three scoops |
| Por favor | Please |
| Gracias | Thank you |
| ¿Qué sabor? | What flavour? |



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

- How do I ask for more than one scoop?
- How do I ask for a flavour or more than one flavour of ice-cream?
- How do I say which is my favourite ice-cream?
- How do I use quisiera in a sentence?
- How do I ask for an ice-cream in a cone or tub?



Key skills

- Name, recognise and remember up to 10 ice-cream flavours in Spanish.
- Attempt to spell some of these flavours.
- Use the structure 'quisiera...' plus an ice-cream flavour.
- Say whether we would like a cone or pot and possibly how many scoops.
- Learn how to say 'please' and 'thank you' in Spanish.

Year 3 : PSHE- Growing and changing

| Subject Specific Vocabulary | |
|-----------------------------|---|
| Relationship | The way in which two or more people, groups, or things are connected, interact, or behave toward one another. |
| Personal space | The variable, invisible boundary surrounding an individual. |
| Uncomfortable | Feeling ill at ease, nervous, self-conscious, or slightly embarrassed |
| Online safety | (Also known as internet or e-safety) is the practice of protecting individuals from digital threats, inappropriate content, and privacy breaches while using the internet |
| Secret | Any fact, piece of information, or method that is intentionally kept hidden, unexplained, or known only to a select few people. |
| Surprise | To surprise someone means to do or say something they did not expect, or to come upon them unawares. |
| Puberty | The specific biological process through which a child's body matures into an adult body capable of reproduction |
| First aid | The immediate, temporary care given to a person who has been injured or suddenly taken ill |



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

What is a healthy relationship?

What is body space, and what is acceptable in your body space?

How to be safe online and understand how to get help?

What is the difference between a surprise and a secret?

what happens during a period?

How do I safely call 999?

What basic first aid can I do?



Key Skills

Relationships:

- 1 How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
2. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
3. How to report concerns or abuse, and the vocabulary and confidence needed to do so.

Online relationships:

1. That people sometimes behave differently online, including by pretending to be someone they are not.
2. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

Being safe:

1. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact

Changing bodies:

Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.

Basic first aid:

1. How to make a clear and efficient call to emergency services if necessary.
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Year 3 : RE – Sikhism – the Khalsa

| 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 is Sikhism and how is it different from other religions?
- Why are the 10 Gurus important?
- What happens in the celebration of Baisakhi festival
- How is community care expressed through the Gurdwara
- What happens in a Khalsa baptism
- What do Sikhs believe in?



Key Skills

- I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me.
- I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary.
- I can start to evaluate which ways may show more or less commitment to God for Sikhs.
- I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.

