

Geography – Where is Africa?

Subject Specific Vocabulary

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



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?

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.

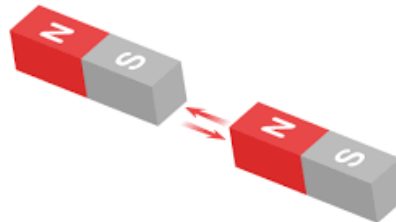


Year 3: DT – Frame structures (bridges)

Subject Specific Vocabulary		Key Skills	By the end of this unit I will be able to answer:
Frame Structure	A type of structure that is supported by a framework, using parts that bear loads.	Using sticks/straws to create a geometric frame (triangles, rectangles)	☐ What is a frame structure?
Force	A push or pull exerted on an object that can cause it to move or change.	Simple joining methods (tape, glue, pipe cleaners)	☐ How do shapes add strength?
Load	The weight or force that is carried by a structure.	Understanding rigidity through shapes	☐ How can I join materials together?
Join	Connecting two or more materials together	Designing in accordance with learnt skills to fit a design brief	☐ What will make a suitable design for a bridge?
Rigidity	the ability of a shape to maintain its form when force is applied, such as a rigid book cover.	Evaluating our models	☐ Can we work together to build a bridge?
Stability	capacity to remain steady and resist tipping over, like how a sturdy chair supports a person.	Our designs will be inspired by <u>George Andrew Hobson</u> who designed the famous Victoria Falls Bridge which crosses the Zambezi River just below the Victoria Falls	☐ 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.
magnetic	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.	❑ Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. ❑ Identify differences, similarities or changes related to simple scientific ideas and processes. ❑ Set up simple practical enquiries, comparative and fair tests. ❑ Use straightforward scientific evidence to answer questions or to support their findings.	
non-magnetic	If an object is non-magnetic, then it does not have a magnetic field and will not attract magnetic materials.		What links are there between the earth and magnets?
attract	When you place opposite poles of a magnet together, they will attract each other and be drawn closer together.		What does a magnet ALWAYS have?
repel	When you place similar poles of a magnet together, they will repel and move further away from each other.		What type of materials are attracted to magnets?
magnetic pole	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.		What materials do objects contain to be magnetic?
magnetic field	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.		Our famous scientist for this unit is: Michael Faraday 



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



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 Ipad 	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	E-Safety	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?
<u>Unit Overview:</u> 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.		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.	Can you make changes to content after you’ve added it?
			Can you identify different layouts?
			

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

Local Clubs

Gillingham Golf Club

Upchurch River Valley Golf Club

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.

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.

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?

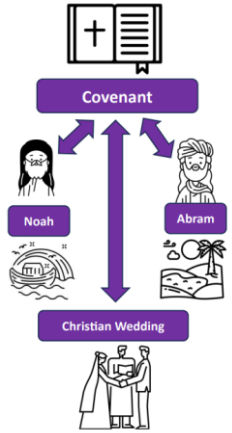
How do you apply spoken word to rhythms, understanding how to link each syllable to one musical note?.

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.



RE – What is it like for someone to follow God?

Subject Specific Vocabulary			nd of this unit, I will e to answer these questions:
Prophets: messengers sent from God Abram: the Prophet who made a covenant with God who is later called Abraham. Noah: the prophet who was told to build an Ark by God and who made a covenant with God.		h information about stories can we get different types of t can we about Noah	
Wedding: a ceremony when a couple make promises to be married and promises to Go. Old Testament: the first 39 books of the Bible which tell about Creation and God's covenant with his people. Promise: when you say you will do something. Abraham: the Prophet who made a covenant with God and who was told to leave there he lived. Covenant: a promise made between God and Prophet Abraham for the people. Righteous: something that is good with God. Christians: religion people who believe	What will we learn? In this unit, pupils will learn about the Old Testament, people of God and how they lived their lives. They will learn the story of Noah, considering what it was like for him to follow God. They will learn about the covenant that Christians believe that Noah made with God, making links to the promises that Christians make at a wedding ceremony. Pupils will spend time looking at several texts that share stories from the Old Testament people of God in detail. They will consider the importance of returning to the original text for meaning rather than learning the story from videos or children's books. Later in the unit, pupils will learn about the story of Abram/Abraham and the covenant that he made with	form reading the Biblical story? • What is the link between the story of Noah and the idea of covenant? What are the links between the story of Noah and how many Christian people live? • What is the link between a Christian wedding ceremony and the idea of covenant? • Did Abram show he trusted God? • Is it always easy for	

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

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

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

