

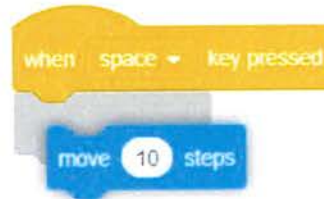
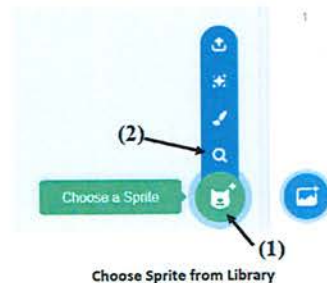
Name of Unit - Computing – Year 3 – Scratch (Sequences)

What I should already know:

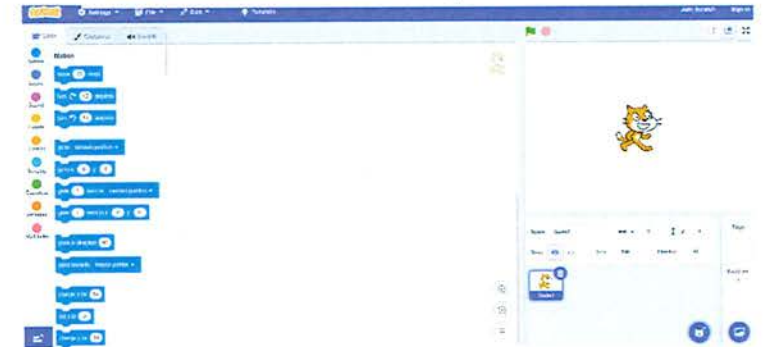
Will have already experienced coding and programming at a basic level using Beebots.

Key concepts- What I will know by the end of the unit

- * To understand how a sequence can also be called an algorithm.
- * To know that I can use a series of commands in a programming language to generate certain outputs (images, sound, sprite moving in a certain direction)
- * To can create and delete a sprite
- * To write a movement code for a sprite by joining 'blocks' together
- * To use 'wait until' blocks
- * To make a copy of a sprite and its code (duplicate)
- * To create a background
- * To create obstacles
- * To create effects when the main sprite touches an obstacle.



Simple sequence
in Scratch code
with flow of
control



Glossary of terms	Or translation of key vocabulary and a picture
Algorithm	A set of steps to complete a specific task
Sequence	The order that commands are carried out by a computer
Flow of control	A diagram used to show steps within an algorithm (a pathway)
Sprite	A sprite is an image that can be programmed to move, respond to events, and interact with other sprites
Code	A set of instructions written in coding language.
'Emergency return'	A code written to enable a sprite that has 'disappeared' from the screen to return to a given spot.



Name of Unit: Time (Year 3 Spring)

What I should already know

- To develop my understanding of France
- To greet people and to discuss how I am feeling
- To introduce myself - to give my name and age (count up to 10)

Key concepts- What I will know by the end of the unit

- To count up to 31
- To recall and order the days of the week
- To recall and order the months of the year
- To read, say and write birthday dates
- To talk about the season and the weather

0 - zéro	16 - seize
1 - un	17 - dix-sept
2 - deux	18 - dix-huit
3 - trois	19 - dix-neuf
4 - quatre	20 - vingt
5 - cinq	21 - vingt et un
6 - six	22 - vingt-deux
7 - sept	23 - vingt-trois
8 - huit	24 - vingt-quatre
9 - neuf	25 - vingt-cinq
10 - dix	26 - vingt-six
11 - onze	27 - vingt-sept
12 - douze	28 - vingt-huit
13 - treize	29 - vingt-neuf
14 - quatorze	30 - trente
15 - quinze	31 - trente et un

Quelle est la date de ton anniversaire?
When is your birthday?



My birthday is on the 2nd October.

Mon anniversaire est le 2 octobre.

lundi

mardi

mercredi

jeudi

vendredi

samedi

dimanche

LES MOIS DE L'ANNÉE	
	janvier
	février
	mars
	avril
	mai
	juin
	juillet
	août
	septembre
	octobre
	novembre
	décembre



HIVER



AUTOMNE



PRINTEMPS



ÉTÉ

Quel temps fait-il?



Il fait chaud.



Il fait froid.



Il fait beau.



Il fait mauvais.



Il y a du soleil.



Il y a du vent.



Il y a du brouillard.



Il y a des nuages.



Il y a des orages.



Il pleut.



Il neige.



Il gèle.

Name of Unit - History – Iron Age Britain (Year 3)

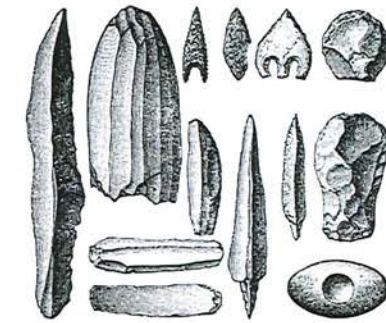
What I should already know

- How to visualise a scale of time using a timeline.
- What do we do in History?



Key concepts- What I will know by the end of the unit

- What resources (tools/clothes/weapons/jewellery) people had at this time.
- How humans skills developed to survive and thrive.
- How humans built shelter and where they lived.
- What the farming and technology improvements were.
- How religions and beliefs changed.

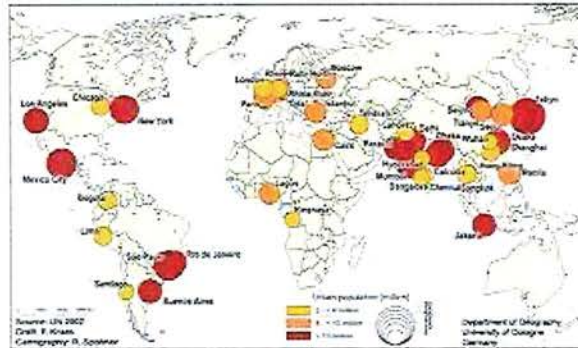


Glossary of terms	Or translation of key vocabulary and a picture
Neolithic	The later part of the Stone Age.
Settlement	A place where people establish a community.
Nomadic	Someone/something who wanders – they have no permanent home.
Artefact	An object made by a human being with historical significance.
Chronology	Past dates and events in history.
Characteristic	A feature or quality belonging to a certain place or person.

- Different types of settlements are villages, towns and cities
- We can locate places on maps using compass points



- Know what a megacity is and looks like
- Know the different countries in the UK and what their capital cities are
- Know why people might choose to live in cities and why they might choose not to
- Know the similarities and differences between the largest cities in the world and know how to find these on a world map
- To identify patterns in how cities grow and change



Glossary of terms	Or translation of key vocabulary and a picture
settlement	Any place where a group of people live
megacity	A very large city settlement, usually with more than 10 million people living there
continent	A large piece of land. The world has seven continents: Europe, Asia, Africa, North and South America, Australia and Antarctica
advantage	A good thing about a choice, situation or place
disadvantage	A bad thing about a choice, situation or place
population	The people who live in a place

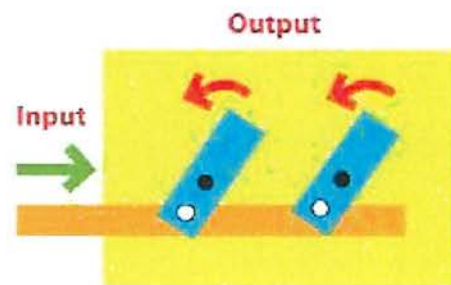
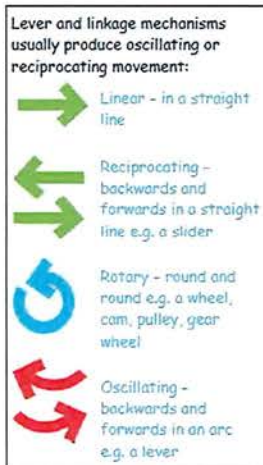
Name of Unit: Design and Technology – Movement and Construction – Levers & Linkages (Year 3)

What I should already know

- That a lever can be used to help us lift and move things.
- Explored and used mechanisms such as flaps, sliders and levers.
- Gained experience of basic cutting, joining and finishing techniques with paper and card.

Key concepts - What I will know by the end of the unit:

- I can select a suitable linkage/lever to produce the desired movement.
- I can experiment with linkages adjusting the widths, lengths and thickness of card used.
- I know that linkage is a system of levers that are connected by pivots.
- I can use the views of others to improve my design.













- Fixed pivot
- Loose pivot

When you push the card strip (input), it moves the two levers (output).

Glossary of terms	Or translation of key vocabulary and a picture
Mechanism	A device used to create movement in a product.
Lever	A rigid bar which moves around a pivot. Levers are used in many everyday products like scissors and a seesaw.
Linkage	the card strips joining one or more levers to produce the type of movement required. The term 'linkage' is also used to describe the lever and linkage mechanism as a whole.
Loose pivot	A paper fastener that joins card strips together.
Fixed pivot	A paper fastener that joins card strips to the backing card.

Name of Unit – Music – Singing (Year 3)

What I should already know

Dynamics		Interrelated Dimensions of Music	
Pianissimo	Very quiet	Pulse	The heartbeat or steady beat of a piece of music.
Piano	Quiet	Rhythm	The combination of long and short notes to create a pattern.
Forte	Loud	Pitch	How high or low a note is.
Fortissimo	Very loud	Dynamics	How loud or quiet music is.
		Tempo	How fast or slow a piece of music is.
		Timbre	The quality and character of the sound.
		Structure	How the sections of a piece are ordered.
		Texture	Layers of sound in the music.
		Notation	Ways to visually represent music.
Other Vocabulary			
Melody	A combination of pitch and rhythm.		
Sea shanty	A song originally sung by sailors whilst performing physical labour together.		
woodwind	A family of instruments which include the recorder, clarinet, flute, oboe and bassoon.		
Crescendo	Gradually getting louder.		
Diminuendo	Gradually getting quieter.		
Note Lengths			
Name	Length	Note symbol	bug symbol
semibreve	4 beats		
minim	2 beats		
crotchet	1 beat		
quaver	$\frac{1}{2}$ beat		
semi-quaver	$\frac{1}{4}$ beat		

Key concepts- What I will know by the end of the unit

The importance of warm-ups exercises and how they improve our singing.

How to sight-read simple rhythms.

To sing in unison using the inter-related dimensions of music to add interest and feeling.

To sing in parts, following a conductor to support.

Glossary of terms

Or translation of key vocabulary and a picture

posture

How to hold your body

Aural skills

Listening skills

harmony

2 melodies sung at the same time which are pleasing to the ear.

round

Where 2 or more people are singing a melody but starting at different times.

Name of Unit – RE – Devotion (Hinduism) – Year 3

What I should already know

In KS1, children have discussed and evaluated concepts which are shared by many religions eg. Love and forgiveness.

Last term, children have developed understanding of Key Stage 2 Enquiry cycle and what the different stages entail.

Children know about the Gods in Hinduism and Christianity from my time in Key Stage 1. This will have included some aspect of how they worship their God e.g., through prayer

Key concepts- What I will know by the end of the unit

- Definition and understanding of the word devotion
- Awareness of Lord Shiva and reasons why he is important in the Hindu faith
- Understanding of how Hindus show devotion to Shiva through the festival of Mahashivratri
- Knowledge of how the puja tray and home shine are used as part of worship
- Develop my own understanding of the importance of devotion in my own life and other's lives.



Glossary of terms	Or translation of key vocabulary and a picture
Devotion	love, loyalty, or enthusiasm for a person or activity.
Hinduism	A dharmic religion which features an order or way of life by which followers abide.
Mahashivratri	A Hindu festival celebrated each year in honour of the deity Shiva, between February and March. It celebrates the overcoming of darkness and ignorance in the world.
Shiva	The Hindu god of destruction – one of the Trimurti (the three principal deities within Hinduism).
Brahma	The Hindu god referred to as 'the creator'.
Puja Tray	A tray which holds a number of important items for Hindu worship.

Name of Unit – Science - Rocks and soil (Year 3)

What I should already know

- I have identified and named a variety of everyday materials.
- I have compared and grouped together a variety of everyday materials on the basis of their simple physical properties.
- I have found out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Glossary of terms

Rock – made up of grains that are packed together

Mineral – solid chemical substances that occur naturally

Fossil – the remains or impressions of a prehistoric plant or animal embedded in rock

Igneous – lava or magma that has turned from liquid to solid (forming a rock)

Metamorphic – an igneous or sedimentary rock that has been changed by extreme heat or pressure

Sedimentary – a rock formed from the build-up of sediment at the bottom of rivers or oceans

Sediment – dead animals, plants or pieces of rock that settles to the bottom of a liquid.

Magma – liquid rock inside a volcano

Lava – liquid rock which flows out of a volcano (ranges from 700 to 1200 degrees centigrade)

Key concepts- What I will know by the end of the unit

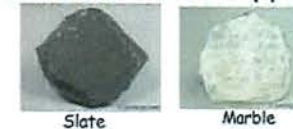
TYPES OF ROCKS

IGNEOUS ROCKS - are very hard, dark and heavy. They are formed when molten magma from a volcano cools down. They tend to have interlocking grains giving the rock a crystalline appearance. **EXAMPLES: granite, basalt, obsidian.**



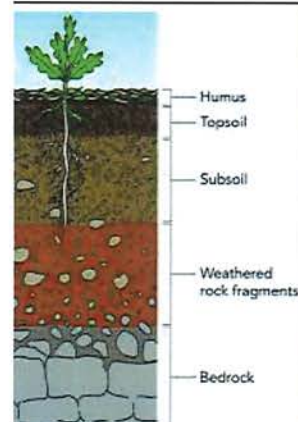
METAMORPHIC ROCKS - are rocks which have been changed over time by pressure or heat. Fossils can be found in metamorphic rocks if plants and animals have been trapped in the rocks. They are hard but can be damaged by acids.

EXAMPLES: slate, marble



SEDIMENTARY ROCKS – are formed by sediment (which includes minerals, small pieces of plants and other organic matter) that is deposited over time. The sediment is compressed over a long period of time before it becomes solid layers of rock.

EXAMPLES: sandstone, limestone, flint, chalk



LAYERS OF SOIL

Half of soil is air and water. In soil you can find sand, small stones, bits of leaves and roots. There are also millions of micro-organisms in the soil which help break down the matter and make the soil healthy and full of life.

Natural Rocks			Human-Made Rocks
Igneous	Sedimentary	Metamorphic	
Obsidian	Chalk	Marble	Brick
Granite	Sandstone	Quartzite	Concrete
Basalt	Limestone	Slate	Coade Stone

Name of Unit – Art - Cityscapes (Year 3)

What I should already know

- ♣ how to use a range of materials and tools creatively to design and make products
- ♣ how to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ♣ how to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Key concepts- What I will know by the end of the unit

- ♣ how to use **colour** to mix and blend a range of primary, secondary and tertiary colours to create a gradient
- ♣ how to use **shape** to create proportion
- ♣ how to use **tone** to create the illusion of a silhouette



<u>Glossary of terms</u>	<u>Meaning</u>
elements	Different parts of a piece of art (e.g. tone, shape, colour)
compare	To notice similarities and differences between different things
contrast	Using two opposite elements together
composition	The way the elements are arranged to create a piece
tint	Creating a lighter version of a colour
tone	Lightness or darkness of a colour
gradient	Two or more colours blending into each other
silhouette	The dark shape or outline of something
primary colour	The only 3 colours which cannot be made from other colours – red, yellow and blue
secondary colour	Made from mixing 2 primary colours together (e.g. red + yellow = orange)
tertiary colour	Made from mixing a primary and secondary colour together

Name of Unit: PSHE - Community (Year 3)

What I should already know

Previous unit- anti bullying, personal safety and relationships.

Key concepts- What I will know by the end of the unit

Children will be introduced to the concept of community and how there are different communities all over the world.

They will learn how we can work together to achieve a shared goal.

Children will be introduced to the term democracy.

Children will learn about responsibilities, including what responsibilities they have and what responsibilities we have to the environment.

Glossary of terms	Or translation of key vocabulary and a picture
community	a group of people living in the same place, having a particular characteristic or shared value in common.
values	the beliefs people have
collaboration	two or more people working together to complete a task or achieve a goal
democracy	a system of government where the whole population or all the eligible members, are able to vote
responsible	capable of being trusted.