

Name of Unit – RE – Changing Emotions (Christianity) – Year 3

What I should already know

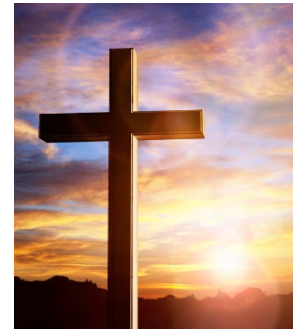
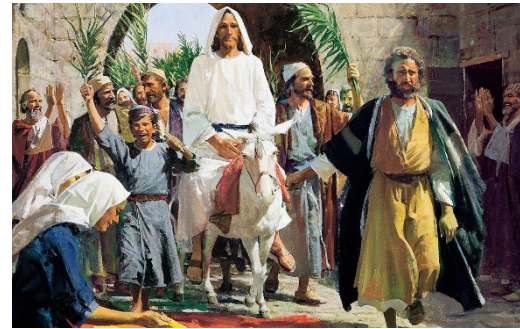
Understand what an emotion is and will be able to name different emotions. I should be able to explain how these can affect us.

Have an understanding about the Christian religion.

Had experience of a range of stories and have previously heard the bible story of Easter in Key Stage 1.

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

- Describe the concept of Changing Emotions.
- Describe the value of remembering the changing emotions in the Easter Story to Christians.
- My own response to changing emotions.
- To give examples of how I respond to changing emotions.



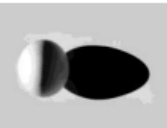
Glossary of terms	Or translation of key vocabulary and a picture
emotions	a strong feeling deriving from one's circumstances, mood, or relationships with others.
Palm Sunday	the Sunday before Easter, on which Christ's entry into Jerusalem is celebrated in many Christian churches by processions in which branches of palms are carried.
last supper	The Last Supper is the final meal that, in the Gospel accounts, Jesus shared with his apostles before his crucifixion.
crucifixion	an ancient form of execution in which a person was nailed or bound to a cross.
resurrection	(in Christian belief) the rising of Christ from the dead.
Christianity	the religion based on the person and teachings of Jesus Christ, or its beliefs and practices.

Name of Unit – Light

What I should already know:

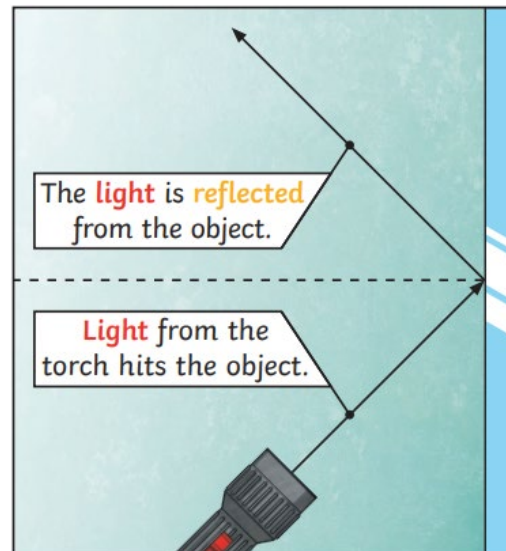
- Certain things produce light, usually by burning (e.g. the Sun) or electricity (e.g. street lights)
- Shiny materials do not make light but do reflect it.
- Shadows are caused when certain materials block light.

Key vocabulary:


source	Where something comes from.
opaque	If an object is opaque, you cannot see through it.
transparent	If an object is transparent, you can see through it.
translucent	If an object is translucent, some light can pass through it.
angle	The direction from which you look at something.
reflect	Light is sent back from the surface and does not pass through it.
shadow	A dark shape on a surface that is made when something sits between a light and a surface. 

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

A light source is something that produces light.



Why do we need light?

- We need **light** so that we are able to see in the **dark**.
- This is because the **dark** is the absence of **light**. The Sun and stars always give us **light** but we can only see the stars when it is **dark**. At night time we cannot see the Sun's **light** as the Earth turns and our part of the Earth is not lit up by the Sun at night.
- When we are driving, we need car headlights or street **lights** to help us. 
- If we are walking or out in the dark, we would need **torches** to help us see. You should not look directly into the **torch** as this is dangerous.

What are not sources of light?

- The Moon is not a **source** of **light** even though we can see it in the **dark**.
- This is because the Sun's **light reflects** on the **surface** of the Moon making it appear as though the Moon **emits light**.
- Shiny things are not **light sources** - they appear to be **sources** of **light** as they are **bright**.

How does light travel?

- **Light** travels in straight lines.
- When **light** is blocked by an **opaque** object, a **dark shadow** is formed.



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 - History – Iron Age Britain (Year 3)

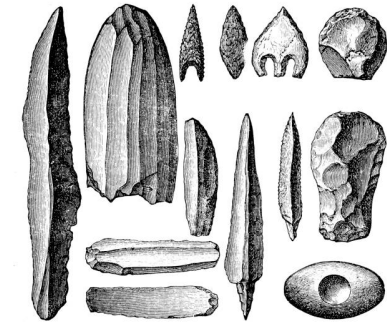
What I should already know

- 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.

Name of Unit – Computing – Online Safety

What I should already know:

I will have already looked at online safety in all year groups so far. I should know what bullying is, how this affects someone and how to get help. I might have spoken about how bullying looks online and how to deal with this.

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

I can describe appropriate ways to behave towards other people online and why this is important.

Online Bullying

I can give examples of how bullying behaviour could appear online and how someone can get support.

Online Bullying

I can say what harmful online behaviour looks like

I can describe methods people may use to bully others including online and offline methods

I can provide simple examples of where online bullying can take place and what it might look like

I can explain what it means to 'know someone' online and why this might be different from knowing someone offline.

Online Relationships

I can explain what it means to 'know' someone.

I can give different examples of how well I know people eg friends, family, teachers.

I can explain the differences between 'knowing' someone online compared to offline

I can explain how someone's feelings can be hurt by what

Online Relationships

I can describe how it might feel if I/someone else has their feelings hurt by something someone says online

I understand that when people talk online, it is different to communicating face to face and that sometimes people act differently online

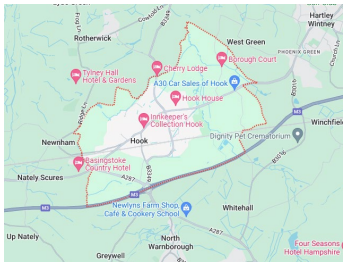
I understand that sometimes people say or write things online which are not meant as it seems

Glossary of terms	Or translation of key vocabulary
online	If you are online you are connected to the internet and can share data with other computers.
online safety	Internet safety is all about staying safe online and being aware of any potential risks we might face, which include malware, scams, and cyberbullying.
cyberbullying	Bullying behaviour which takes places through the use of electronic means, such as through e-mail, mobile phones or posts on a social network
block	To stop someone from contacting you on a chat service; people that are blocked cannot reach you online through that particular chatting service.

Name of Unit e.g Geography – Megacities (Year 3)

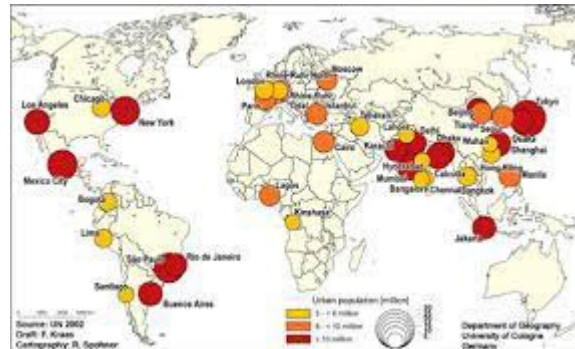
What I should already know

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



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











- 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 – Music – Singing (Year 3)

What I should already know

Interrelated Dimensions of Music			
Dynamics		Pulse	The heartbeat or steady beat of a piece of music.
Pianissimo	Very quiet	Rhythm	The combination of long and short notes to create a pattern.
Piano	Quiet	Pitch	How high or low a note is.
Forte	Loud	Dynamics	How loud or quiet music is.
Fortissimo	Very loud	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 – Respect, Rights and Responsibilities

<p>What I should already know</p> <p>Previous unit- community.</p>	<p>Key concepts- What I will know by the end of the unit</p> <p>Children will be introduced to the concepts of respect, rights and responsibilities. They will look at what respect means including the use of manners, showing courtesy and</p> <p>They will learn what rights all children across the world have.</p> <p>Children will learn that with rights, come responsibilities.</p>
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Glossary of terms	Or translation of key vocabulary and a picture
respect	treating other people the way you would like to be treated, and acknowledging the thoughts and opinions of others. when you respect someone, you treat them kindly and use good manners.
consequences	a result or effect of something else
manners	polite ways of treating other people and behaving
courtesy	the showing of politeness in one's attitude and behaviour towards others
opinion	a view or judgement formed about something



Name of Unit: Time (Year 3 Spring)

What I should already know

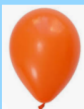
- To develop my understanding of France
- To greet people and to discuss how I am feeling
- To introduce myself - to give my name and age (count up to 10)

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

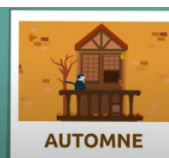
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LES MOIS DE L'ANNÉE

janvier
février
mars
avril
mai
juin
juillet
août
septembre
octobre
novembre
décembre



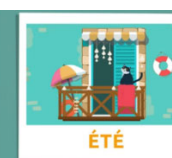
HIVER



AUTOMNE



PRINTEMPS



ÉTÉ

Quel temps fait-il?



Il fait chaud.



Il y a du soleil.



Il y a des orages.



Il fait froid.



Il y a du vent.



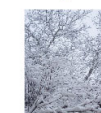
Il pleut.



Il fait beau.



Il y a du brouillard.



Il neige.



Il fait mauvais.



Il y a des nuages.



Il gèle.