





Art – Romans (Year 3)

Key element(s)

Visual element	How this can be created in mosaic	Example
 line	Place your tesserae in a row with consistent gaps.	A black border made from square tiles around a fish design.
 shape	Draw the shape in pencil first, then place your tesserae starting with the outside of the shape and working inwards.	Creating a circular sun using curved outlines then filled in.
 pattern	Plan ahead! Repeat colours or shapes in a logical sequence. Think carefully about how many times you would like to repeat your motif.	Red–white–blue–red–white–blue background behind a figure.
 colour	Make deliberate choices about the colours you use. Choose high-contrast colours for impact, or tones of the same colour for subtle effects.	Yellow bird on a blue background for maximum contrast.

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

- ♣ how the Romans created mosaics using line, shape, pattern and colour.
- ♣ how great artists use digital art to create mosaics
- ♣ how to create my own mosaic inspired by Romans techniques .

Key artist(s)



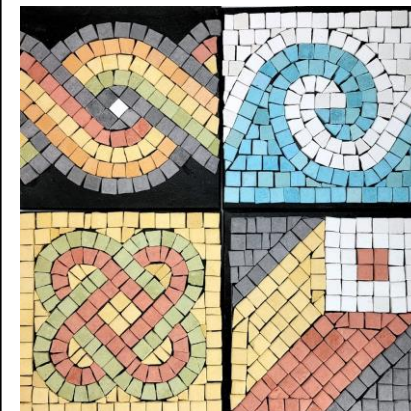
Classic Roman mosaic artists created elaborate pieces to decorate the floors and walls of Roman buildings.

We will also compare to modern artists such as Anthoni Gaudí and Charis Tvesis.

Glossary of terms	Meaning
tessera/tesserae	Small, usually square-shaped tiles used to create a mosaic.
high contrast	Colours that when placed next to each other stand out clearly from one another.
motif	A small picture, shape or design that is used again and again to make a pattern.
border	A plain or patterned line created around the edge of a piece of art.
outline	A row of tiles placed around the edge of a shape to make it stand out
pattern	A repeated design or motif.
tessellation	When shapes fit next to each other with no overlap or gaps.
andamento	The flow of a mosaic, made by the lines created when placing tesserae

Ancient Art Before 800 BC Classified by Geography	Mesopotamian Egyptian African Asian Pre-Columbian
	Greek / Roman 800 BC – 400 AD
Art Periods 800 BC – 1900AD Classified by Time Period	Religious Medieval 400 AD – 1350 AD
	Scientific Renaissance 1350 AD – 1600 AD
	Ornate Baroque 1600 AD – 1750 AD
	Logical Neoclassical 1750 AD – 1800 AD
	Passionate Romantic 1800 AD – 1850 AD
Art Movements 1900 AD – present Classified by Type	Precise Realistic 1850 AD – 1900 AD
	Eclectic Modern Art 1900 AD – 1960 AD Contemporary Art 1960 AD – present

Outcomes



Name of Unit – Computing - Animation

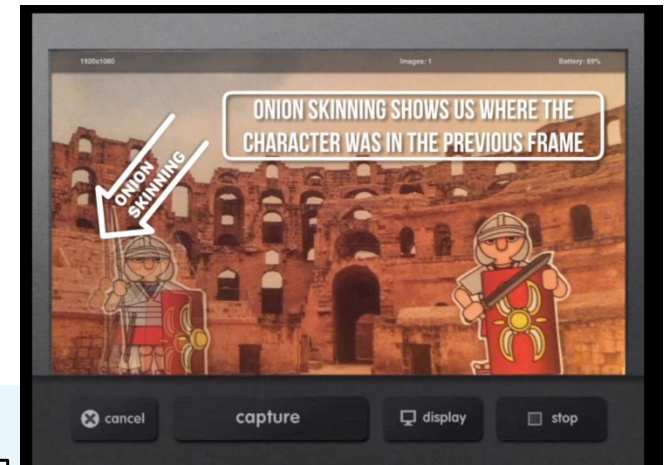
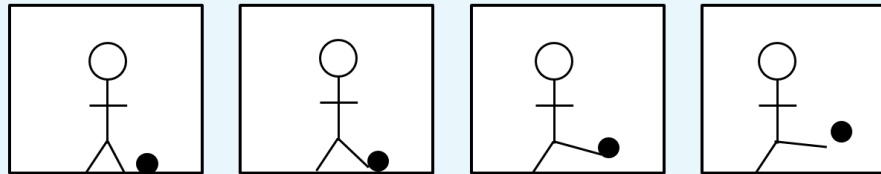
What I should already know

I may have created an animation in Year 2.

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

- To explain that animation is a sequence of drawings or photographs.
- To relate animated movement with a sequence of images.
- To plan an animation.
- To identify the need to work consistently and carefully.
- To review and improve an animation.
- To evaluate the impact of adding other media to an animation.

Look at the pictures. What do you think will happen in this animation?



Glossary of terms

Or translation of key vocabulary and a picture

animation

The process of creating the illusion of moving images using a series of still frames.

frame

A single image that makes up one specific moment or unit of time in the animation

frame rate

The number of individual frames displayed per second

onion skinning

The phrase onion skinning describes seeing the top frame you are working on, with one or more previous frames shown underneath

still image

In animation, a still image refers to a static frame or picture that does not have any motion.

stop motion

Still images linked together as part of a timed sequence to create a moving picture.

Name of Unit: : Design and Technology – Cooking and Nutrition – Healthy Balanced Salad (Year 3)

What I should already know

- Know some ways to prepare ingredients safely and hygienically.
- Have some basic knowledge and understanding about healthy eating and *The eatwell plate*.
- Have used some equipment and utensils and prepared and combined ingredients to make a product.

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

- I can generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma.
- I can follow the instructions within a recipe with adult support.
- I can work with food safely and hygienically.
- I can carry out sensory evaluations of a variety of ingredients and products.



Cutting using the bridge technique



Cutting using the claw technique

Influential Focus Designer:

**Caesar Cardini
(Chef)**



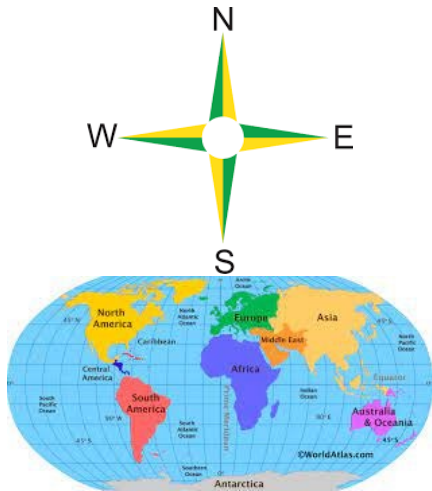
Caesar salad was invented by an Italian man named Caesar Cardini in Mexico in 1924. He created it when his restaurant was very busy one evening and he was running out of food.

Glossary of terms	Or translation of key vocabulary and a picture.
design criteria	A description of what a new project or product should do and what is needed to produce it.
evaluate	To judge the quality of a product and how well it meets the design brief.
food groups	A collection of foods that have similar nutritional properties.
nutrition	The process of taking in food and using it for growth, metabolism, and repair.
hygiene	Keeping clean to stay healthy and prevent disease.

Geography – Megacities (Year 3)

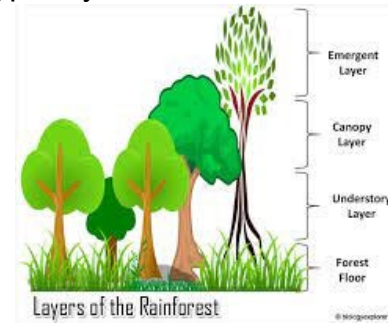
What I should already know

- What are rainforests like?
- Locations of continents and oceans on world map
- The 4 compass points



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

- Where the Equator and Tropics of Capricorn and Cancer are
- Where South America is in the world and what continents and oceans border it
- What the major human and physical features of South America are
- To know what resources Brazil produces and exports to the UK
- What a time zone is
- What the layers of a rainforest typically are



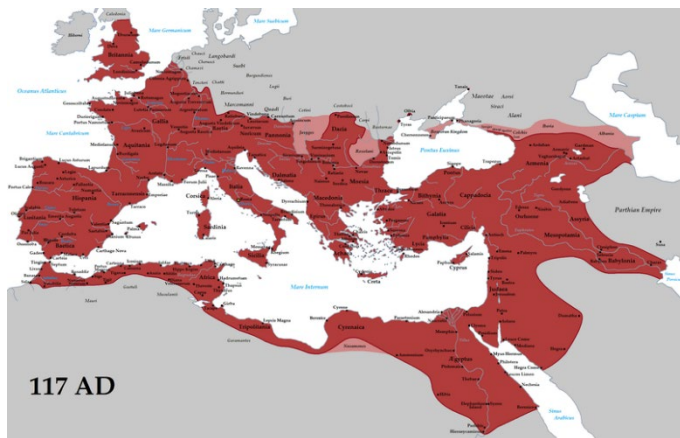
Glossary of terms

Continent	One of the world's main land masses
Ocean	One of the world's main expanses of sea water
Rainforest	Forests with a lot of rainfall, found in the world's tropical regions
Climate	Weather patterns in a region over a long period of time
Trade	When countries buy and sell resources from / to each other
Fair trade	When the workers who produce resources are given a fair amount of money for their work or products

History - The Roman Empire and its Impact on Britain (Year 3)

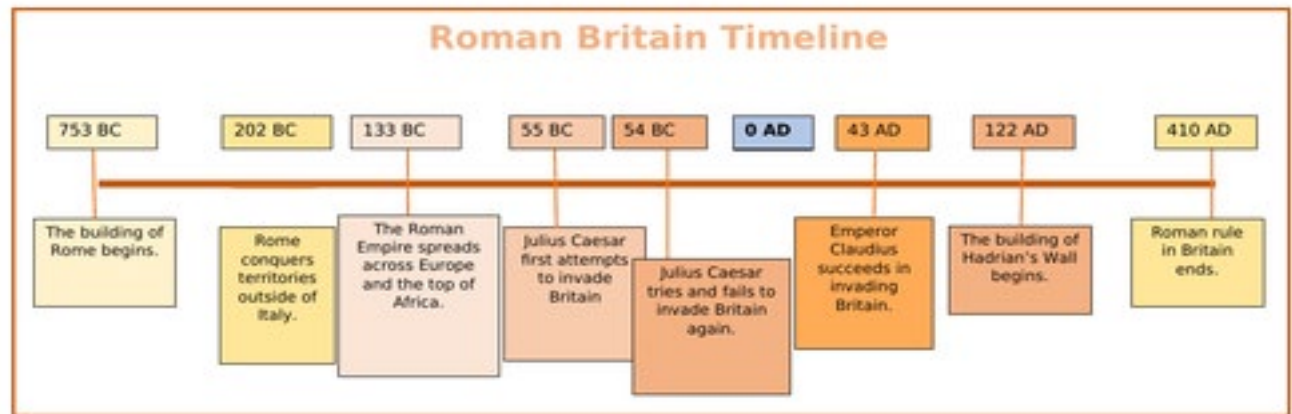
What I should already know

In Britain's chronology, the Roman Empire's arrival was the next major landmark after the Iron Age (previously studied Y3)



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

- Dates of the Roman Empire/invasion of Britain.
- Some idea of the size/ spread of the Roman Empire.
- Changes made in Britain by the Romans, including what Romanization was, and this impact.
- Knows some things that changed/ remained the same during and after the Roman occupation.



Glossary of terms	Or translation of key vocabulary and a picture
empire	A group of territories ruled by one single ruler or state.
Romanisation	To translate a language in to the Roman alphabet.
legion	A large number of people or things.
culture	Beliefs or behaviour that are traditionally practised by a group of people.

abc

Romanisation



Empire



Legion



Culture



Name of Unit: Family and Friends (Year 3 Summer)

What I should already know

- 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

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

- To identify family members and pets
- To ask the name of a family member or pet
- To respond and say the name of a family member or pet
- To spell names using the French alphabet
- To name and describe my house

Qui est-ce?

mon...

ma...

mes... / mes...

Voici ma famille.
Voici.....

Mon grand-père

Ma grand-mère

Mon père

Ma mère

Mon oncle

Ma tante

Mon frère

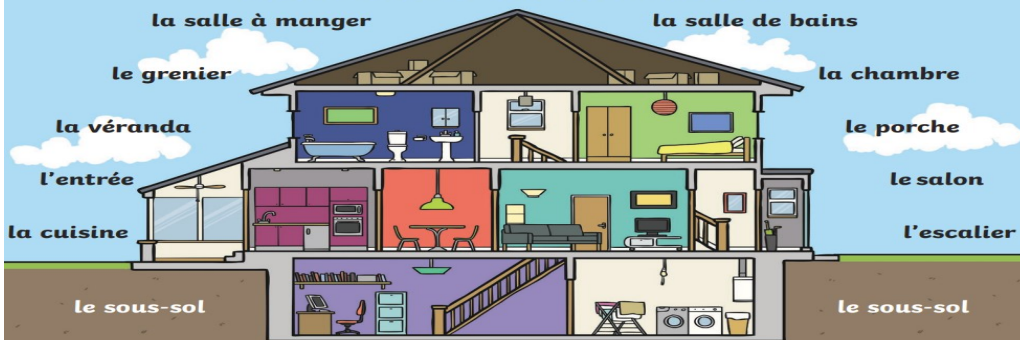
Moi

Ma sœur

Mon cousin

Ma cousine

Les Pièces de la Maison



Qu'est-ce que c'est?

C'est un chien.

As-tu un animal?

Oui, j'ai.....

Non, je n'ai pas d'animal.

Non, je n'ai pas de.....













Comment s'appelle-t-il?
Il s'appelle.....

Comment s'appelle-t-elle?
Elle s'appelle.....

Name of Unit: Year 3 composition

What I should already know

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

- To identify how certain musical elements are used to create an image in the listeners mind.
- How to layer rhythms to create an image.
- How to create an ostinato which creates an image in the listeners mind.
- To create a melody using a given set of notes.
- Include the inter-related dimensions of music when performing.

Inter-related dimensions of music	
Pulse	The heartbeat or steady beat of a piece of music.
Rhythm	The combination of long and short notes to create a pattern.
Pitch	How high or low a note is.
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.

Glossary of terms

Or translation of key vocabulary and a picture

ostinato

A repeated rhythm.

melody

A combination of pitch and rhythm.

PSHE – Inclusion (Year 3)

What I should already know

Previous unit- _respect, rights and responsibilities

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

Children will be encouraged to think about ways they are similar and different to each other with a focus on considering the similarities they have. They will be introduced to what stereotypes are and how we can challenge them.

When developing their understanding of relationships, the children will consider what are the characteristics of a good friendship as well as how to solve friendship problems. They will then apply this to playing a game in a team successfully.

Glossary of terms	Or translation of key vocabulary and a picture
similarities	the state or fact of being similar.
differences	a point or way in which people or things are dissimilar (not similar)
stereotypes	a widely held oversimplified image or idea of a particular type of person or thing. Example- boys like football
characteristics	a feature or quality belonging typically to a person, place, or thing
friendship	the state of being friends, this is often built on mutual trust.

Name of Unit – RE – Temptation (Christianity) – Year 3 Summer 1

What I should already know

Have now gained further experience about KS2 expectations for the enquiry cycle. Able to explain how each step supports my learning of a concept.

Developing knowledge of Christianity and Hindu beliefs.

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

- To describe the story of Jesus' temptation
- To describe how Christians use the Lord's Prayer to guide them not into temptation.
- To describe my own experiences of being tempted
- To understand why avoiding temptation is important for Christians



Glossary of terms	Or translation of key vocabulary and a picture
temptation	the desire to do something, especially something wrong or unwise.
decision	a conclusion or resolution reached after consideration.
Satan	Satan is another name in the Bible used for the devil.
consequences	a result or effect, typically one that is unwelcome or unpleasant.
scripture	the sacred writings of Christianity contained in the Bible.
Moral Dilemma	a situation where someone may have to make a difficult choice.

Science – Magnets (Year 3)

What I should already know

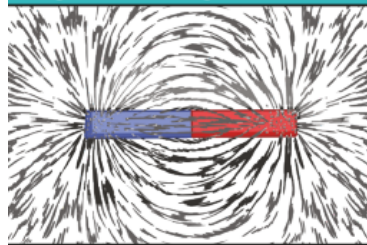
- The shape of some materials can be changed when they are stretched, twisted, bent and squashed.
- Know how different toys move.
- Know what a force is and be able to explain that a push and pull are types of forces.
- That when forces are applied to an object they allow them to move or stop moving.
- The strength of the force determines how far and fast an object moves.

Key Vocabulary

magnet	An object which produces a magnetic force that pulls certain objects towards it.
poles	North and south poles are found at different ends of a magnet .
repel	Repulsion is a force that pushes objects away. For example, when a north pole is placed near the north pole of another magnet , the two poles repel (push away from each other).
attract	Attraction is a force that pulls objects together. For example, when a north pole is placed near the south pole of another magnet , the two poles attract (pull together).

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

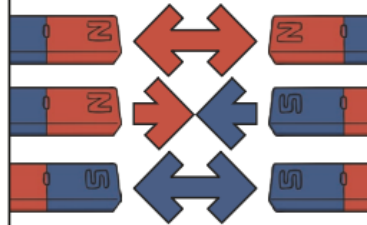
Key Knowledge



Like **poles repel**.
Opposite **poles attract**.



A **magnetic field** is invisible. You can see the **magnetic field** here though. This is what happens when iron filings are placed on top of a piece of paper with a **magnet** underneath.

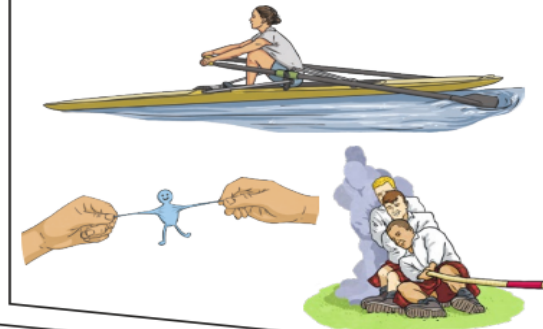


The needle in a compass is a **magnet**. A compass always points north-south on Earth.

Pushes



Pulls



Forces will change the motion of an object. They will either make it start to move, speed up, slow it down or even make it stop.