

Name of Unit – Computing - Animation

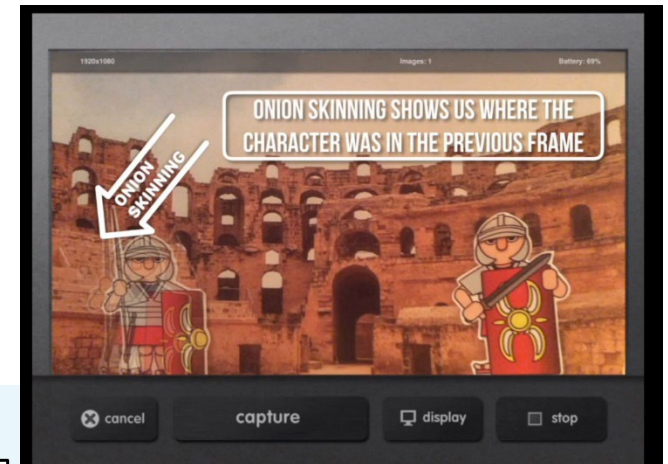
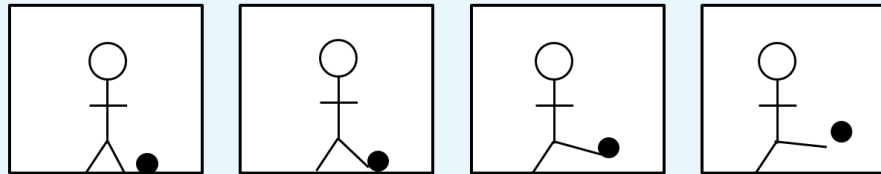
What I should already know

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. |

Art – Romans (Year 3)

Key element(s)

Shape & Form

A **shape** is an area enclosed by a **line**. It could be just an outline or it could be **shaded** in.

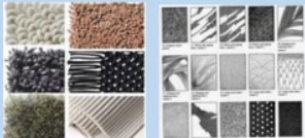
Form is a 3D **shape**. Sculpture and 3D art is about creating **form**.



Texture

Texture is the surface quality of something, the way something feels or looks like it feels.

Actual texture really exists and can be touched. **Visual texture** is made using marks to look like actual texture.



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

- ♣ how to create 3D form in drawing and sculpting.
- ♣ how great artists use form and texture in their work.
- ♣ how to score, slip, join and mould clay to create a Roman bust.

Key artist(s)



Name: Auguste Rodin
Era: Realistic/modern (1840 – 1914)
Nationality: French
Known as 'the founder of modern sculpting'

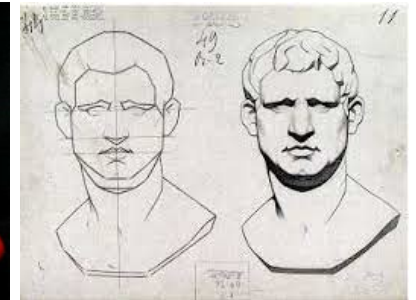


Name: Leonardo Da Vinci
Era: Renaissance (1452 - 1519)
Nationality: Italian
Discovered about and drew the human body

| Glossary of terms | Meaning |
|-------------------|---|
| elements | The different visual parts of art |
| shape | An area enclosed by a line |
| form | 3D art, through sculpture or the illusion of 3D on a 2D surface |
| texture | The feel of something, visual or physical |
| 2D | 2-dimensions, has only width and height |
| 3D | 3-dimensions, has width, height and depth |
| sculpt | Shape or carve to create 3D form |
| mould | Making a material into a particular shape |
| score | Scratching the surface of a material (clay) |
| slip | Adding water to clay to join pieces together |
| join | Putting two or more pieces of clay together |

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

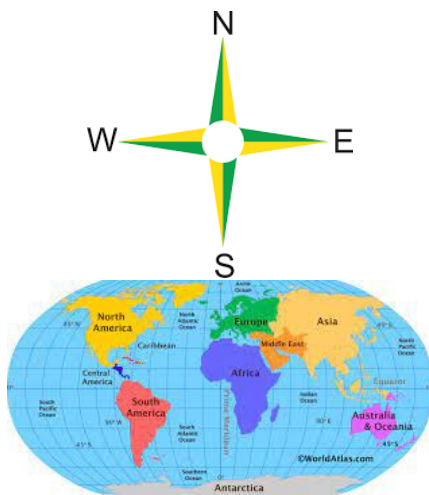
Outcomes



Geography – Megacities (Year 3)

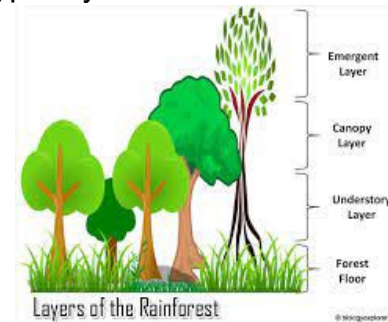
What I should already know

- 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 |

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

| | |
|--------------------------|---|
| 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. |

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

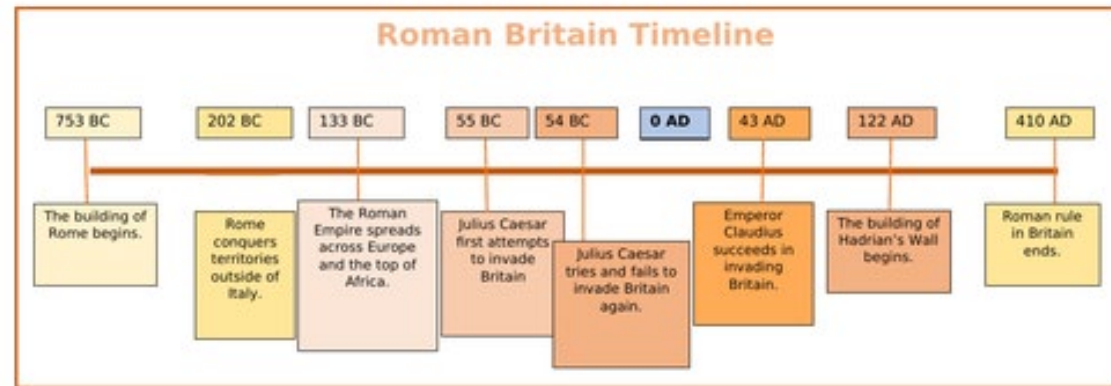
What I should already know

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.
- Understands major changes made in Britain by the Romans, including what Romanization was.
- 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. |



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

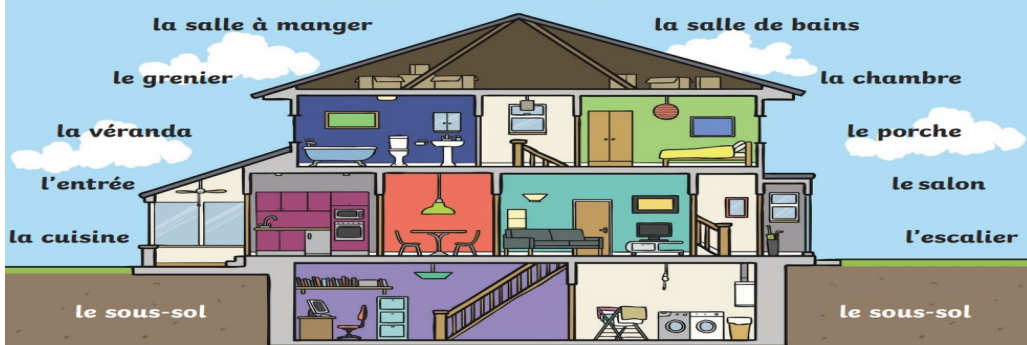
Moi

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....



un chat



un chien



des lapins



un hamster



un rat



une souris



un cochon d'Inde



un serpent



une tortue



une perruche



un canari



un perroquet



un poisson



un caméléon



un poisson













un furet

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

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

Music: 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)

| | |
|--|---|
| <p>What I should already know</p> <p>Previous unit- _respect, rights and responsibilities</p> | <p>Key concepts- What I will know by the end of the unit</p> <p>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.</p> <p>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.</p> |
| <p>Glossary of terms</p> | <p>Or translation of key vocabulary and a picture</p> |
| <p>similarities</p> | <p>the state or fact of being similar.</p> |
| <p>differences</p> | <p>a point or way in which people or things are dissimilar (not similar)</p> |
| <p>stereotypes</p> | <p>a widely held oversimplified image or idea of a particular type of person or thing. Example- boys like football</p> |
| <p>characteristics</p> | <p>a feature or quality belonging typically to a person, place, or thing</p> |
| <p>friendship</p> | <p>the state of being friends, this is often built on mutual trust.</p> |

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

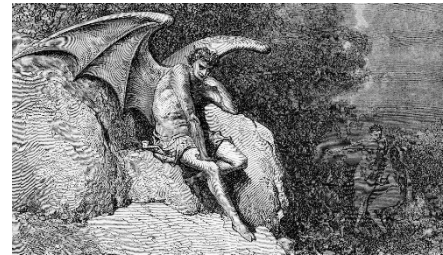
What I should already know

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 | Also known as 'the Devil' - an entity in Abrahamic religions that tempts humans to sin. |
| consequences | a result or effect, typically one that is unwelcome or unpleasant. |
| scripture | the sacred writings of Christianity contained in the Bible. |
| Christianity | the religion based on the person and teachings of Jesus Christ, or its beliefs and practices. |