

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)

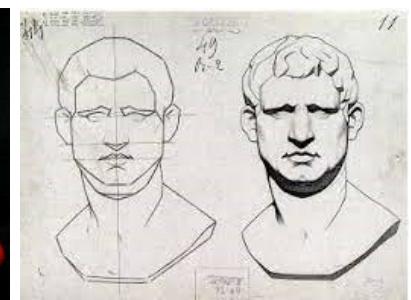
Nationality: Italian

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

Outcomes



Name of Unit – Computing - Animation

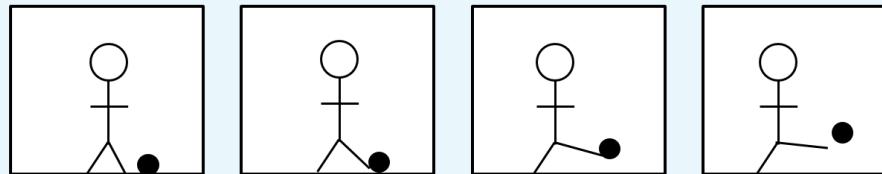
What I should already know

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.



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.

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

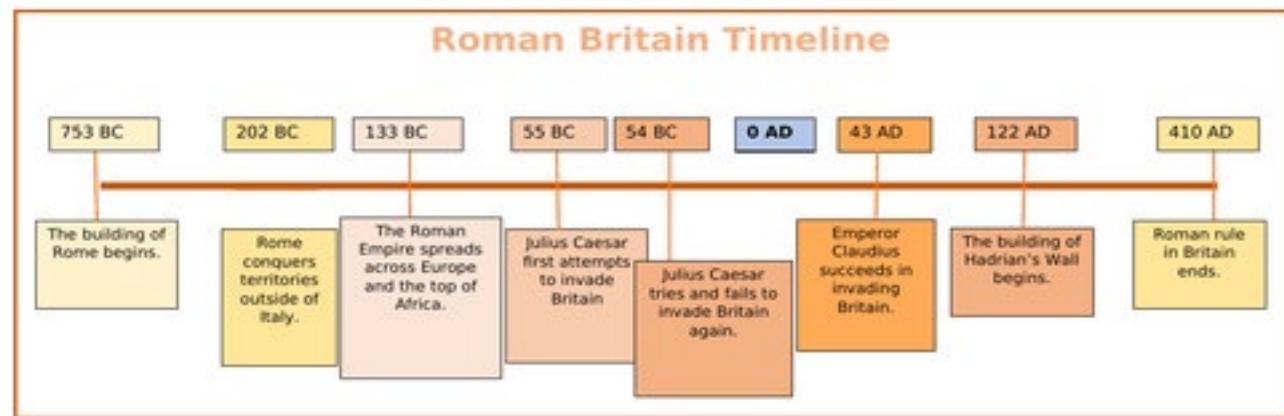
What I should already know

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...

Vaici ma famille.

Vaici.....

Mon grand-père

Ma grand-mère

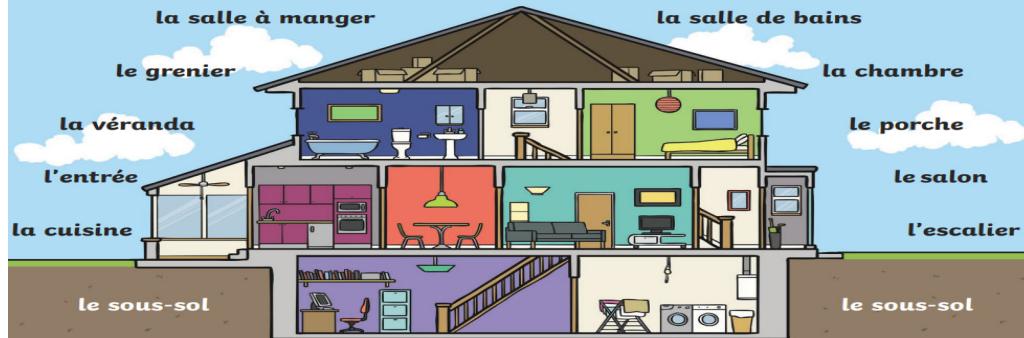
Mon père Ma mère

Mon oncle Ma tante

Mon frère Moi Ma soeur

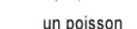
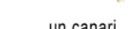
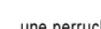
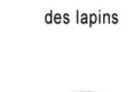
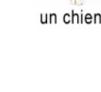
Mon cousin Ma cousine

Les Pièces de la Maison



Qu'est-ce que c'est?

C'est un chien.



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	O	
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

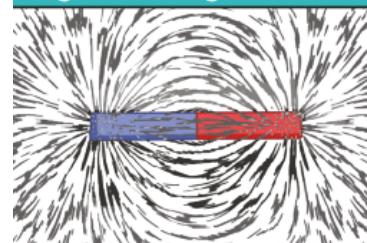
- The shape of some materials can be changed when they are stretched, twisted, bent and squashed.
- Know how different toys move.
- Know what a force is and be able to explain that a push and pull are types of forces.
- That when forces are applied to an object they allow them to move or stop moving.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

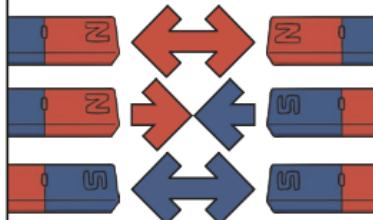
Key Knowledge



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.

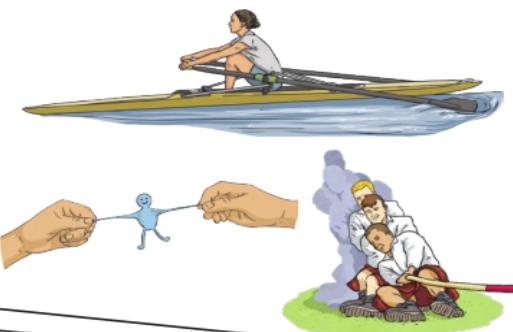


The needle in a compass is a **magnet**. A compass always points north-south on Earth.

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.