

Key Vocabulary:

Language
Dialect
Stone Age
Cave paintings
Ancient Egypt
Hieroglyphics
Bronze Age
Mayans
Shang Dynasty
Pictographic
Romans
Greeks
Phonetic alphabet
Iron Age
Latin
Anglo Saxons
Beowulf
Early Islamic
Vikings
Runic
Tudors
William Shakespeare
Modern Day
Mobile phone
Wireless
British Sign Language

Year 3 - Spring 2 - It's Good to Talk

Summary:

We will begin by exploring the different languages spoken throughout multi-cultural Britain today, including regional dialects. We will also explore the range of languages we have experienced first-hand.

We will then explore how storytellers have passed on information for centuries, sometimes through the spoken word and sometimes in writing. We will discover how people have worked together, communicating through signals and gestures, and later, words, in order to build complicated structures and materials. We will discover how, in the Iron Age, travelling poets would pass on stories and poetry, how the Celts began to write things down, how the Romans loved theatre and began to write - without punctuation! We will read parts of Anglo-Saxon stories such as Beowulf. We will explore early writing implements and ancient alphabets such as the Runic and Latin alphabets, Egyptian hieroglyphics, pictographic writing of the Shang Dynasty and the Phonetic alphabet of the Ancient Greeks. We will explore early Islamic stories such as Sinbad the Sailor. We will look at the folded picture books of the Mayans which were called codices and discover how only a few now remain.

We will study the various ways language has developed since CE1066 and will look at some parts of classic plays, such as Romeo and Juliet by William Shakespeare, to see how language has changed since the time of Queen Elizabeth I.

Texts we will be reading:

Stone Age Boy

Marcy & the Riddle of the Sphinx

Rain Player- Mayans

Mayan Civilizations- Non-fiction text.

Beowulf

Sinbad the Sailor

Romeo and Juliet

Activities:

Throughout this term children will be given the opportunity to explore and recreate different ways in which people communicated through history including:

- Carving hieroglyphics in potatoes to make printing blocks
- Using drums to communicate as they did in the Bronze Age.
- Replicating folded picture books as used in the Mayan Civilization.

In History I will learn:

L.O. To place events in chronological order.

L.O. To understand the concept of change over time, representing this, along with evidence, on a timeline

L.O. To give a broad overview of life in Britain from ancient until medieval times.

L.O. To use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.

L.O. To use evidence to ask questions and find answers to questions about the past.

L.O. To use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

LO: To describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

At the end of this topic I will know:

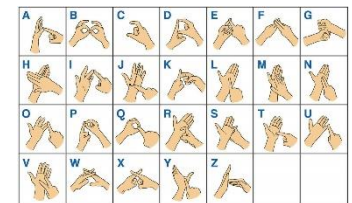
How people communicate has changed over time. I know that communication began through smoke signals and drawings which then developed into symbols used to represent letters which then developed to the alphabet that we use today. I will also know that people who are deaf communicate through using sign language and Morse code is a system of electronic communication. It uses dots, dashes, and spaces to represent letters, punctuation, and numbers. The symbols are arranged to spell out a message. A machine called a telegraph converts the symbols into electrical signals and sends them across a wire to their destination.

We will also know how the English language has changed over time from using Old English in the time of William Shakespeare to the modern day.

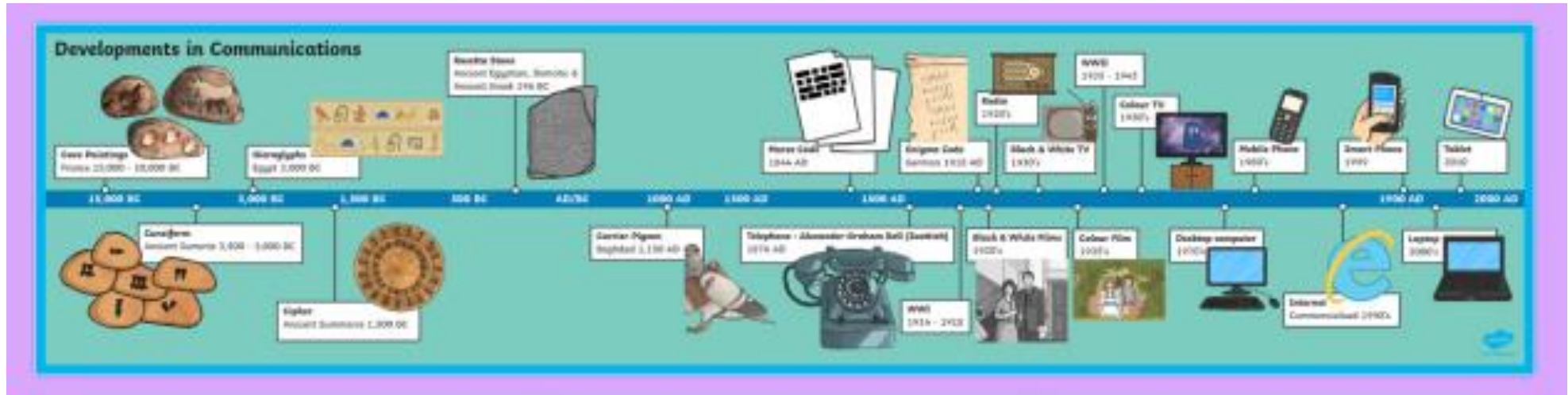
I will know that how you communicate from one place to another has evolved. I know that the Egyptians would write their hieroglyphics on stone and one famous stone in particular The Rosetta Stone, the Mayans would use folded picture books to tell other about their way of life, during the Shang Dynasty they would write on bones and bronze to communicate with other, the Shang Dynasty was the first dynasty in China to communicate with writing,. Other means of delivery of communicating from one person to another was through using a pigeon and smoke signals and more recently the telephone, which developed into people communicating through the use of a mobile phone and more recent still using the internet to communicate via email.



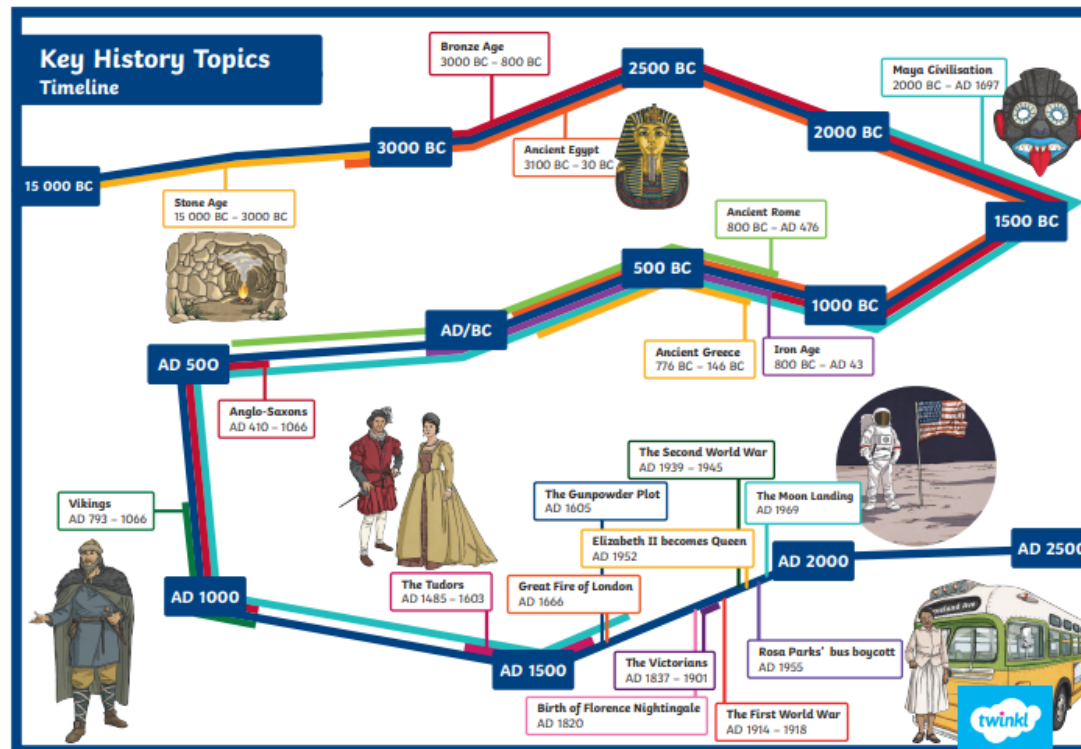
A ● -	J ● - - -	S ● ● ●
B - ● ● ●	K - ● -	T -
C - ● - ●	L ● - ● ●	U ● ● -
D - ● ●	M - -	V ● ● -
E ●	N - ●	W ● - -
F ● ● - ●	O - - -	X - ● ● -
G - - ● ●	P ● - - ●	Y - ● - -
H ● ● ● ●	Q - - - -	Z - - ● ●
I ● ●	R ● - ●	



Developments in Communication Timeline:



History Timeline:



In Art and DT we will be learning to:

- To draw and paint images of some of the most interesting picture - and script-based languages
- To make our own paper to use to present our own stories and information
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- To use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- To replicate patterns observed in natural or build environments.
- To making printing blocks
- To cut materials accurately, safely by selecting appropriate tools

At the end of the topic I will know:

Throughout the topic, our art and design work will replicate that of the period in time in which we are studying. We will pay particular attention to how using art to communicate has changed over time and how people through History used different materials to communicating through painting, drawing, engraving and writing.

We will know how different brush strokes can be used to make thick and think lines, where the lines will then be used to communicate with others. We will know how potatoes can be used to make printing block by carving hieroglyphics on them so that they can be used to print our name.

We will use clay to replicate that of the pictographic bones and bronze created and used during the Shang Dynasty.

To authenticate the paper we use for re drafting our work will use tea bags and water to 'tea stain' our paper. Thus giving a more historical feel to the style of writing we have produced.



Spring 1








In Science we will be learning to:

- To explain how living things obtain food. State why animals, including humans, need the right type of nutrients.
- To compare and group animals by their diet.
- To sort animals based on their skeletons.
- To can identify and name bones.
- To identify and explain the three main functions of a skeleton.
- To know what we need muscles to move.
- To set up

Key Vocabulary

healthy	in a good physical and mental condition
nutrients	substances that animals need to stay alive and
energy	strength to be able to move and grow
saturated fats	types of fats, considered to be less healthy, that should only be eaten in small amounts
unsaturated fats	fats that give you energy, vitamins and minerals

- Living things need food to grow and to be strong and healthy.
- Plants can make their own food, but animals cannot.
- To stay healthy, humans need to exercise, eat a healthy diet and be hygienic.
- Animals, including humans, need food, water and air to stay alive.

Nutrient	Found in... (examples)	What it does/they do
carbohydrates		provide energy
protein		helps growth and repair
fibre		helps you to digest the food that you have eaten
fats		provide energy
vitamins		keep you healthy
minerals		keep you healthy
water		moves nutrients around your body and helps to get rid of waste

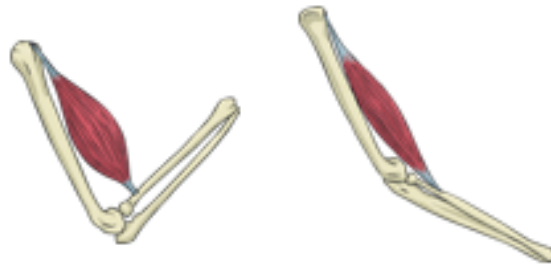
Key Vocabulary

vertebrate	animals with backbones
invertebrate	animals without backbones
muscles	soft tissues in the body that contract and relax to cause movement
tendons	cords that join muscles to
joints	areas where two or more bones are fitted together

Skeletons do three important jobs:

- protect organs inside the body;
- allow movement;
- support the body and stop it from falling on the floor.

Skeletal **muscles** work in pairs to move the bones they are attached to by taking turns to contract (get shorter) and relax (get longer).



vertebrate

endoskeleton

- a skeleton on the inside of the body that supports and protects it



invertebrate

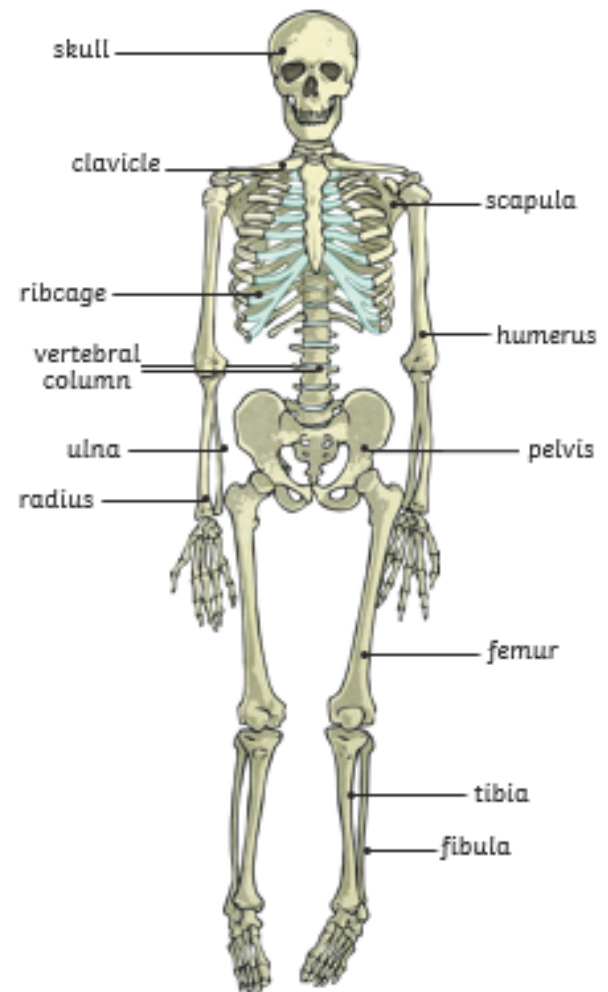
exoskeleton

- a skeleton on the outside of the body



hydrostatic

- a skeleton made up of a fluid-filled compartment in the body called a coelom, mainly found in soft-bodied animals



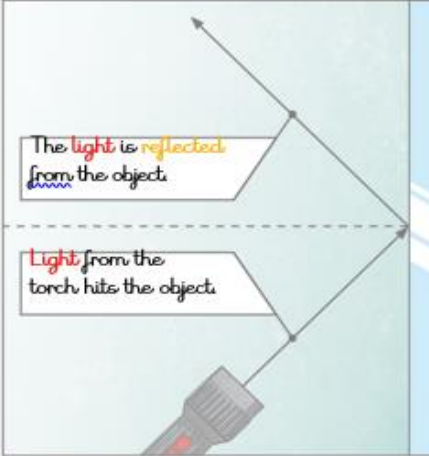




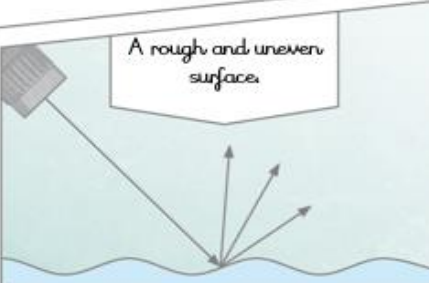
Spring 2

In Science we will be learning to:

- To recognise that I need light to see things, and that dark is the absence of light.
- To investigate which surfaces reflect light.
- To use a mirror to reflect light and explain how mirrors work.
- To know that light from the sun can be dangerous and that there are ways we can protect our eyes.
- To investigate which materials block light to form shadows.
- To find patterns when investigating how shadows change size

Key Vocabulary	
<u>light</u>	A form of energy that travels in a wave from a source.
<u>light source</u>	An object that makes its own <u>light</u> .
<u>dark</u>	<u>Dark</u> is the absence of <u>light</u> .
<u>reflection</u>	The process where <u>light</u> hits the surface of an object and bounces back into our eyes.
<u>reflect</u>	To bounce off.
<u>reflective</u>	A word to describe something which <u>reflects light</u> well.
<u>ray</u>	Waves of <u>light</u> are called <u>light rays</u> . They can also be called beams.

Key Knowledge	
<p>We need <u>light</u> to be able to see things. <u>Light</u> travels in a straight line. When <u>light</u> hits an object, it is <u>reflected</u> (bounces off). If the <u>reflected light</u> hits our eyes, we can see the object. Some surfaces and materials <u>reflect light</u> well. Other materials do not <u>reflect light</u> well. <u>Reflective</u> surfaces and materials can be very useful...</p> <div><p><u>hi-vis jacket</u></p></div> <div><p><u>cat's eyes</u></p></div>	

<p>Mirrors <u>reflect light</u> <u>very</u> well, so they create a clear image. An image in a mirror appears to be reversed. For example, if you look in a mirror and raise your right hand, the mirror image appears to raise its left hand.</p> 	<p>The surfaces that reflect <u>light</u> best are smooth, shiny and flat.</p> <div><p>A smooth, shiny, flat surface.</p></div> <div><p>A rough and uneven surface.</p></div>
---	--

Key Vocabulary	
<u>pupil</u>	The black part of the eye which lets light in.
<u>retina</u>	A layer at the very back of the eye. The retina takes the light the eye receives. It then changes it into nerve signals to send to the brain.
<u>shadow</u>	An area of darkness where light has been blocked.
<u>opaque</u>	Describes objects that do not let any light pass through them.
<u>translucent</u>	Describes objects that let some light through, but scatter the light so we can't see through them properly.
<u>transparent</u>	Describes objects that let light travel through them easily, meaning that you can see through the object.



Key Knowledge

The pupil and retina are labeled in the diagram. The pupil is the opening in the center of the iris, and the retina is the light-sensitive layer at the back of the eye.

The pupils control the amount of **light** entering the eyes. If too much **light** enters, then it can damage the **retina**. To help protect the eyes, you can wear a hat with a wide brim and sunglasses with a UV rating.

A shadow is caused when **light** is blocked by an **opaque** object. A shadow is larger when an object is closer to the **light** source. This is because it blocks more of the **light**.

The diagram shows two light sources (lamps) casting shadows of a baseball. The lamp on the left is closer to the ball, and its shadow is larger. The lamp on the right is further away, and its shadow is smaller.

When the **light** source is directly above the object, the shadow will be directly underneath.

The illustration shows a girl in a pink dress standing on grass. The sun is high in the sky, and her shadow is cast directly beneath her feet. The word midday is written at the bottom.

When a **light** source is to one side of an object, the shadow will appear on the opposite side. The shadow will also be longer.

The illustration shows the same girl in a pink dress standing on grass. The sun is low on the horizon, and her shadow is cast long and to the side. The word sunset is written at the bottom.

In Maths we will be learning to:

Multiplication and Division:

- Consolidation of 2, 4 and 8 times tables
- Comparing statements
- Related calculations
- Multiplying 2 digits by 1 digit
- Divide 2 digit by 1 digit
- Problems involving scaling
- To work systematically

2, 4 and 8 Times Tables		
2	4	8
$2 \div 2 = 1$	$4 \div 4 = 1$	$8 \div 8 = 1$
$4 \div 2 = 2$	$8 \div 4 = 2$	$16 \div 8 = 2$
$6 \div 2 = 3$	$12 \div 4 = 3$	$24 \div 8 = 3$
$8 \div 2 = 4$	$16 \div 4 = 4$	$32 \div 8 = 4$
$10 \div 2 = 5$	$20 \div 4 = 5$	$40 \div 8 = 5$
$12 \div 2 = 6$	$24 \div 4 = 6$	$48 \div 8 = 6$
$14 \div 2 = 7$	$28 \div 4 = 7$	$56 \div 8 = 7$
$16 \div 2 = 8$	$32 \div 4 = 8$	$64 \div 8 = 8$
$18 \div 2 = 9$	$36 \div 4 = 9$	$72 \div 8 = 9$
$20 \div 2 = 10$	$40 \div 4 = 10$	$80 \div 8 = 10$
$22 \div 2 = 11$	$44 \div 4 = 11$	$88 \div 8 = 11$
$24 \div 2 = 12$	$48 \div 4 = 12$	$96 \div 8 = 12$

How many times does 3 go into 57?
It goes into 5 once and has a remainder of 2.

$57 \div 3 = 19$
















How many times does 3 go into 27?
It goes into 27 nine times and has no remainder.

3 | 57
19

Measurement: Money:

- Count money (pence)
- Count money (pounds)
- Pounds and pence
- Convert pounds and pence
- Add money
- Subtract money
- Give change



Pounds and Pence						
Pence						
	1p	2p	5p	10p	20p	50p
						
Pounds						
	£1	£2	£5	£10	£20	£50
						

Statistics:

- Make tally charts
- Draw pictograms (2,5 and 10)
- Interpret pictograms (2,5, and 10)
- Pictograms- read and interpret information
- Construct bar charts
- Tables- interpret information

FRUIT	NUMBER OF CHILDREN WHO CHOSE IT
PEAR	
WATERMELON	
ORANGE	
APPLE	
BANANA	

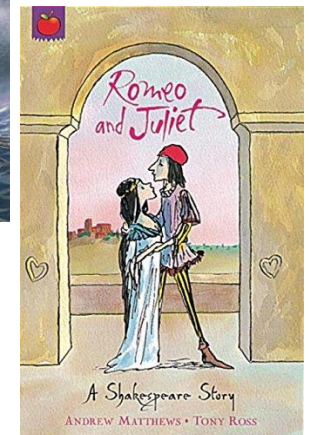
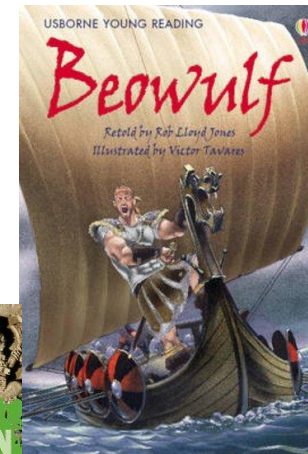
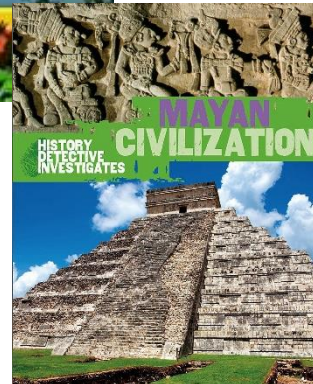
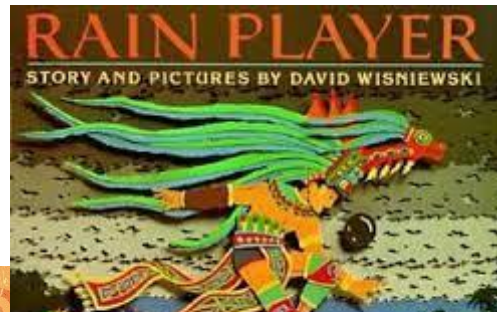
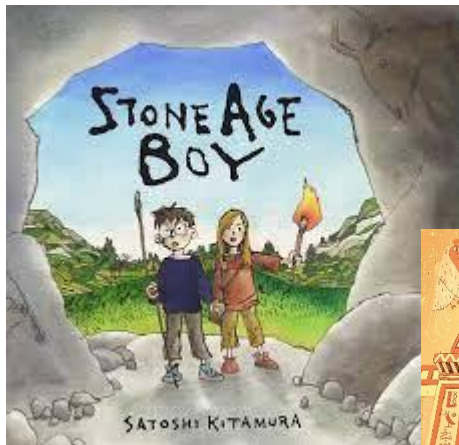
In English we will be learning to:

Write in a variety of styles including recounts, narrative, non-chronological reports, and play scripts. During these lessons children will get the opportunity to identify the features, use the features in their writing along with editing and redrafting their work. Children will also use their speaking and listening skills when carrying out role play activities.

In our Grammar lesson the children will be learning about adverbs, inverted commas, prepositions and tenses- present perfect form.

- Adverbs- a word used to describe a verb.
- Inverted commas- used to show where direct speech or a quotation begins and ends in a sentence.
- Prepositions- Prepositions tell us **where something is** (for example, beside, under, on, against, beneath or over) or when something is happening (for example: until, during, after, before or more specifically 'on Christmas Day', 'at twelve o'clock' or 'in August')
- Present perfect form- used to talk about actions which have been completed by the present, e.g. have jumped

Books we will read:



Spring 1

Computing

At the end of the unit I will know:

- To understand what email is used for and to send an email
- To edit email content and add an attachment
- To understand the importance of being kind online and what this looks like
- To understand that cyberbullying involves being unkind online
- To understand that not all

Emailing

Account	An online or intranet service, which stores information safely behind a username and password.
Attachment (email)	A function that lets you add files to an electronic message (email) before sending.
BCC	Blind Carbon Copy allows you to send a copy of the email written to another person's email address, but other readers will not be able to see this in their email thread.
CC	Carbon Copy lets you send a copy of the email you have written to another person's email address.
Computer	Electronic machines that accept and process information to produce an output, and then store the results.
Cyberbully	Someone who bullies others through the internet.
Cyberbullying	Constantly being unkind to someone using online platforms, for example email and instant messaging.
Domain	The online location or hosting website that the email address belongs to.
Email	Electronic-mail which allows us to send messages and files from one account to another over a network.
Email account	A central place where a user's emails are stored for them to view, and compose.
Emoji	Small icons that represent feelings or objects, commonly used in emails and instant messaging.
Information	Knowledge that can be remembered, written in documents or stored in different forms as data, such as in video files and audio recordings.
Log off	To lock your account.
Log on	To put in a username and password unique to you, to access your personal account.
Password	A unique combination of letters, numbers or symbols that protects personal information online.
Spam	Nonsense or junk emails, used for advertisement or harassment.
Username	A unique name or email address for your account.

⚠ Watch out for unexpected emails with unknown links. Inform a trusted adult.

Key facts

Kapow
Primary

Find the @ symbol on your keyboard here:



Email address examples

example@kapowprimary.com
example@domainname.co.uk

Example email compose window:

Log out

Blind carbon copy
Carbon copy
The email address of the person who will receive the email

New email

To: example@example.com
Cc: example@kapowprimary.com
Bcc: email@example.co.uk, email@kapowprimary.com

Subject: Title of the email

Compose a message: Where you write the text for your email.

Attached: image.png

To add attachments to email such as picture, audio or video files, etc.

Send email

Delete your email draft.

Spring 2

Computing

At the end of the unit I will know:

- To understand the terminology around databases
- To compare paper and computerised databases.
- To sort, filter and interpret data.
- To represent data in different ways.
- To sort data for a purpose.

Comparison cards databases

Categorise	Put into groups which have similar or the same properties.
Data	Information used for a specific purpose or investigation.
Database	For collecting and organising data stored on an electronic device.
Fields (data)	Categories which information can be sorted into.
Filter (data)	Displays specified or selected data types.
Graphs and charts	Visual methods of representing data.
Information	Knowledge which can be remembered, written in documents or stored in different forms as data, such as in video files and audio recordings.
Record	To log information in the present (for example data during a science experiment), to look back on it in the future.
Sort	To arrange items by an order or into a category.
Spreadsheet	A file where you can input, sort and analyse data across a series of cells.

Key facts

Kapow
Primary

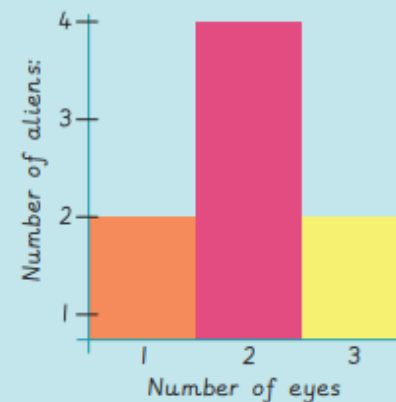
Aliens:



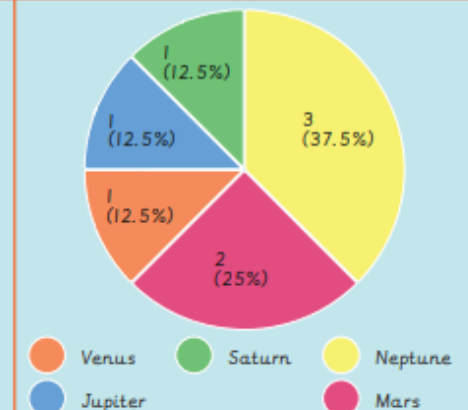
Database: Can you identify each alien?

Aliens:	Colour:	Eyes:	Legs:	Lives:
Edward	Purple	2	0	Neptune
Tony	Yellow	3	2	Mars
Gordon	Green	2	2	Venus
Joanne	Green	3	12	Mars
Flora	Pink	2	2	Jupiter
Derek	Teal	1	0	Neptune
Roberta	Orange	2	2	Neptune
Luna	Purple	1	2	Saturn

Bar graph: How many eyes do they have?



Pie chart: Where do they live?



PSHE

Spring 1

In PHSE I will be learning about what we are responsible for.

Responsibility means being accountable or to blame for something. Rights is something a person has away. A duty is a something that a person should do because it is right or fair.

At the end of the term I will know:

- about their responsibilities, rights and duties (home, school and the environment)
- how actions can affect ourselves and others



taken

Spring 2

In PHSE I will be learning about how to describe our feelings.

Feelings are an emotional state or reaction to a particular situation or event. People show and deal with their emotions in a variety of ways.

At the end of the term I will know:

- about a wider range of feelings, both good and not so good
- that people can experience conflicting feelings at the same time
- about describing their feelings to others
- about the kinds of change that happen in life and the feelings associated with this
- recognise a wider range of feelings in others

RE

Spring I

In RE I will be learning about **Islam**.

The word 'Islam' in Arabic means submission to the will of God.

Followers of Islam are called Muslims. Muslims believe there is one true God Allah (the Arabic word for God)

The Muslim holy book is called the Qur'an. Muslims believe this to be the word of Allah as dictated to Muhammad

At the end of the topic I will know:

- the significance of the story of how the Qur'an was revealed to Muhammad.
- why Muhammad is important to Muslims.
- that Muslims treat the Qur'an with great reverence as they believe it contains the actual words of Allah.
- how they treat things that are special to them.
- what sort of teaching is found in the Qur'an.
- things that guide us and keep us on track in our lives?



Spring 2

In RE I will be learning about Holy places in Islam.

The Muslim building for communal worship is called a mosque. Muslims often refer to the mosque by its Arabic name, masjid. The word comes from the Arabic for "place of prostration". Very often Mosques have a domed roof and a tall tower called a minaret. Muslims are called to prayer from the minaret. The man who enters the minaret and calls them to prayer is called a muezzin. There is often a fountain or pool, or at least an area with water where people can wash (wudu). Muslim wash their hands, mouth, throat, nose, ears, arms up to the elbow and feet. This is a sacred wash that symbolises spiritual cleansing and purity in readiness for coming before God. There is always a quibla wall in a Mosque which is the one facing Makkah (Mecca), it has an empty arch to signify the direction. It is important that Muslims always know the direction of Mecca.

At the end of the topic I will know:

- the importance of the city of Makkah and the Ka'aba in Islam today
- the part played by the city of Makkah and the Ka'aba in the life of the Prophet Muhammad
- the function and significance of the mosque and its main features
- the decorative features of the mosque: Arabic calligraphy, geometric patterns and arabesque
- the role of the mosque as a community centre with many activities taking place inside.
- the significance of wudu (ritual washing) as a preparation for prayer
- the significance of the different positions adopted during prayer
- the differences between praying at home and praying at the mosque
- to reflect on daily rituals in their own lives and the need for discipline

