



Art – Savannah Silhouettes



This term we will be taking inspiration from the African savannah to create silhouette art.

What I should already know:

- Show an understanding of different tones using pencils.
- They can mix colours primary colours together to create secondary colours.
- They create a colour wheel to demonstrate understanding of colours.

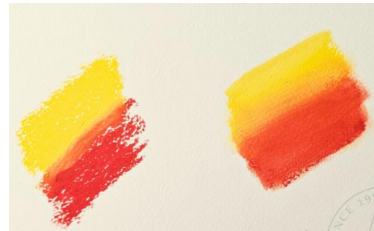


What I will learn:

- We will learn about the history of silhouettes and the technical aspects of creating them.
 - We will use pastels to blend colours to create a sunset effect as a background for our silhouettes.
- We will use our reflection and evaluation skills to assess our work.

Key Vocabulary

Word	Definition
Silhouette	an image or design cut or painted profile portraits done in black on white or the reverse.
Pastel	A drawing tool useful for mixing and blending colours
Blend	Mix two substances together until they are combined.



Unit Objective:

To find France on a map, use key greetings, ask and answer the questions 'How are you?' and 'What is your name?', count from 1-10 and learn 10 colours in French.

By the end of this unit we will be able to:

- find France on a map and be able to recall at least 1 Francophone country.
- use key greetings.
- ask and answer the question 'How are you?' in French.
- ask and answer the question 'What is your name?' in French.
- count to 10 in French.
- read, write, say and recognise 10 colours in French.

It will help if we already know:

- No previous knowledge is required as this is recommended as a starter unit for this teaching type.



Skills we will develop:

Starting to work on our memory skills so that language and the spelling of new words is remembered after the lesson. Learning to look for cognates first (such as 'bleu' for 'blue') and associating words and phrases to images.

Activities we will complete:

A number of different activities to improve cultural awareness of France and Francophone countries. Pupils will be expected to locate France on a map, as well as familiarise themselves with Francophone countries on a world map too. There will also be a variety of activities in both the spoken and written form to ask how somebody is feeling with opportunities to reply, for example a role-play in Lesson 3.

Grammar we will learn & revisit:

None in this unit as it is introductory.

Phonics & pronunciation we will see:

- **oi** sound in trois and noir
- **on** sound in marron
- **ou** sound in rouge
- **Silent letters.** The 's' in 'Paris', 'gris' and 'trois' or the 't' in 'violet' and 'vert'. There are many silent letters at the end of French words.
- **Guttural 'R'.** Becoming more familiar with the French 'r' sound as seen in noir, orange, gris, marron, vert, rouge, trois and quatre. Made from the back of the mouth, not the front.
- **Elision.** As seen in 'Comment t'appelles-tu ?' and 'je m'appelle'. Dropping of the last letter of a word (in this case the 'e' in me) and replacing it with an apostrophe. Attaching it to the word that follows which begins with a vowel or mute 'h'. This is in order to facilitate pronunciation. It is not optional in French.

Vocabulary we will learn & revisit:

Language necessary to use key greetings, ask and answer the questions 'How are you?' and 'What is your name?' as well as numbers 1-10 and 10 key colours in French. All listed on the Pupil Unit Glossary.



Africa Adventure Term 1

Africa is the second largest continent in the world and it is home to 54 countries! This term we will be learning about this fascinating continent.

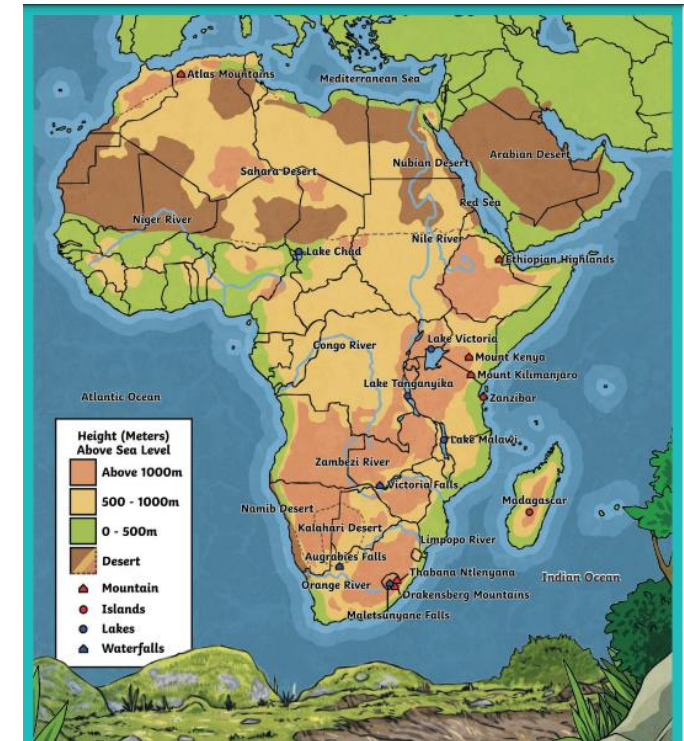


What we already know:

- Africa is one of the seven continents.
- We can use maps, atlases and globes to find places.
- Places have human features and physical features.
- Physical features are natural, such as rivers, mountains and coasts.
- Human features are made or used by people, such as roads, farms and cities.

What we will learn to:

- Locate Africa and describe where it is in the world.
- Describe different climates and biomes found in Africa.
- Identify human and physical features of Kenya.
- Explain why people settle in particular places.
- Explain how physical geography can affect the jobs people do.
- Compare the human and physical geography of Kenya with another region.



Key Vocabulary:

Africa, continent, Kenya, country, equator, climate, biome, savannah, desert, rainforest settlement, rural, urban, tourism

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Name:

Chilled-out clap rap

Year 3 Term 1

Class:

Notation	Rhythm name	Action word
	2 quavers 1 beat, ½ beat each	jogging
	crotchet 1 beat	walk
	crotchet rest 1 beat	shh

'Peter piper picked a peck of pickled peppers.'



'Moses supposes his toeses are roses.'



In this unit you will learn to create and perform patterns using crotchets, crotchet rests, and pairs of quavers, adding in dynamic contrasts.

subito =
suddenly!



In music, instructions are often given in Italian.

These signs are known as 'hairpins' - can you think why?

They indicate getting louder and getting quieter.

Tuned or pitched percussion instruments include chime bars, wak-a-tubes, xylophones and glockenspiels - anything you can play a tune on.

piano (p) = quietly.
forte (f) = loudly.
fortissimo (ff) = very loudly.
pianissimo (pp) = very quietly.

Genre = rap

Rhythmic ostinato:
A rhythm pattern that repeats throughout the music.

4 counts in a bar

pulse

steady beat

off beat

tempo

pitch

rhythm

duration

louder & quieter

volume

dynamics

body percussion

tuned percussion

timbre

ostinato

verse & chorus

structure

texture

Compose your own 4 beat rhythm using walk, jogg-ing and shh.

1

2

3

4

Part 1								
Count	1	2	3	4	1	2	3	4



20th Century composer



Steve Reich
was born in America in 1936. He is famous for his work on 'minimalism' - music made from repeating patterns.

21st Century composer



Jessica Curry
was born in England in 1973. She wrote the music for *Chilled-out clap rap*, but is most famous for writing music for video games.

21st Century performer



Evelyn Glennie
was born in Scotland in 1965. She is a world famous percussionist and often plays in bare feet so she can feel the music as she is deaf.

A **steady beat** helps us sing, perform actions and play instruments together.



clap
1



clap
2



tap
3



tap
4

Listen for this well-known football fans' clapping rhythm at the end of *Chilled-out clap rap*



Composers write music.
Performers perform music - many people do both!

Perform *Chilled-out clap rap* and play this repeating rhythm pattern on tuned percussion in the **chorus**.

How confident do you feel creating and performing rhythmic patterns using crotchets, crotchet rests, and pairs of quavers?



Add a comment:



Words you will learn:



health

How your body and mind are working or feeling.



mind

The part of you that thinks, feels and remembers.



mood

The way a person feels at a certain time.



routine

Doing things in the same way and at a similar time each day.



support

Help or care given to others or received from others.

Your mind and body are connected.

Looking after your health means taking care of your body and mind.

Make sure you:



eat a balanced diet



do things you enjoy



get a good night's sleep



stay hydrated



keep active



spend time with family and friends

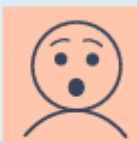
Feelings are how you notice and describe emotions.



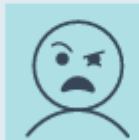
happiness



sadness



surprised



disgust



fear



anger

Face clues and body clues help us understand what someone is feeling and how strongly they feel it.

Sleep helps your body and mind.

Children your age need 9-12 hours of sleep each night.

Not enough sleep



bad mood
hard to concentrate

Enough sleep



good mood
able to concentrate

Term 1 – People of God

What is it like to follow God?



What should I already know and be able to do?

- People of God is referring to the Israelites and are used in Christianity to refer to Christians.
- People who accept Jesus Christ as Lord can be people of God.
- God's people aren't just his disciples they are people such as popes, bishops and priests.
- Name a person of God.
- List the importance of a person of God and why they are important within Christianity.
- Make clear links between biblical texts and the key concepts within.



Key words:

Bible – Christianity Holy book

New Testament – The second part of the Christian bible.

People of God – The term used in the bible to refer to Christians.

Christians – a person who believes in Christianity

Noah – Noah is in the Bible as the person who built an Ark.

Disciple – A personal follower of Christ during his life, especially one of the twelve Apostles.

Church – A building used for public Christian worship.

Faith – Complete trust or confidence in someone or something

What will I know and be able to do by the end of this topic?

- Make clear links between the story of Noah and the idea of covenant.
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- Make links between the story of Noah and how we live in school and the wider world.
- The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God – and their relationship with God.
- The People of God try to live in the way God wants, following his commands and worshipping him.
- They believe he promises to stay with them and Bible stories show God's promises.



Science

Magnets and Forces – Term 1



Can you make a tool that can move something on the floor far away from you?

What I already know ...

- How to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- That the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

What I will know ...

- We will learn how to compare how things move on different surfaces, to notice that some forces need contact between two objects, but magnetic forces can act at a distance, to describe magnets as having two poles.
- We will also learn to predict whether two magnets will attract or repel each other, depending on which poles are facing, to observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Our end goal is to design a tool to move something far away from you!

Key Vocabulary

force	push
pull	open
surface	magnet
magnetic	attract
repel	North
South	
magnetic poles	



Year 3 Term 1A Overview

Objectives that are in **pink** are a Y3/Y4 statutory requirement and individual words highlighted **pink** are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word or relate to a word, sentence or punctuation objective from the English Appendix 2 of the NC 2014. Each set of spellings contains 10 words linked to the objective.

Week 1 Words with the long /ai/ sound spelt with ei	Week 2 Words with the long /ai/ sound spelt with ey	Week 3 Words with the long /ai/ sound spelt with ai	Week 4 Words with /ur/ sound spelt with ear	Week 5 Homophones & near homophones	Week 6 Homophones & near homophones	Week 7 Review Week
eight	hey	straight	earth	here	berry	Within this assess & review week, use the provided Year 3 Autumn Term 1 Dictation Passages and the Spot the Mistake with Mr Whoops self-correction activities to assess pupil's progress against the objectives that have been covered within this half-term.
eighth	they	campaign	early	hear	bury	
eighty	obey	contain	learn	heel	brake	
weight	grey	brain	heard	heal	break	
neighbour	prey	faint	earn	main	meet	
vein	whey	waist	pearl	mane	meat	
veil	survey	claim	search	mail	ball	
beige	convey	praise	unearth	male	bawl	
sleigh	disobey	complaint	earl	knot	fair	
freight	purvey	afraid	rehearse	not	fare	