Name: .....

Class: .....

Year 3 Term 2

'March' from The Nutcracker

Russian composer, Pyotr Ilyich Tchaikovsky, 1840 - 1893



In 1892 I composed music for an old story called *The nutcracker and the Mouse King*. A girl called Clara is given a wooden nutcracker as a Christmas present. The nutcracker and toys including toy soldiers, come to life and dance. It is now one of the most popular ballets in the world.



The toy soldiers come to life and dance



March = a walk associated with soldiers, usually to a 4-beat count.

Ballet = a type of dance

Genre = classical music

SMOOTH

SPIKEY

SHORT

FLUTTERY

Can you move to or play a beat, and match the speed of others?

Orchestral instruments:
Brass: trumpet, Woodwind: clarinet, flute
Strings: violin, viola, cello

Phrase = a musical sentence

Rondo form = A-B-A-C-A

Call and response can be a question-and-answer

faster, slower

pulse

steady beat

tempo

higher, lower

pitch

rhythm

duration

dynamics

timbre

structure

texture

Musical structure = ways of organising musical ideas

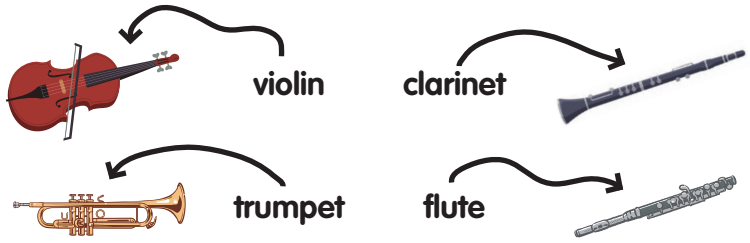


An active listener thinks and responds with movements and ideas

Call and response can be like a **question-and-answer**

Rondo form = theme A returns in between sections B and C

theme = a musical idea



	QUESTION	ANSWER
	trumpet	violin
	falling melodies trumpet	clarinet flute
	trumpet	violin
	fluttering melodies flute	fluttering melodies violin
	trumpet	violin

How confident do you feel listening actively to music and responding through movement and art? OR how confidently can you explain rondo form?



Add a comment:

17th century

18th century

19th century

20th century

21st century - present (now)

The first rondos are found in Italian operas.

1892 - *The nutcracker* ballet includes 'March of the toy soldiers' which is in rondo form

Rondo form is still popular - for example, famous film composer John Williams uses rondo form in his *Indiana Jones theme*

Words you will learn:

behaviour
What a person does.

boundaries
Limits that keep people safe or comfortable.

communicate
To share ideas or feelings using bodies, words, writing or pictures.

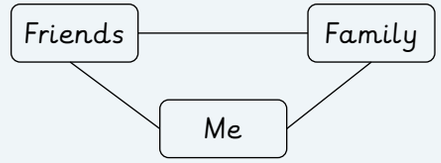
friendship
A caring relationship where people enjoy time together and trust each other.

relationship
How people are connected to each other.

respect
Being thoughtful in the way you think, speak and act.

self-respect
Treating yourself with care.

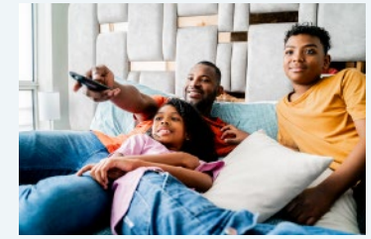
We have many different relationships. Healthy relationships are built on care and **respect**.



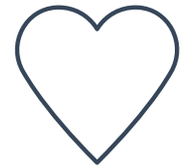
Families can help and care for each other in lots of ways:


helping with jobs


showing kindness and care


spending time together

Healthy families help children feel:


loved


safe

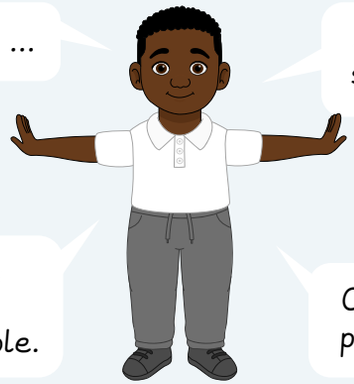

cared for

Each family is different. Write or draw what a family means to you.

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Everyone has different **boundaries** which help them feel safe and comfortable.

To **communicate** your **boundaries**, you can say:



If someone does not respect your boundaries, try again. If it still happens, tell a trusted adult.

Good friends are people who:

- show respect
- are kind
- want to help
- include you

Bullying can be physical, verbal or online.
If you see or experience **bullying**:



Tell a trusted adult.



Use kind words and actions – don't join in.

A **falling-out** is a disagreement that stops friends getting along. When this happens, we can use kind and fair words to solve the problem. Try:

communicating

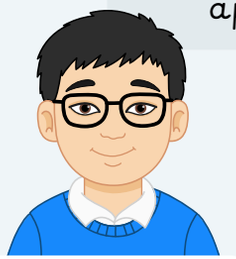


I felt upset when...

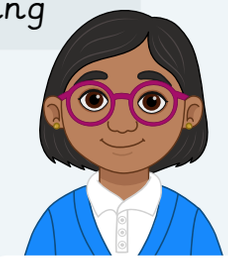


Can we talk about what happened?

apologising



I'm sorry, I didn't mean to upset you.

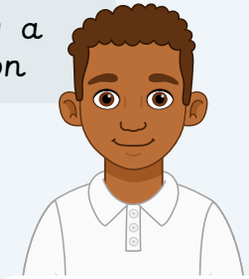


I'm sorry about...

finding a solution



Next time, can we...



Would it help if we...

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Term 2 – RE Sikhism

What makes Sikhism one of the worlds main religions?

What should I already know and be able to do?



By the end of the topic I will know that Sikhs believe;

- There is only one God.
- God cannot be described as ether male nor female.
- God created the world and create people to know the difference between right and wrong
- Images of God are forbidden as is worshipping them.
- All people are equal.
- That they can worship both in public and in private.
- God has many names such as Akal Purakh (Eternal One), Waheguru (Wonderful Teacher) and Sath Nam (Eternal Reality)
- The Guru Granth Sahib is the holy book and includes messages of all the Gurus.
- In the 5 K's; Kesh, Kangha, Kara, Kachera, Kirpan

Key words:

Sikhism – One of the world's main religions

Sikh – Someone who follows Sikhism

Guru – Spiritual teacher

Guru Nanak – The founder of Sikhism

Gurdwara – A sikh place of worship

Guru Granth Sahib – The Sikh holy text

Sargun – The belief that God is everywhere and in everything.

Khanda – the main symbol of Sikhism.

Ik Onkar – there is only one God.

Term 2 Science – Rocks and Soils.

This term we will be learning about rocks and soils and will be working scientifically by observing rocks and changes over time. We will be discussing the properties of different types of rocks to understand how they are formed as well as the properties of soils and the importance of soil.

What we already know:

We have already learnt how to identify and compare the suitability of every day materials for particular uses. We have also found out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

By the end of the topic I will be able to:

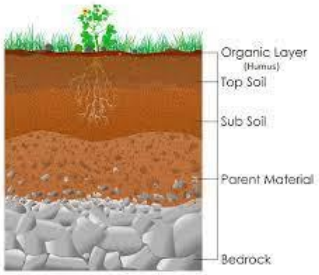
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rocks.
- Recognise that soils are made from rocks and organic matter.

Key Vocabulary

Properties	a feature that describes what a object is like + and how it acts.
Fossils	the preserved remains of plants or animals the lived a long time ago.
Rocks	a hard, natural solid made up of one or more minerals.
Grouping	the process of putting things that are alike = together into sets.
Soil	the thin top layer of the Earth's surface where plants grow.
igneous	a rock formed when hot, melted rock cools down + and gets hard.
Sedimentary	a rock where tiny pieces of matter are piled on top of each other.
metamophic	a rock that has been changed by heat or pressure.







Year 3 Term 1B Overview

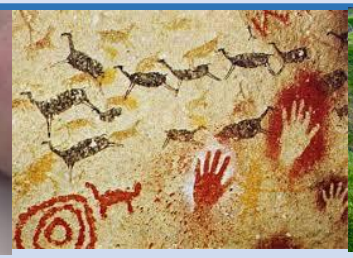
Objectives that are in pink are a Y3/Y4 statutory requirement and individual words highlighted pink are from the Y3/Y4 statutory spelling list. The additional sets either: revise previously visited spelling rules from lower year groups; practise a spelling rule linked to a Y3/Y4 statutory spelling word 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 **Creating adverbs using the suffix –ly (no change to root word)**	Week 2 **Creating adverbs using the suffix –ly (root word ends in 'y' with more than one syllable)**	Week 3 **Creating adverbs using the suffix –ly (root word ends in 'le')**	Week 4 **Creating adverbs using the suffix –ly (root word ends in 'ic' or 'al')**	Week 5 **Creating adverbs using the suffix –ly (exceptions to the rules)**	Week 6 **Statutory Spelling Challenge Words**	Week 7 **Review Week**
kindly	happily	gently	basically	truly	believe	Within this assess & review week, use the provided **Year 3 Term 1B 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.
quickly	angrily	simply	frantically	duly	appear	
safely	lazily	humbly	dramatically	wholly	often	
rudely	easily	nobly	magically	fully	group	
sweetly	busily	horribly	tragically	daily	breath	
strongly	greedily	terribly	comically	publicly	continue	
bravely	messily	possibly	actually	dryly	arrive	
secretly	wearily	incredibly	accidentally	slyly	women	
finally	cheekily	comfortably	occasionally	shyly	describe	
usually	clumsily	probably	eventually	coyly	height	

Art

This term we will be creating cave pictures inspired by the paintings found in the Lascaux caves!





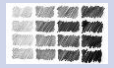
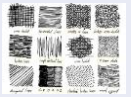

What I should already know:

I can identify techniques by looking at a range of artist's work.
I can use pencils or crayons to draw lines and shapes.
I know how to draw simple animals using basic shapes (circles, ovals, lines).
I can try to draw carefully by looking closely at a picture or object.
I know pictures can tell a story.

What I will learn:

We will learn about the prehistoric art discovered in both France and Scotland.
We will explore these images, using them to inspire us to create our own charcoal images.
How to use charcoal to make dark lines, light lines, and shadows.
How to smudge and blend to make soft and rough textures.
How to use coloured chalk to add colour.
How to use a limited colour palette like Stone Age artists.
How to draw animals using simple shapes first.
How to create a cave scene that tells a story.

Key Vocabulary

Word	Definition
Charcoal 	A black drawing material for dark lines and shading.
Chalk 	A soft drawing material used to add colour.
Tone 	? How light or dark something is.
Texture 	? How something looks or feels.
Smudge/blend 	Rubbing lines to make them softer.
Outline 	The line around the outside of a shape.
Shading 	+ Adding darker areas to show shadow.
Mark making 	Different lines, dots and shapes we draw.
Cave art 	Pictures made by Stone Age people on cave walls.

COMPUTING: CREATING MEDIA- Stop-Frame Animation

Y3

KNOWLEDGE ORGANISER

Overview









Animation

-Animation is a technique used to make objects and drawings/images appear as if they are moving.

-Stop-frame animation is a technique in which many photographs are taken of objects, with small movements in between.

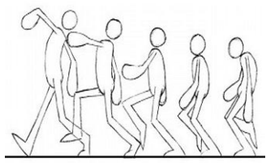
-When the images are quickly shown together, the objects appear to move! (They are animated).

-There are many stop-frame animation apps and programs, for example iMotion, Stop Motion Studio and Clayframes.

Introduction to Animation

Animation is a technique used to make objects and drawings appear to move.







Animations have been around for many years – even before computers! Stop-frame animations work in the following way:

-A number of pictures are drawn or taken of an object or picture.

-In each drawing or picture, the object has been moved slightly. Each picture is called a frame.

-When the frames are shown in a sequence, an illusion is created where it looks as though the object is moving!

Lots of movies and TV programmes are animated. These include cartoons, and films like *Wallace and Grommit* and *Chicken Run.*

-In recent years, lots of stop-frame apps and programs have been released, which can be used to make homemade animations!

Creating a Basic Animation

iMotion is one of many apps that you can use to create animation. You can create a new animation by selecting the 'new movie' option.



Setting Up

-Select 'manual.' Type in the movie title.

-Tap 'Start'. Turn on 'onion skinning'

-Make sure that your object/ drawing is in the frame (can be seen by the camera).





Creating the Animation

-Take a picture of your object/ drawing (press 'capture').

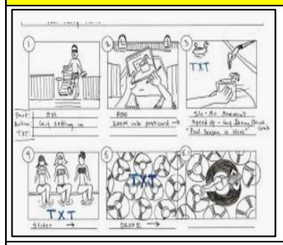
-Change the object/drawing very slightly. If drawing, keep a feint line of the original drawing to show you where to go next (onion skinning). Capture again.

-Repeat the process lots of times.

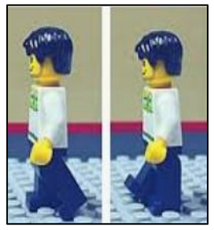


Playback and Saving: When you are finished, press 'stop' and then 'stop' again. Your animation will begin playing. You can change the speed (frames per second). Press 'export' to save your animation.

More Complex Animations



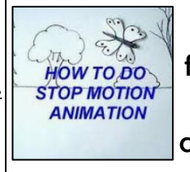
Storyboards can be used to plan animations. They help you to plan your different frames.



-Consistency is important. In each frame, we need to think about which things stay the same (e.g. background), and which things change.



-Add music by tapping 'audio.' You can add in soundtracks, your own music, or sound effects. Tap + to select the track that you want. Carefully choose when the audio starts/ stops.



-You can also add text into your animation. Tap on the frame that you want to enter text into. Tap T for text. You can choose different fonts, and select where you want the text to appear.

Important Vocabulary

Animation Flip book Stop-frame animation Frame Sequence Image Photograph Setting Character Events Onion skinning Media Import Transition

Language: French | Teaching Type: Early Language | Unit: Les animaux



Unit Objective:
To remember and recall from memory 10 common animals in French with the correct article/determiner

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

- Name and recognise up to 10 animals in French.
- Attempt to spell some of these nouns with their correct indefinite article.
- Pretend that we are a particular animal using the 1st person singular of the verb **être** (**je suis** = I am).

It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1 and vocabulary from the 'I Am Learning French' unit.
- What a noun and article/determiner is in English.
- What a verb is and that 'I am' comes from the verb 'to be' in English.

Skills we will develop:

We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to always look out for cognates (such as lion) and using pictures to help. Learning how to build a short simple sentence in French using the personal pronoun (**je**) with a conjugated verb (**suis**), an indefinite article/determiner (**un** or **une**) and a noun (in this unit an animal).

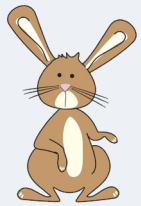
Activities we will complete:

There will be many speaking, reading, listening and written tasks to help us learn and retain the new vocabulary including word puzzles, word searches, crosswords and gap fills. Building up to a final task of producing a short simple phrase with **je suis...**' plus an animal from memory.

Grammar we will learn & revisit:

Nouns, gender, articles/determiners and verbs. To learn that nouns in French can have different articles based on their gender (masculine and feminine nouns). Looking more closely at two indefinite articles/determiners **un** (for masculine nouns) and **une** (for feminine nouns). Learning how to categorise nouns by gender (**un** or **une**). Introduction of 1st person singular conjugation of the high frequency irregular verb **être** (to be) in French.

Phonics & pronunciation we will see:



Recommended phonics focus: **CH OU ON OI**

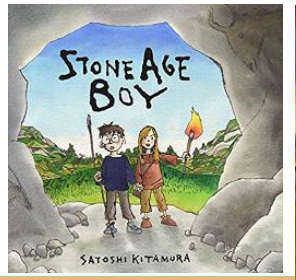
- **CH** sound in **cheval**
- **OU** sound in **souris** & **mouton**
- ON sound in **cochon** & **mouton**
- **OI** sound in oiseau
- **Silent letters and liaison**. 'D' is not pronounced in **canard** and the last 's' is not pronounced in **souris**. The last 's' is however pronounced in the word **suis** as seen in lesson 5. Here it is in front of the indefinite article/ determiners **un** and **une** that start with a vowel. Liaison occurs and the normally silent 's' is pronounced almost like a 'z'.
- **Nasal sounds.** Starting to explore the four French nasal sounds (**on, un, in and an**). This sound does not exist in English and is made through the nose not the mouth! Words like **coch<u>on</u>**, **s<u>in</u>ge** and **mout<u>on</u>**.

Vocabulary we will learn & revisit:

10 common animals. The animals plus their appropriate indefinite article. First person conjugation of the verb **être** (**je suis** = I am). All listed on Vocabulary Sheet.



Did life get better from the Stone Age to the Iron Age?



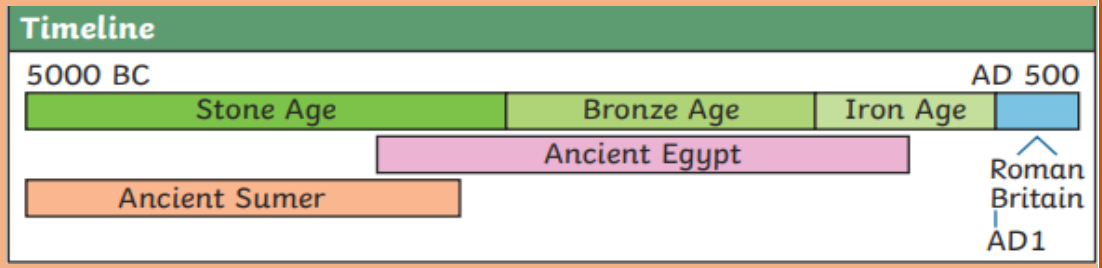


Long before people wrote books or recorded history, people lived in Britain during the Stone Age, Bronze Age and Iron Age. We learn about this time by studying artefacts, buildings, bones and other clues left behind. In this topic, we will investigate how life changed and decide whether life really got better.



What we already know:

- The past can be placed in chronological order.
- Historians use sources to find out about the past.
- Artefacts can give us clues about how people lived.
- Life in the past was different from life today.
- Changes can happen slowly over a long period of time.



This term we will be learning:

- When the Stone Age, Bronze Age and Iron Age happened.
- How to place these periods in chronological order.
- What life was like for Stone Age hunter-gatherers.
- How sources and artefacts tell us about prehistoric Britain.
- How life changed when people began using bronze.
- What the Amesbury Archer can tell us about Bronze Age life.
- How iron tools, farming and hillforts changed life in Britain.

