



Animals

LKS2 Terms 3-4

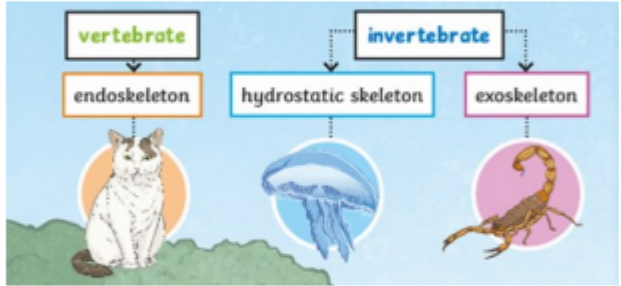
Science—Y3 Animals

Key vocabulary	
Vertebrates	Animals that have a backbone
Invertebrates	Animals that do not have a backbone
Endoskeleton	Bones inside the body that grows as animals grow.
Exoskeleton	Support structures which are on the outside of the animals.
Hydrostatic skeleton	Don't have any bones or stiff structures to support them.

Key learning
<p><u>Animal Classification</u></p> <p><u>Vertebrates:</u> mammals, amphibians, reptiles, fish and birds</p> <p><u>Invertebrates:</u> insects, crustaceans, molluscs, arachnids, annelids, gastropods, marsupials and monotremes</p> <p>There are many more invertebrates in the world than vertebrates. Only about 3% of all animals are vertebrates.</p> <p><u>Animal diets</u></p> <p>All living things need to eat. We call what animals eat their diet. Animals can be sorted into three groups of diet.</p> <p>-Herbivores -Carnivores -Omnivores</p>

Key Learning
<p>Understand that all animals can be classified into a group based on their characteristics, example: warm blooded, cold blooded, reproduction, etc. Animals also do not all consume the same foods and they all follow different diets. The one thing that is consistent with animal diets is that, unlike plants, they cannot produce their own food. Skeletons have three main purposes: to protect, allow movement and stop the body from falling. There are three different types of skeletons that can be found in different types of animals: endoskeletons, exoskeletons and hydrostatic skeletons. All animals also have muscles in their body that are needed for everyday living. Muscles work in different ways in animals with different skeletons.</p>

In this unit, I will...
<p>•Understand that animals can be classified into different groups based on their characteristics.</p> <p>•Name and describe the different animal diets and the animals within these diets.</p> <p>•Understand and be able to discuss the three main jobs of all types of skeletons.</p> <p>•Know that different animals have different types of skeletons.</p> <p>•Understand how muscles work differently in different animals with different types of skeletons.</p>

Key Learning
<p><u>Skeletons</u></p> <p>Three main jobs:</p> <ul style="list-style-type: none"> - Protect organs inside the body - Allow movement -Support the body and stop it from falling <p><u>Three types of skeletons:</u></p> <p>Endoskeletons</p> <p>Exoskeletons</p> <p>Hydrostatic skeletons</p>  <p><u>Muscles</u></p> <ul style="list-style-type: none"> - Muscles are needed to do things on a daily basis. - Generally the most important muscle is the cardiac muscle (heart muscle). - Some animals do not have hearts though, such as a jellyfish, starfish and flatworms. <p><u>Muscles and skeletons</u></p> <p>Endoskeletons: bones are pulled by muscles so that the body can move.</p> <p>Exoskeletons: muscles on the inside of them.</p> <p>Hydrostatic skeletons: muscles to move the fluid inside the body cavity so that they can move.</p>



Plants

LKS2 Terms 3-4

Science - Y3 Plants

Key vocabulary	
Roots	Hold the plant in place so it doesn't fall over. They absorb water and nutrients from the ground.
Nutrients	The chemicals which animals and plants need to grow strong and healthy. Most plants get nutrients from the soil using their roots.
Germination	The growth of a seed into a young plant or seedling.
Pollination	How plants reproduce. It occurs when pollen from the male part of one plant travels to the female plant of another flower where seeds are made.
Dispersal	The way which a plant spreads its seeds as far as possible.

Key Learning: Function of parts of flowering plants

The **roots** of a plant take up water and **nutrients** from the soil. They also anchor the plant to the ground and keep it steady.

The stem carries water and nutrients to different parts of the plant. It also provides support and keeps the plant standing upright.

The leaves use light from the sun, along with carbon dioxide from the air to make food for the plant. This process is called photosynthesis.

Some plants have flowers. These are involved in reproduction and produce seeds from which new plants grow.

Key Learning : Life cycle of a flowering plant

1. A seed **germinates**, the roots and shoots are formed. 2. The plant grows, producing leaves and flowers. 3. Insects **pollinate** the plant, the pollen is transferred from one plant to another. This results in a seed being produced. 4. The seed is **dispersed**. This could be by wind, animal, water or gravity.

This cycle then repeats.

In this unit, I will...

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

What should I already know?

Know how to identify and be able to name a variety of common wild and garden plants.

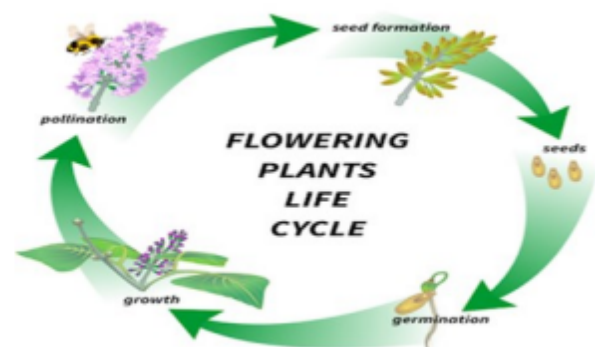
Describe the basic structure of a variety of common flowering plants including trees. Including roots, stem, leaves and flower.

Describe how seeds and bulbs grow into mature plants. Starting with their roots going down to seek water. Next their shoots going up to seek sunlight. Then the stem continues to grow upwards with leaves and flowers attached to it.

Describe how plants need water, light and a suitable temperature to grow and stay healthy.

Key Learning : What do plants need to help them live?

Plants need air, light, warmth, water, **nutrients** and space to grow to be healthy. If they are healthy, they can continue making their own food through photosynthesis. Most healthy plants are upright with green leaves.



Key Vocabulary

The Water Cycle	The cycle of processes by which water circulates between the earth's oceans, atmosphere, and land, involving precipitation as rain and snow, drainage in streams and rivers, and return to the atmosphere by evaporation and transportation.
Atmosphere	The envelope of gases surrounding the earth or another planet.
Climate Zones	Climate zones <i>are areas with distinct climates</i> . These zones might correspond to weather patterns.
Agriculture	The science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.
Conservation	A careful preservation and protection of something

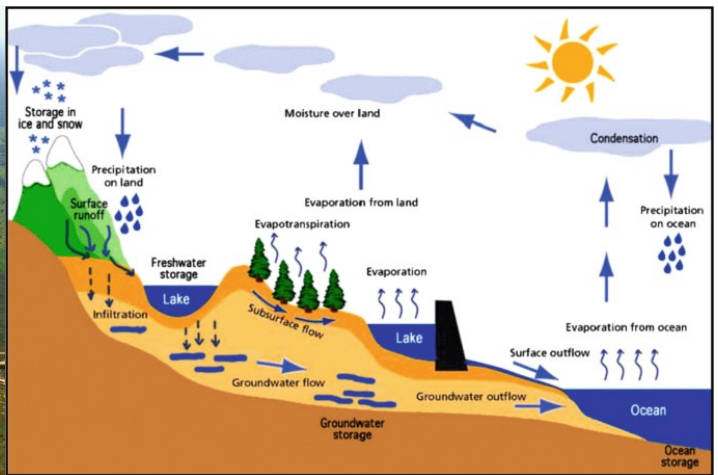
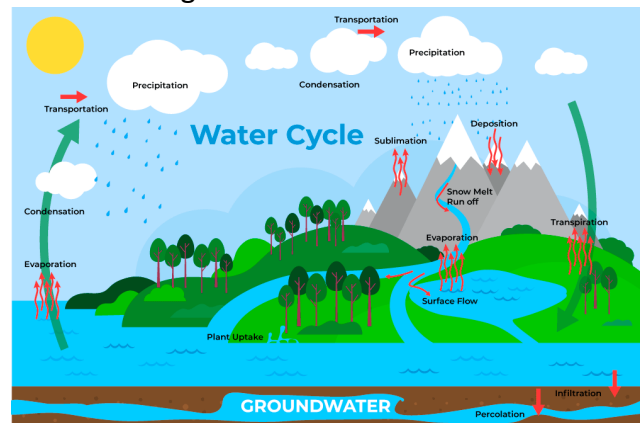
The Water Cycle

Earth has been recycling water for over 4 billion years! The world's water moves between lakes, rivers, oceans, the atmosphere and the land in an ongoing cycle called the water cycle. As it goes through this continuous system, it can be a liquid (water), a gas (vapour) or a solid (ice).

The River Nile

The River Nile is the longest river in Africa, flowing northward through 11 countries.

The River Nile is important in providing water for agriculture and supporting civilisations throughout history.



The River Nile

Map of the River Nile to show the Water Cycle

Climate Zones linking to the Nile River



The River Nile passes through tropical and subtropical climate zones. The climate zones influence the amount of rainfall along The Nile





Ancient Egyptians

LKS2 Terms 3-4

Ancient Egyptians - History

Timeline	
3500 BC	Early settlers in the Nile valley
3100 BC	Hieroglyphic script developed Narmer unifies Upper and Lower Egypt
2700 BC	First stone pyramid built
2600 BC	Pyramids of Giza built
2200 BC	Various kings rule over Egypt
2055 BC	Mentuhotep II gained control of entire country
2000 – 1700 BC	Agricultural development of the Faiyum Earliest parts of Temple of Karnak built Egyptians control Nubia
1700 BC	Hyksos rulers took control of Delta region
1600 BC	Ahmosé unifies country
1400 BC	Tutankhamun became pharaoh
1100 BC	Upper and Lower Egypt split
525 BC	Persians conquer Egypt

Egyptian Gods

Isis Mother Goddess

Osiris Ruler of the Underworld

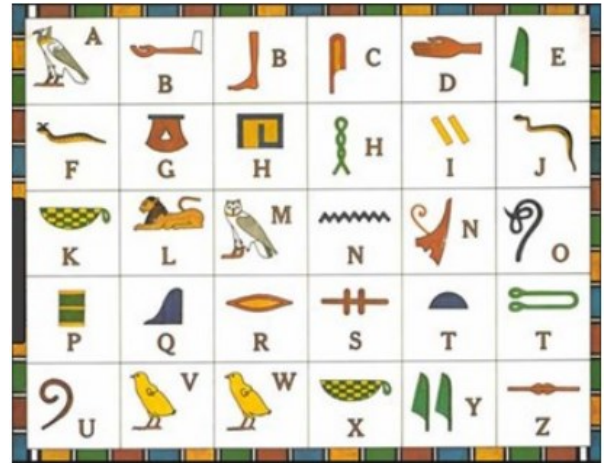
Horus God of the Sky

Thoth God of Knowledge

Hathor Goddess of Love and Joy

Anubis God of the Dead

Ra Sun God



Key Vocabulary

Afterlife – The place where Egyptians believed they would go after they died

Akhet – The season of the year when the Nile river flooded

Canopic jars – Special jars that held the organs of a mummy including the lungs, intestines, liver and stomach

Dynasty – A period of rule when a series of kings or pharaohs all came from the same family

Hieroglyphics – A type of writing that used a combination of pictures and symbols

Papyrus – A plant that grew on the banks of the Nile

Pharaohs – The supreme ruler of all of Ancient Egypt

Sarcophagus – A large stone box that held a mummy's coffin





River Nile- Key Facts

- The River Nile runs through Egypt and through many other countries in Africa.
- Most people live near the Nile, because the areas around it are mostly desert.
- The River Nile would flood every year and leave behind a rich soil. This was essential for growing food.
- A system of canals that led from the Nile were also used to water field in other areas. This is called **irrigation**.
- Boats were used to travel up and down the Nile to trade throughout the country.
- The papyrus plants around the river were used to make papyrus, which was the paper of the Ancient Egyptians.



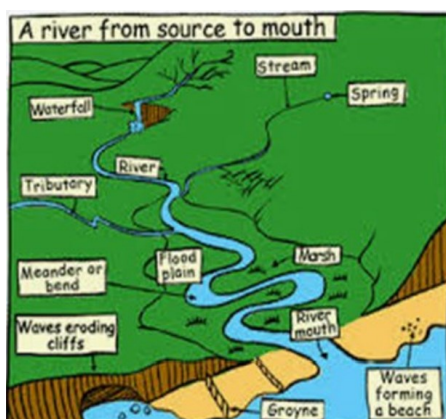
River Thames- Key Facts

- Length 346 km (215 miles)- the longest in England
- The source is about a mile north of the village of Kemble, near Cirencester.
- There are 47 locks London, Oxford, Reading, Henley-on-Thames and Windsor
- It flows through The Thames is navigable by barges for 306 km (191 miles) from Lechlade.
- Over 200 bridges cross over the Thames
- The Thames has 38 main tributaries including the rivers Thame, Pang and Kennet
- The Thames is tidal from Teddington
- From its source to the sea, it is estimated that the Thames carries some 300,000 tonnes of sediment a year
- More than 100 fish species have been recorded in the Thames estuary
- The River Thames contains over 80 islands



Key Vocabulary

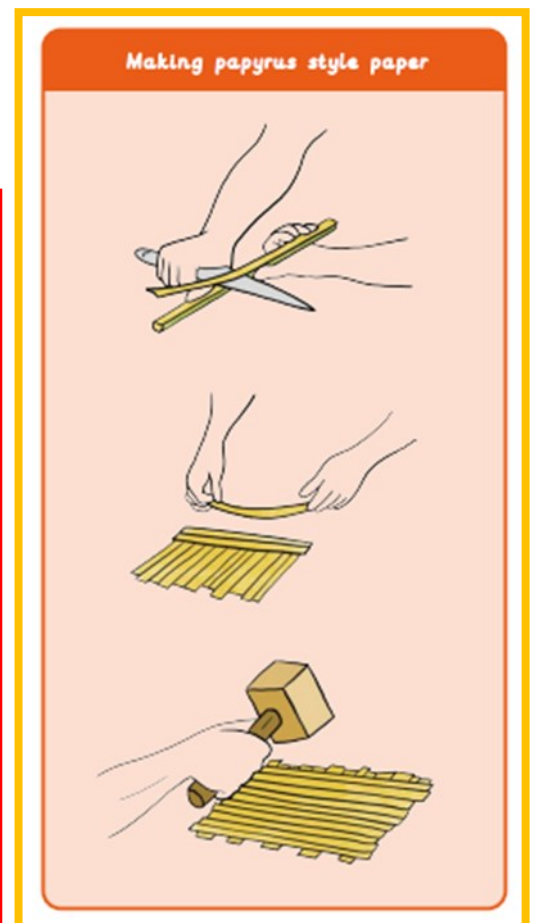
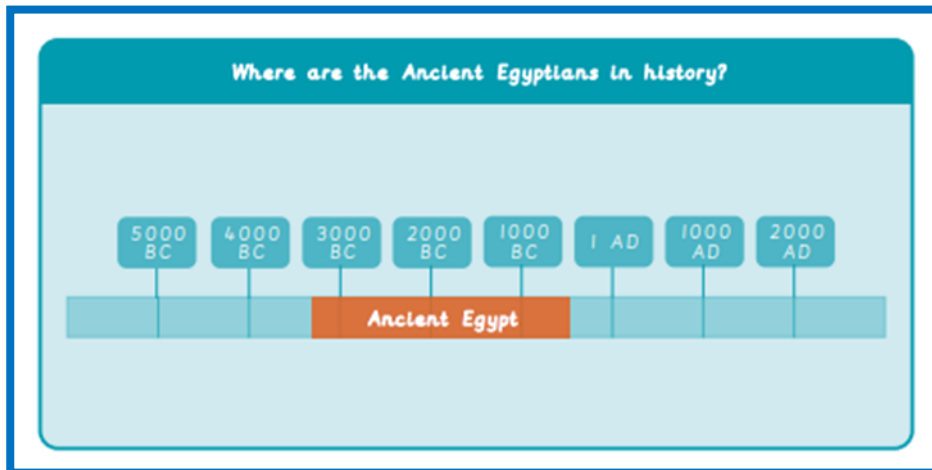
- banks** - sides of a river
- brackish** - mixture of salt water and fresh water.
- channel** - path that a river takes over land.
- current** - the movement or flow of water.
- delta** - large, silty area found at the mouth of a river
- deposition** - where material is moved to another location.
- erosion** - when material is worn away.
- estuary** - where a river meets the ocean or sea
- floodplain** - flat area next to a river that floods.
- meander** - a bend or curve in a river.
- mouth** - where a river ends, either in the ocean, sea or lake.
- ox-bow lake** - a meander that was cut off from a river
- reservoir** - a man-made structure that stores fresh water.
- river bed** - the bottom of a river.
- sediment** - a mixture of small particles of soil and rock.
- source** - the start of a river.
- transportation** - where eroded material is moved by water
- tributary** - a smaller river that flows into a main river.
- waterfall** - a sudden drop in a river.





Key Vocabulary:

Ancient	In historical terms it is something from a long time ago and no longer exists
Colour	A feature of everything in the world that is seen through the way it reflects light
Composition	Putting different elements together in a pleasing way
Egyptian	Someone or something descendant from Egypt
Imagery	A collection of images from a range of art forms
Layout	The arrangement of different elements within a given space
Papyrus	A riverside plant used to make paper
Pattern	Pattern is a design in which shapes, colours or lines are repeated
Technique	Skills applied by an artist to produce a particular art form

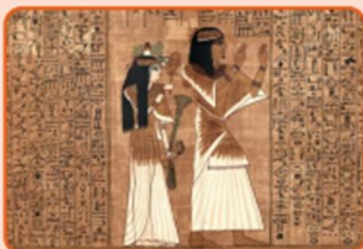


Ancient Egyptian art facts:

The most important people were often the largest object in Ancient Egyptian paintings



Ancient Egyptian paintings are painted in 2D (flat images) with no perception of 3D form



People were always painted from the side



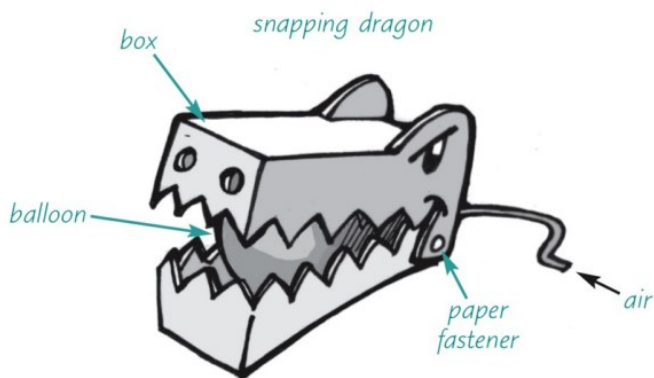
They used white, black, red, yellow, green and blue. These colours came from minerals they would find around the area they lived in



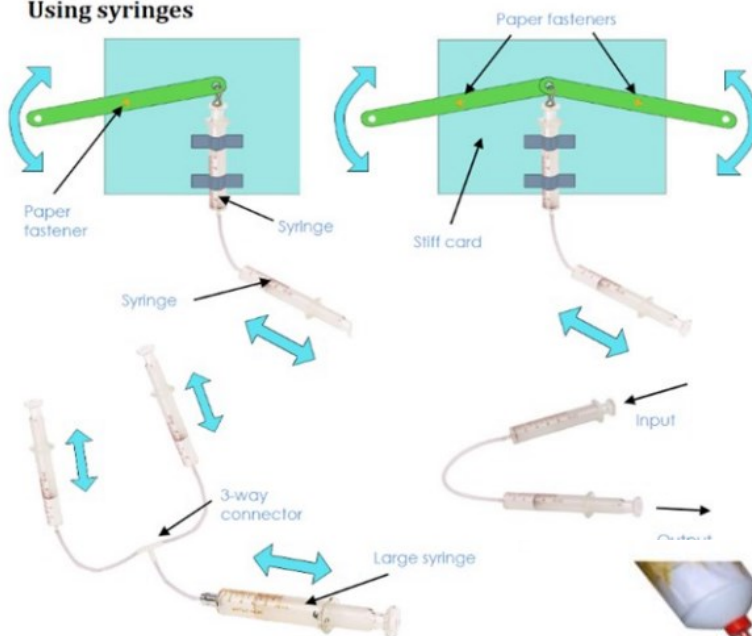


Vocabulary

Pneumatics	The use of air, wind or other gas for mechanical movement.
Compressed air	Air that is under pressure - when the air molecules are pushed tightly together and have less space to move.
Inflate	To swell or fill something with air or gas.
Tubing	A channel through which air, gas, liquid, etc. can pass.



Using syringes



The pneumatic toy above was created by cutting and joining sturdy card in the shape of a crocodile's head with an open mouth. Following this, a balloon was inserted into the opening with a pneumatic mechanism attached; made out of tubes and syringes. We will be creating a similar product using 3D shape nets and a pneumatic mechanism.

Design decisions

- Children might use a squeeze bottle and a balloon in a container to raise or lower an object or a lever.
- They might choose to use three syringes connected by a T-connector so that two objects move backwards and forwards.
- Adding levers and linkages allows children to design and make more complex mechanical systems.





Christianity

LKS2 Terms 3-4

RE—Y3—Christianity

Key Vocabulary:

Christians believe there is only one God, but that he is revealed in three different forms:

- God the Father
- God the Son
- The Holy Spirit

Christians model themselves on the life and teachings of Jesus Christ. Jesus taught people to love God and love their neighbour.

Christians believe that God sent Jesus to live as a human being in order to save humanity from the consequences of its sins - the bad things humanity had chosen to do which had separated them from God.



Christians may go on a pilgrimage (a religious journey to somewhere important to that religion) to: think about their faith; reflect on their life and to pray. Important places to Christians are:

- Jerusalem
- Bethlehem
- Camino de Santiago
- Vatican City

Christians believe that they should live their lives according to God's Holy Laws— the Ten Commandments



The Christian place of worship is called a Church. They are often built in the shape of a cross with the altar facing east towards the rising sun. The Christian spiritual leaders are called priests or ministers.



God's BIG 10

- 1 Love God more than you Love anything else.
- 2 Don't make anything in your life more important than God.
- 3 Always say God's name with Love and Respect.
- 4 Honor the Lord by resting on the seventh day of the week.
- 5 Love and Respect your Mom and Dad.
- 6 Never hurt anyone.
- 7 Always be faithful to your husband or wife.
- 8 Don't take anything that isn't yours.
- 9 Always tell the truth.
- 10 Be happy with what you have. Do not wish for other people's things.

Adam and Eve

Joseph

The Loaves and the Fishes

The Wise Man and the Foolish...

Daniel and the Lion's Den

Moses

The Lost Sheep

Zacchaeus the Tax Collector

David and Goliath

Noah's Ark

The Miracles of Jesus

Well-known Bible Stories

Jesus Feeds the 5000

The Conversion of Saul

The Prodigal Son

Jonah and the Big Fish

The Good Samaritan

The Story of Esther



A good friend is...

understanding kind loving interested
thoughtful gentle honest patient considerate
sensitive compassionate non-judgemental a good listener
caring funny truthful forgiving

If someone looks, acts or sounds different to you, this is a good thing! We are all different!

Differences are what make us all special.

We all have the right to our own thoughts and beliefs and this is what makes our school, and our world, a special place.

Thinking of Others

Hair colour
Eye colour
Height
Skin colour
Type of family
What else?

My Family

mother father baby parents daughter
son stepmother family cousins step father aunt
niece uncle grandmother sister brother grandchildren grandfather

Doing regular exercise will help us all feel great and keep our bodies strong! Our hearts need to be kept active and pumping. Exercise also burns fat

People who help us

Brush your teeth twice a day
Try not to eat too many sweets
Visit the dentist twice a year

Keeping Fit, Safe and Healthy

The nearer the top of the food pyramid the less of that type of food you need.

Respect and Tolerance

We are all good at different things.

We are all different in our appearance or in how we live. We are all special.

music

sports

art

maths

being kind

reading

languages

sign language

being a listener

helping people

science

spelling

Eye colour
Skin colour
Hair colour
Height
Type of family
Body shape

Good manners show respect

Please
You're Welcome
Thank You
Excuse Me
I'm sorry
May I
Pardon



British Values

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Laws

We have a parliament which makes Laws which everyone must abide by. People who break the law may have to pay a fine or go to prison. Examples of actions that are against the law are: dropping litter, anti-social behaviour, vandalism, stealing and trespassing.

Everyone has rights

- to be treated fairly
- to learn
- to be heard
- to be safe
- to be re-spected no matter what colour skin or belief we have



Laws, Morals, Choices, Rights and Democracy

Everybody is part of a **community**. This could be in school, our place of worship or the area where we live. We all have an important part to play and should work together to help each other.



Living and Growing



Moving On

Together Everyone Achieves More!



Teamwork is when you work together with other people to do or make something. It is important to all work well together so that all of your strengths can go into what you are doing to do something great!

Listen to and respect the people in your group.

Cooperate together to make things easier.

Offer your own skills and ideas to the team.

Make rules so you all know what to do.



Communicate your ideas clearly to the group.

Be confident in the work you are doing.

All work together towards a common goal.

Support and help your team members.

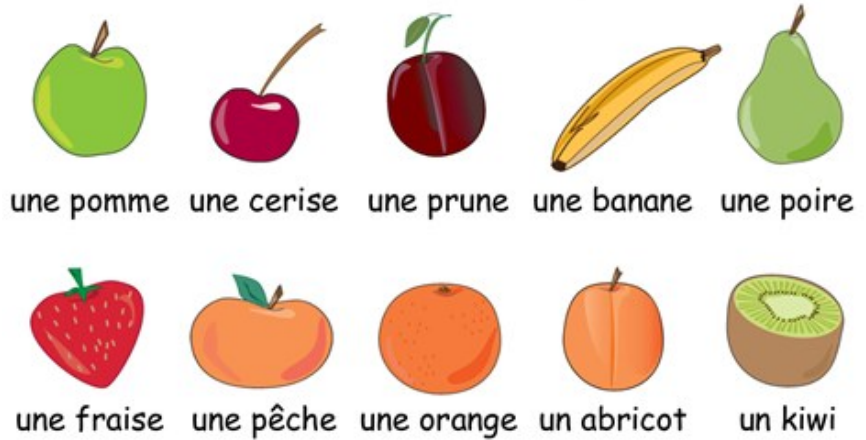




Key Vocabulary:

Un pomme	An apple
Une cerise	A cherry
Une prune	A plum
Une banana	A banana
Une poire	A pear
Une fraise	A strawberry
Une peche	A peach
Une orange	An orange
Un abricot	An apricot
Un kiwi	A kiwi

Les fruits



phonics

oi sound in:
• poire



&

guttural
'r'

The 'r' sound in French is guttural made from the back of the throat like in the words 'fraise', 'orange' and 'cerise'.



silent
letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'les'. It will be pronounced almost like the 'leh' in English.

vocabulary

10 common fruit nouns with their determiner in French.



How to say the above fruits in both singular and plural form so I can say the fruits I like and those I do not like.



J'aime les pommes.

I like apples



Je n'aime pas les pommes.

I do not like apples.

grammar

Nouns in French can be masculine or feminine and singular or plural. This means that determiners can have different forms in French.

un

une

Singular determiner 'a'

les

Plural determiner 'the'

Key Learning:

This term children will learn the following:

- Learn and become more familiar with 10 fruit nouns and their determiners in French.
- Learn how to move singular nouns and plural form in French
- Learn how to use the structure 'j'aime' (I like) with fruit nouns.
- Learn how to use the negative structure 'je n'aime pas' (I do not like) with the fruit nouns.



Key Vocabulary:

La trompette	The trumpet
La guitare	The guitar
La batterie	The drums
La flute a bec	The recorder
La clarinette	The clarinet
La harpe	The harp
Le piano	The piano
Le triangle	The triangle
Les cymbals	The cymbals
Le violon	The violin

Les instruments



la trompette



la guitare



la batterie



la flûte à bec



la clarinette



la harpe



le piano



le triangle



les cymbales



le violon

sound in:
ou • joue
sound in:
on • violon



phonics

&

guttural
'r'

The 'r' sound in French is guttural made from the back of the throat like in the words 'triangle', 'guitare' and 'clarinette'.



silent letters

There are many last consonant silent letters in French. The final letter 's' is silent in the word 'les' and 'des', pronounced almost like 'leh' and 'deh'.

10 instruments in French.



Simple sentences like:



Je joue du violon.

I play the violin.

vocabulary

Key Learning:

This term children will learn the following:

- Learn 10 instruments and their correct determiners in French.
- Revise all 10 instruments nouns with their determiners in French and attempt the spellings.
- Will explore and understand better the role of the definite article/determiner for 'the' in French.
- Learn how to use the first person conjugated verb 'je joue' (I play) in French.

The 4 determiners in French for 'the' as seen in this unit:

le **la** **l'**

Singular determiners for the word 'the'.

les

Plural determiner for the word 'the'.

How to use the high-frequency regular verb 'I play' in French when saying 'I play an instrument':

je joue

I play

grammar