



Topic	History - What was Anglo Saxon Britain like and what was their legacy?	Theme	Explorers	Year Group	3
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### Key vocabulary

**Anglo-Saxon** - Angles, Saxons and Jutes, who came from Europe, settled in Britain, and eventually became the English.

**Christianity** A religion based on the teachings of Jesus Christ.

**conquer** Overcome and take control of a place or people.

**Danegeld** A tax collected from the Anglo-Saxon people paid to the Viking invaders in exchange for peace.

**invasion** When a foreign army enters a country by force.

**monastery** A building where monks live, work, study and pray, separate from the outside world.

**monk** A member of a male religious community who lives in a monastery.

**pagan** A person who believes in many gods or does not follow one of the world's major religions.

**raid** A sudden attack, which aims to cause damage.

**reeve** A local official in Anglo-Saxon England.

**Scandinavia** An area of Europe, which includes Sweden, Norway and Denmark.

**wattle and daub** A traditional building material made from woven twigs or sticks and mud.

### Everyday life

Anglo-Saxon society had a hierarchy, with a king at the top. Landowners, called thegns, were below the king and peasant farmers worked on the thegn's land. Slaves were at the bottom of the hierarchy. Most Anglo-Saxons were farmers or craftspeople. They lived in homes made from wood or wattle and daub, with a single room and central fireplace. Settlements were surrounded by high fences to protect animals and villages from thieves and attack.



### Alfred the Great

Alfred the Great was the King of Wessex from AD 871-899. He defeated the Viking leader, Guthrum, at the Battle of Edington in AD 876. He made peace with Guthrum and insisted that he was baptised as a Christian. Alfred the Great split England into Viking Danelaw and Anglo-Saxon Wessex.



### Prior learning:

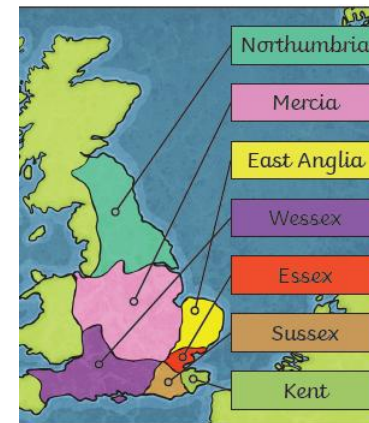
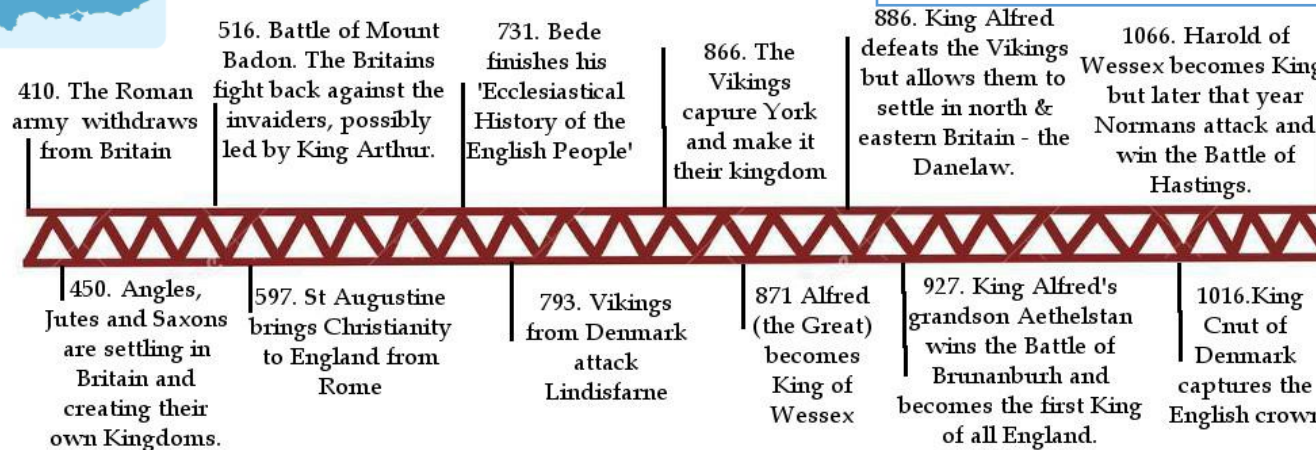
The Romans successfully invaded Britain on their 3<sup>rd</sup> attempt in CE43 by Emperor Claudius.

The Romans invaded and settled in Britain to expand their empire, gain access to its resources (tin, gold, iron and land) and assert Roman power.

The Romans introduced many things in Britain which influenced our life today - reading and writing, big towns and cities, public baths, aqueducts, straight roads, Latin and Christianity. The Romans left in CE410 because their army was needed to protect their Empire in Europe from Barbarians.

### Legacy

There are still aspects of life in modern England that date back to the Anglo-Saxons, including the English language, the rule of law, place names, Christianity and even the layout of England itself.





Topic	Science - Light	Theme	Explorers	Year Group	3
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Prior learning

Plants need light to grow and stay healthy.  
If plants do not have water and light, they may become weak and not grow properly.

Factual knowledge

- Humans and other animals need light to see.
- Natural light sources are objects in nature that give out light, such as the Sun.
- Artificial light sources are made by humans.
- The Sun is a light source.
- Without the Sun, living things would not be able to live and grow on planet Earth.
- Light from the Sun can be dangerous.
- There are ways to protect your eyes from the Sun.
- Humans need light to see.
- Opaque materials do not let light rays pass through.
- Translucent materials allow some light to pass through but do not form clear, defined shadows.
- Transparent materials allow light to pass through.
- Darkness is the absence of light.
- Light travels from a light source to an object.
- The light is then reflected from the object into our eyes.
- Reflection is the return of light from a material or surface.
- Shadows are formed when the light from a light source is blocked by an object.

• **shadow** - a dark area caused by an object blocking a source of light



**Key vocabulary**

• **light** - energy that is needed to see



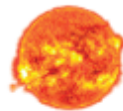
• **eyes** - the parts of the body that animals see with



• **light sources** - objects that give out light



• **natural light sources** - objects in nature that give out light



• **artificial light sources** - made by humans

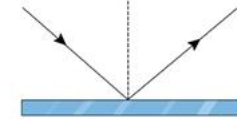


• **sunglasses** - glasses which protect eyes from sunlight



• **protect** - to keep something safe

• **reflection** - the return of light from a material or surface



• **light sources** - objects that give out light



• **shiny** - a surface that reflects most light



• **dull** - a surface that does not reflect much light



• **opaque** - an object or material that does not allow any light to pass through it



• **translucent** - an object or material that allows some light to pass through it



• **transparent** - an object or material that allows all light to pass through it





Topic	RE	Theme	Explorers	Year Group	3
Key Question	What can we learn from religions about deciding what is right and wrong?				

### Prior Learning

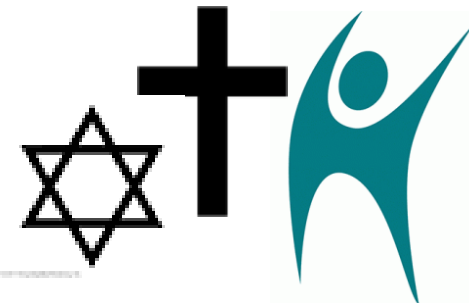
- There are rules in life that we need to follow and these keep us safe.
- We have The Golden Rules in school which help us to remember how to treat other people too.
- Christians believe that Jesus taught us to treat other people how we would like to be treated ourselves.
- The Bible story of Adam and Eve.

### Vocabulary

Golden Rule	is the idea of treating others as you want to be treated. It is found in most religions and cultures.
The Beatitudes	The Beatitudes are eight blessings recounted by Jesus in the Sermon on the Mount in the Gospel of Matthew
Humanists	People who don't believe in God.
Conscience	An awareness of right and wrong that guide your actions.
Temptation	when you really want to do something, even though you know you probably shouldn't

### Key Learning

- The Golden Rule is a universal rule which many different people in the world, both religious and non-religious, think is the most important. It helps people be kind and unselfish.
- For Jewish people, the Ten Commandments found in the Torah are the rules they should follow.
- Christians believe that Jesus gave us ways to be happy in Matthew 5 (The Beatitudes).
- All these commandments help believers decide what is right or wrong.
- Humanists do not think there is a God. They have values based on their reasoning and conscience.
- In the Bible, there are stories about temptation.
- Religious teachings can help the way we act towards others.





Topic

Computing - Presenting (with Microsoft PowerPoint or Google Slides)

Theme

Explorers

Year Group

3

## Key Vocabulary

### Animation

The process of adding movement to still objects.

### Border Properties

The style of the border around text or an object including the colour, thickness and dashes.

### Font formatting

Changing the appearance of text on the screen.

### Layer

Describes which objects appear in the front (foreground) of a slide and which appear behind other objects.

### Media

Information in the form of words, sounds, numbers, images, or graphics in electronic, print or broadcast form.

### Presentation

A visual way of displaying information to an audience that is clear and engaging. It can contain text, images, animation and videos.

### Slide

A single page within a presentation.

### Slideshow

A collection of pages arranged in sequence that contains text and images to present to an audience.

### Text box

An object that can be inserted into a piece of work in a program that allows the user to input text.

### Transition

How a slide moves from one to the next.

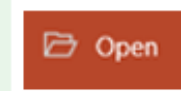
### WordArt

A way of changing the appearance of text often using decorative shapes.

## Key Images



Open a new document



Open an existing document



Save your work



Undo key



Font Category



New Slide

Insert a new slide



Text Box

Insert a text box

Home

Home tab where many editing tools are found



Pictures

Insert a picture

Design

Design tab where you can find ready-made design templates

Insert

Insert tab where you can add an object such as a picture or



Topic	Computing - Presenting (with Microsoft PowerPoint or Google Slides)	Theme	Explorers	Year Group	3
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**Prior learning**  
 How to make a quiz and a fact file in Purple Mash to make a presentation to the class.  
 Using Paint a Picture: art effects, collage effects.  
 Keyboard skills and typing fluency

## Presentation

A visual way of displaying information to an audience that is clear and engaging. It can contain text, images, animation and videos.

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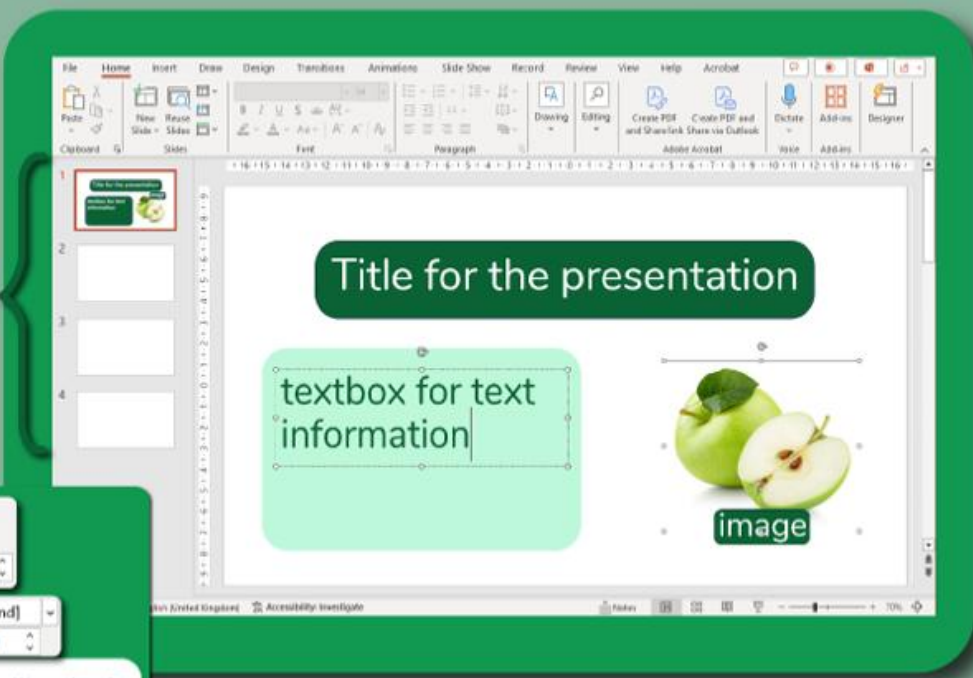
Slide Show

Fonts

Animations

Transitions

Media



slides

Undo  
(or Ctrl + z)

Shape Format

Text Effects

WordArt styles

Design

Picture Format

Insert

Text Box

Pictures

Shapes

New Slide

Audio

Video



Topic	Music - Traditional Instruments and Improvisation (India)	Theme	Explorers	Year Group	3
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### Musical style: Music and instruments from India



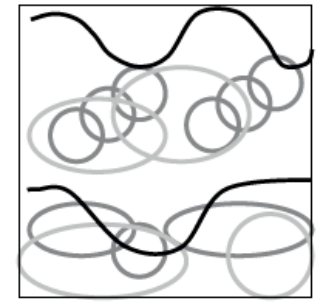
**Prior learning**  
 That music from different parts of the world, and different times, has different features.  
 That some traditional music around the world is based on five notes called a 'pentatonic' scale.  
 Different notes have different durations and crotchets are worth one whole beat.



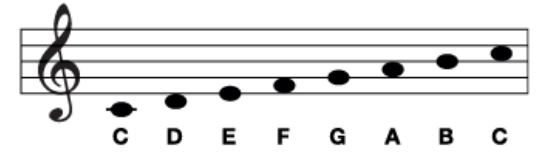
### Vocabulary

- Bollywood** Indian films that involve singing and dancing, similar to a musical.
- Notation** The way that music is written so that others can play it.

### Graphic score



### Staff and letter notation



Musical notation helps us to 'write' and 'read' the melodies so they won't be forgotten and can be played by others.

- Tal** A repeated rhythm played over and over on the tabla.
- Rag** A series of notes which Indian music uses to create the tune.
- Drone** A long held note usually played on the Tanpura.
- Improvising** Making up music as it is played or performed.

### Instruments

Indian flute



Harmonium



Tabla



Tanpura



Sitar





Topic	Spanish - Ancient Britain	Theme	Explorers	Year Group	3
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Objective 1: I will learn and become more familiar with the 6 key periods of Ancient Britain in Spanish.

Objective 2: I will learn how to use the high-frequency verb 'soy' (I am) in Spanish.

Objective 3: I will learn how to use the high-frequency verb 'tengo' (I have) in Spanish.

Objective 4: I will learn how to use the high-frequency verb 'vivo' (I live) in Spanish.

Objective 5: I will use all my new knowledge in Spanish to prepare a short spoken and/or written presentation.

<p>1 Introduce yourself.</p> <p><b>Soy...</b></p> <p>↓</p> <p><b>I am...</b></p>	<p>2 Who are you?</p> <p><b>un hombre...</b></p> <p><b>una mujer...</b></p>	<p>3 What time period are you from?</p> <p>de la edad de piedra</p> <p>de la edad de bronce</p> <p>de la edad de hierro</p>
<p>4</p> <p><b>Tengo</b></p> <p>↓</p> <p><b>I have</b></p>	<p>5 What tools do you have?</p> <p>un sílex</p> <p>una espada</p> <p>un hacha</p>	<p>6</p> <p><b>Vivo en</b></p> <p>↓</p> <p><b>I live in</b></p> <p>una cueva</p> <p>una choza</p> <p>una casa redonda</p>

**phonics**

ch sound in: • hacha

j sound in: • anglosajones

ñ sound in: • Gran Breña

rr sound in: • hierro

&

**accents** Accents indicate the vowel is stressed. As seen in si-lex.

**vocabulary**

The 6 key periods of Ancient Britain in Spanish:

3 key high-frequency verbs:

**Soy** un hombre de la edad de piedra. **Tengo** un sílex. **Vivo** en una cueva.

Iam a man from the stone age. Ihave a flint. Ilive in a cave.



Prior learning

A selection of the key phonemes in Spanish. Be able to introduce themselves, say how they feel and know where Spain is and some of the countries where Spanish is spoken. Be able to join in with repetition and pronunciation activities. Know that history is split into time periods.



Topic

Design & Technology - Cooking and nutrition: seasonal tarts

Theme

Explorers

Year Group

3



cutting



peeling



grating



spreading



taste testing

### Key facts

Fruits and vegetables are full of vitamins, minerals and fibre. The different colours give a clue to what they contain.



Blue and purple: vitamin C and fibre.



Red: vitamin A and vitamin C.



Green: vitamin E, iron, B vitamins and calcium.



Orange and yellow: vitamin A, vitamin C and fibre.



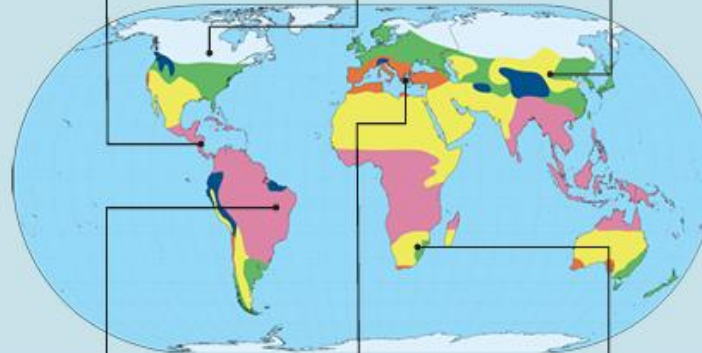
pumpkins from Mexico



soya beans from Canada



plums from China



bananas from Brazil



olives from Greece



watermelons from South Africa

### Key vocabulary

appearance	The way something looks.
climate	The weather conditions that an area usually has.
complementary	Things that go together like colours or flavours.
design	A plan for a recipe or dish.
evaluate	To decide how good something is.
export	Food sold to another country.
import	Food bought from another country.
ingredients	Foods that a recipe is made from.
peel	To remove the skin of fruit or vegetables.
seasonal	Food that grows at a certain time of the year.
temperate	A climate with four seasons like the UK.
texture	The way food feels in your mouth.
weather	The temperature or conditions outside.

### Prior learning

That Fair Trade is an agreement that workers in developing countries are guaranteed a fair price for their products and good working conditions

The 5 food groups of fruit and vegetables, protein, dairy, carbohydrates, and fats and oils

What a balanced meal is using the Eatwell Plate.

How to cut soft food.



Topic	Art - Ancient Egyptian scrolls	Theme	Explorers	Year Group	3
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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

### Where is Egypt?



### Where are the Ancient Egyptians in history?

Prior learning  
 Sketching, shading and drawing techniques.  
 Colour mixing and creating large-scale collaborative artworks..  
 How to construct 3D objects, and understand the difference between 2D and 3D art.