

Wonderful words

Salvation: being saved or rescued so that Christians are no longer away from God

Jerusalem: the city where the Jewish Temple was located.

Resurrection: Jesus' return to life after dying

Forgiveness: when someone is stopped being blamed or punished for something they have done

Crucifixion: the way Jesus was put to death by nailing him to a cross

Palm Sunday: the first day of Holy Week when Jesus rode into Jerusalem on a donkey

Disciples: the followers of Jesus

Sin: an act which goes against the God's laws

Easter: the Christian festival which remembers the resurrection of Jesus.

Calvary: the hill outside Jerusalem on which Jesus was put to death.

So how does it all work?



The Fall – God and humans are apart.



Holy Week



Salvation – God and humans are at one with each other.

Important information

The most important festival for Christians is **Easter** and it is a time when they remember the **crucifixion** of Jesus on Good Friday and his **resurrection** on Easter Sunday.

Holy Week is the title given to the last week of Jesus' life and begins on **Palm Sunday**. On this day Christians remember how Jesus entered the city of **Jerusalem** on a donkey. The events of Holy Week include Jesus and his **disciples** sharing a meal which is called The Last Supper, his trial, crucifixion and resurrection.

In the big story of the Bible, Christians believe that the Fall led to a split between humans and God and that Jesus died so that people would receive **forgiveness** for the **sins** they have committed. This belief is that Jesus' death led to the **salvation** of humanity so they can be with God as they were during the Creation and before the Fall.

Good Friday is called good because, by the act of Jesus being crucified on **Calvary** and by defeating death and being resurrected on Easter Sunday, he restored the relationship between God and humanity. His act of sacrifice although sad became good because Christians believe anyone can be saved and go back to God.

sculptor	An artist who makes sculptures.
structure	Parts arranged in a particular way, like a cardboard model.

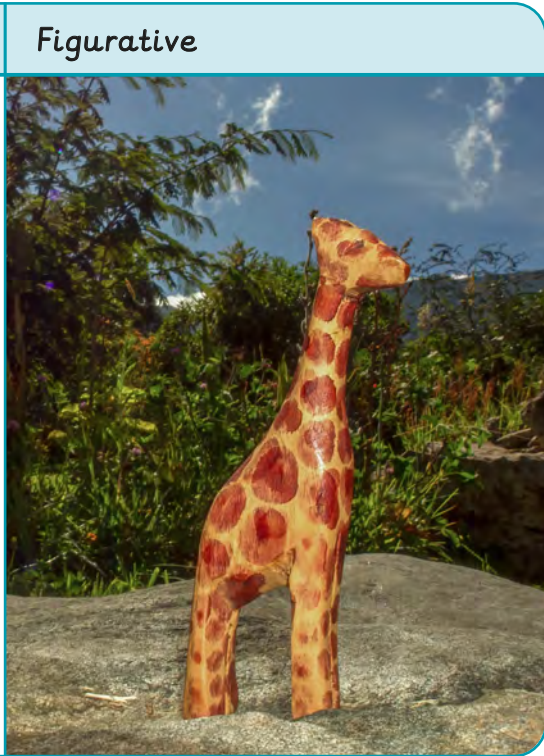
Artist information

Anthony Caro
(March 1924 - October 2013)

- A British artist who made abstract sculptures.
- Used scrap metal and found objects.
- Some of his sculptures are colourful.

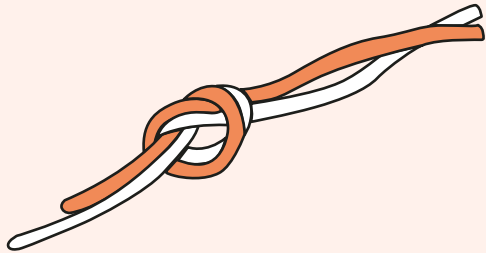
Ruth Asawa
(January 1926 - August 2013)

- An American sculptor who made wire sculptures.
- She was interested in the shapes created by space between artworks.

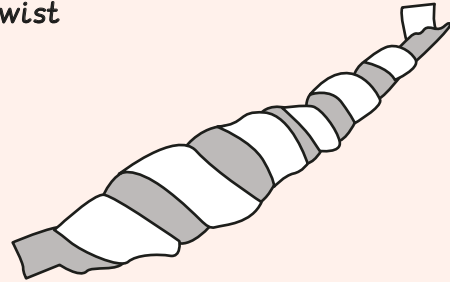


Techniques for joining shapes

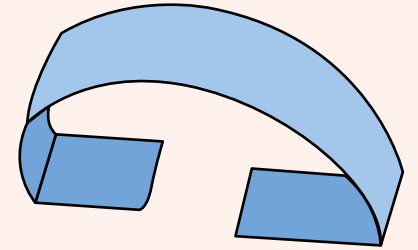
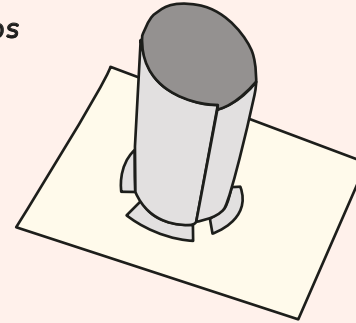
tie



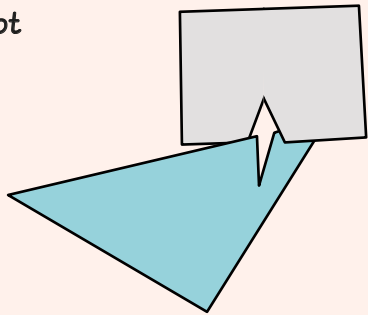
twist



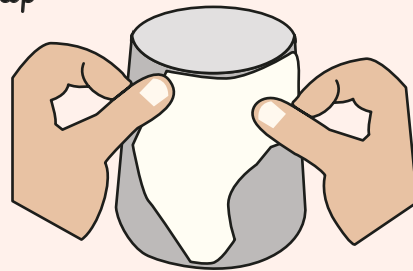
tabs



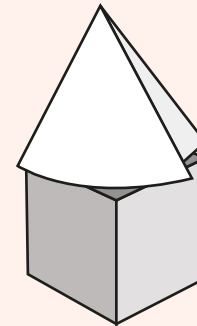
slot



wrap

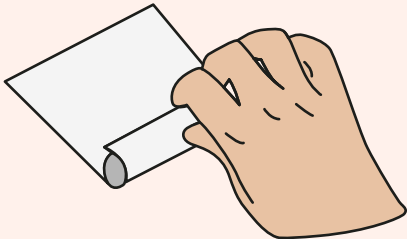


balance

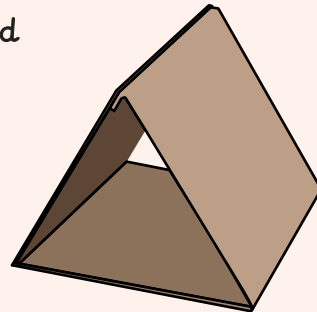


Techniques for shaping card - from 2D to 3D

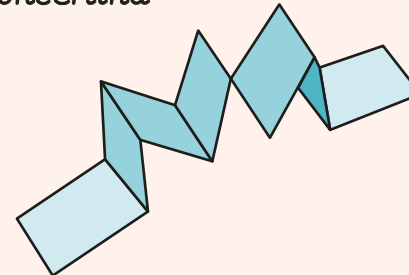
roll



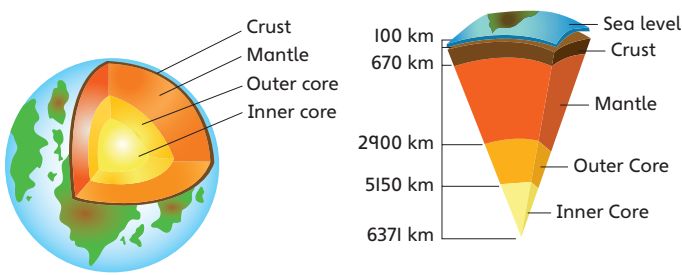
fold



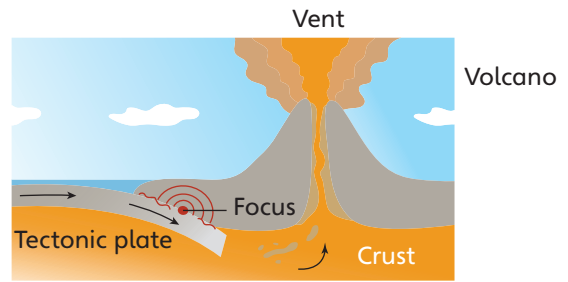
concertina



Knowledge organiser



Layers of the Earth



Earthquakes occur when plates jolt forward after getting stuck

Volcanoes erupt when magma rises to the surface



A shield volcano



A stratovolcano

Structure of the Earth	
Crust	Solid rock, 0–70 km thick; continental (granite) and oceanic (basalt); made up of tectonic plates
Mantle	Solid rock, approx. 2,900 km thick
Outer core	Liquid metal: iron and nickel; approx. 4,500 °C
Inner core	Solid metal: iron and nickel; approx. 6,000 °C

Rocks and metals	
Granite	A type of rock formed by cooled magma; granite is the most common rock on the continental crust
Basalt	A type of rock formed by cooled magma; basalt is the most common rock on the oceanic crust
Iron	A type of metal; iron is the most common metal on Earth
Nickel	A type of metal

Vocabulary	
Epicentre	The point on the Earth's surface directly above the focus. An earthquake is felt most strongly at the epicentre.
Focus	The point deep underground where an earthquake starts
Fold mountain	A mountain created when tectonic plates collide and cause the plates to wrinkle upwards
Friction	A force between two things that are trying to move past each other
Lava	Magma that has reached the Earth's surface
Magma	Molten (melted) rock beneath the Earth's surface
Moment magnitude scale	A scale from 1–10 to measure the strength of earthquakes
Pressure	A physical force created when solid things push against each other, or when gasses build up inside something and push against the sides
Seismic waves	Waves of energy created by an earthquake that travel through the Earth
Tectonic plates	Large sections, or plates, that make up the surface of the Earth

Volcanoes	
Shield volcano	Largest volcanoes on Earth; wide base, low height Example: Kilauea (Hawaii) and Erta Ale (Ethiopia)
Stratovolcano	Most of the world's volcanoes are stratovolcanoes; high with steep sides Example: Mount Vesuvius (Italy) and Barðarbunga (Iceland)
Active volcano	A volcano that has erupted at least once in the last 10,000 years and still shows some signs of activity, such as movement of the plate beneath it, or gasses being released into the air
Dormant volcano	A volcano that has erupted in the last 10,000 years but is not showing signs of activity; however, it is expected to erupt again at some point
Extinct volcano	A volcano that has not erupted in the last 10,000 years and shows no signs of activity

Year 3: Creating compositions in response to an animation: Mountains

Musical style: Classical

Classical music is music that has been composed by musicians who are trained in the art of writing music (composing), such as Mussorgsky, Vivaldi, Beethoven and Holst. The term 'classical music' can also refer to music composed in the classical period of 1750 to 1825.



Ensemble A small group of musicians who perform together.

Melody Notes of different pitches played in a sequence to create a tune.

Soundscape A collection of sound effects used to describe a landscape.

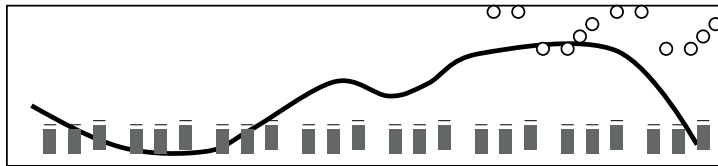
Rhythm A pattern of long and short sounds (and silences) within a piece of music.

Vocabulary

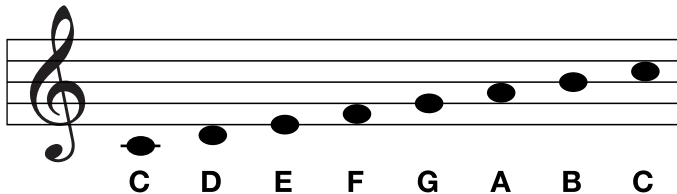
Compose To create an original piece of music.

Notation The way that music is written so that others can play it.

Graphic score



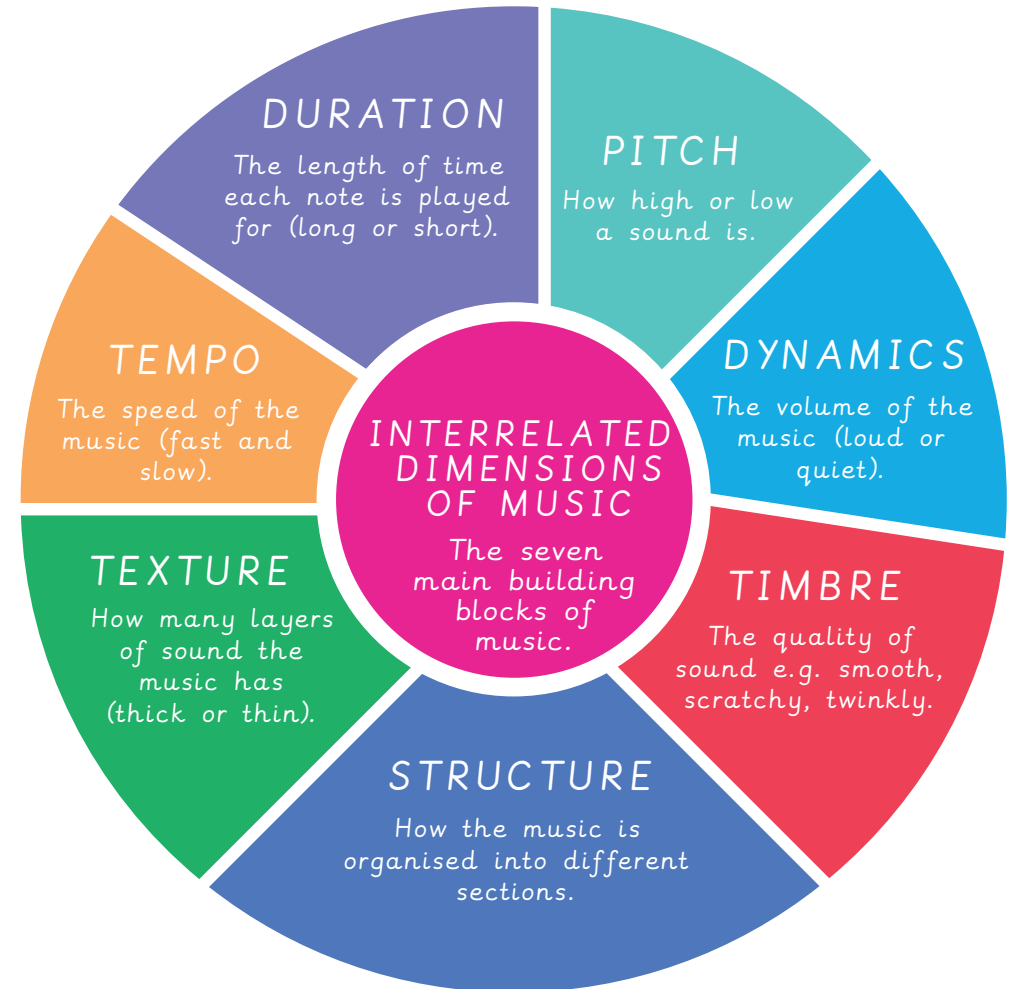
Stave and letter notation



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

Composition An original piece of music that has been created.

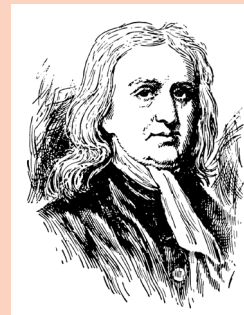
Graphic score A way of writing music down using pictures or symbols, rather than standard music notation.



Vocabulary

Forces	Are a push or a pull on an object. They can cause: <ul style="list-style-type: none"> • A push on an object • A pull on an object • The object to twist
Contact forces	Act between two objects that are touching each other.
Non-contact forces	Act between two objects that are not touching each other
Up thrust	pushes objects upwards on objects that are in water.
Gravitational force	pulls everything downwards towards the earth.
Air resistance	acts when something tries to move quickly through air.
Water resistance	acts when something tries to move quickly through water.
Friction	acts when two surfaces try to move past each other.
Magnetic force	makes magnetic objects attract or repel each other.

Newton



Born: 1643
 Died: 1727
 Occupation: Scientist, mathematician, Head of the royal mint
 Nationality: British

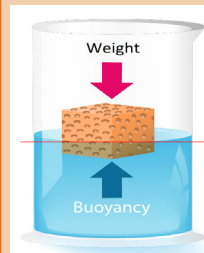
Contact force examples

Friction
 Up thrust
 Air Resistance

Non-contact force examples

Magnetic force
 Gravitational Force

Float or not?



When an object is in water, weight pulls it downwards, and up thrust pushes it upwards.

Object sinks if weight is bigger than upthrust.

Object floats if up thrust is the same size as the weight.

Hook to hang
 Newton meter
 on



Numbers to measure
 size of force
 (in N)

Hook to connect to
 objects being tested

Object being tested

Simple machines that can increase the size of a force:



Levers
 to lift heavy objects

Pulleys
 to raise objects up to high heights

Gears
 to turn a small force into a big one

Knowledge Organiser



Year 3 - Rights and Respect

Key questions

Skills We Need to Develop As We Grow Up

Is a fact the same as an opinion? If not, why not?

How we check whether something is a fact or opinion? What is a 'false fact' that might be seen online?

Helping and Being Helped

How do we keep ourselves safe as we get older?

Can we help the people who help us? How?

Key vocabulary

online false check
safe parent
carer adult
search fact
opinion

I can ...

I can say some ways of checking whether something is a fact or just an opinion.

I can say how I can help the people who help me, and how I can do this. I can give an example of this.



Unit Objective:

To remember and recall from memory 10 action verbs in French and put them into positive and negative sentences.

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

- Recognise, remember and spell 10 action verbs in French.
- Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able).
- Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but).

Skills we will develop:

We will work on improving our memory skills using imagery, sound, or mime so that we remember the new vocabulary in French after the lesson. Using a greater variety of high frequency verbs whilst learning to expand, looking up other similar action verbs not covered in the lesson using the English to French section of a dictionary. Learning how to build sentences in French using the 1st person conjugated verb je peux (I am able) or je ne peux pas (I am not able), using pictures to help. Extra challenge of attempting to extend sentences with the conjunctions et (and) & mais (but) in French.

Activities we will complete:

Simple reading, listening and written tasks to help learn and remember the new vocabulary. There will be more focus on remembering the spellings of the action verbs with more accuracy with a choice of written tasks and general desk-based activities. The final task will be to say/write what activities we are able, and not able to do, with conjunctions for more able pupils.

Vocabulary we will learn & revisit:

Ten different high frequency action verbs linked to common activities. First person conjugation of the modal verb pouvoir (to be able), in the positive and negative plus ten common infinitive verbs. All listed on the Vocabulary Sheet.

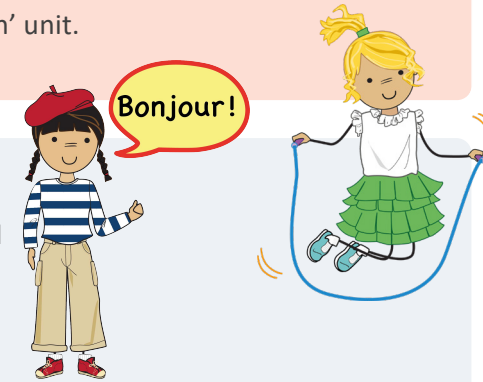
It will help if we already know:

- The letter sounds (phonics & phonemes) from 'Phonics & Pronunciation' lesson 1.
- Language introduced from units like 'Animals', 'Instruments', 'Fruits' and 'Vegetables' and in particular 'je plus conjugated verb'.
- Vocabulary from the 'I Am Learning French' unit.
- What a verb is in English.

Phonics & pronunciation we will see:

Recommended phonics focus: CH OU ON OI

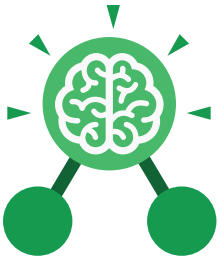
- CH sound in chanter.
- OU sound in jouer d'un instrument.
- Silent letters. 'X' is one of the 6 most commonly silent consonants in French. The "x" in peux is therefore not pronounced.
- Nasal sounds. Starting to explore the four French nasal sounds (on, un, in, and an). This sound does not exist in English and is made through the nose not the mouth! Words like *danser* and *chanter*.



Grammar we will learn & revisit:

Modal verb plus infinitive. Learning that je peux (that comes from the modal verb pouvoir and translates as 'I am able') is ALWAYS followed by a verb in its infinitive form in French.

The negative sentence structure in French follows the rule of ne plus the conjugated MODAL verb, peux, plus pas, and finally followed by the INFINITIVE verb.



Unit: 3.5

Email

Key Learning

- To think about different methods of communication.
- To open and respond to an email using an address book.
- To learn how to use email safely.
- To add an attachment to an email.
- To explore a simulated email scenario.

Key Resources



2Email



2Connect



2Do It Yourself

Key Questions

What is email?

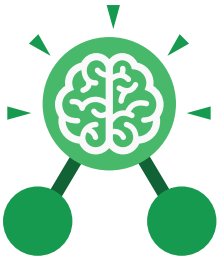
Email is a method of sending electronic communication from one device to another.

What should I do if I receive an email that makes me upset or scared?

If you are at school, you should tell the teacher immediately. If you receive the message at home, then you should tell a parent or guardian.

What information can I send in an email?

As well as sending a message, files such as photographs, videos, music and other resources can be attached to the email and sent to the receiver.



Unit: 3.5

Email

Key Vocabulary

Address book

A list of people who you regularly send an email to.

Attachment

A file, which could be a piece of work or a picture, that is sent with the email.

BCC

Blind Carbon Copy: A way of privately sending a copy of your email to other people so they can see the information in it, without the recipient knowing.

CC

A way of sending a copy of your email to other people so they can see the information in it.

Communication

The sharing or exchanging of information by speaking, writing, or using some other medium such as email.

Compose

To write or create something.

Email

(Electronic Mail) An Internet service that allows people who have an email address to send and receive instant electronic letters.

Inbox

The folder where new emails go into when they are received.

Password

A secret word, phrase or combination of letters, numbers and symbols that must be used to gain admission to a site or application such as email.

Personal Information

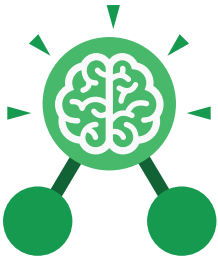
Identifying information about yourself such as your name, address and telephone number.

Save to draft

Allows you to compose an email and save it to draft folder to review later before sending.

Trusted Contact

A person who you know and trust, making an email from them safe to open.



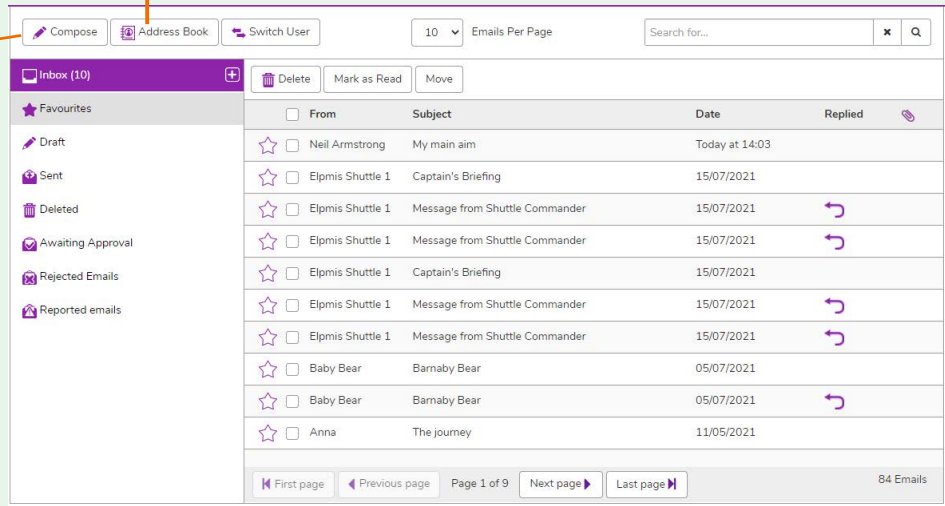
Unit: 3.5

Email

Key Images

A list of people you have sent emails to before

Click here to write your email

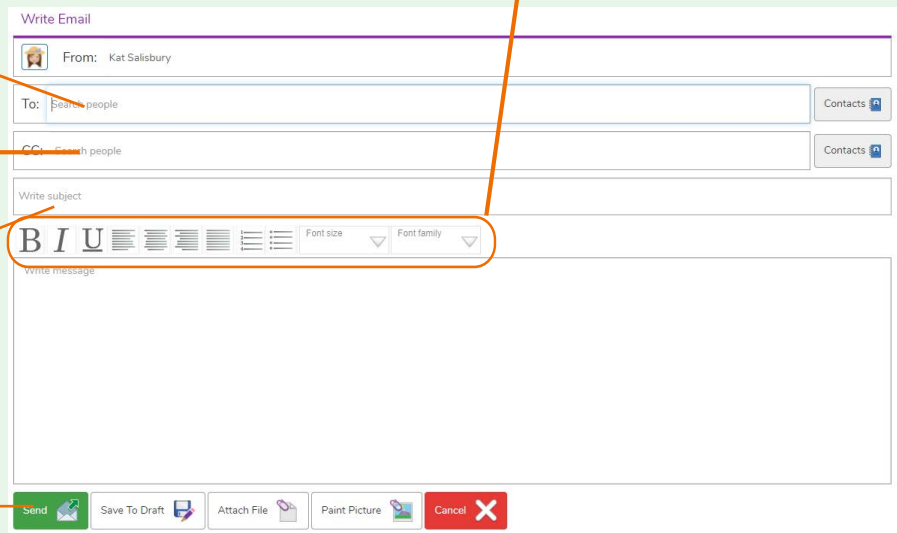


Formatting bar where you can change how the message looks.

Who is the email to be sent to?

Who else will the email be sent to?

What is the email about?



Click this button to send the email.

Allows you to attach work and pictures to the email