English

Writing Mat Expected Year 3

Punctuation Power!	
A	Capital letters for the start of sentences, names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
'	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't.
,	Commas to separate items on a list.

Fantastic Ways to Show Time, Place and Cause in Your Sentences

Subordinating Conjunctions		
when	before	because
after	while	
Prepositions		
in	during	because of
over	near	until
above	behind	
Adverbs		
next	soon	then
therefore		

Can you squeeze in some co-ordinating conjunctions?	
F	for
A	and
N	nor
B	but
O	or
Y	yet
S	so

Know your Prefixes
un- means not
pre- means before
mis- means wrong
super- means above
re- means again
sub- means under
inter- means between
anti- means against
auto- means self
im/ir/in/il- mean not

Which is Witch?
Don't Muddle Your Homophones

there/their/they're
our/are
two/too/to
your/you're
here/hear

Super Spellings... I need to know **most** of these:					
accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women

Don't forget to organise your writing into **paragraphs**. Each one needs a few sentences linked to the same theme.

Maths

Number and Place Value

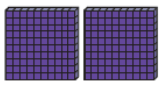
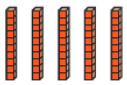
Number and Place Value — Knowledge Organiser

Key Vocabulary

- hundreds
- tens
- ones
- zero
- place value
- greater than
- less than
- order
- more
- less
- partition
- digit

3-Digit Numbers

256

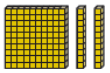
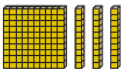
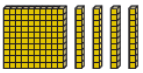
two hundred	fifty	six
		
200	50	6

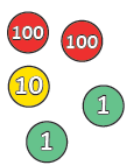
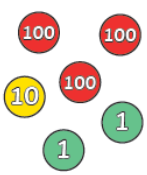
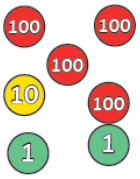
Counting in 4s and 8s

0	4	8	12	16	20	24	28	32	36	40

0	8	16	24	32	40	48	56	64	72	80

10 and 100 More or Less

Ten Less		Ten More
		
120	130	140

One Hundred Less		One Hundred More
		
212	312	412

Counting in 50s and 100s

0	50	100	150	200	250	300	350	400	450	500

0	100	200	300	400	500	600	700	800	900	1000

Maths

Addition and Subtraction

Addition and Subtraction — Knowledge Organiser

Key Vocabulary

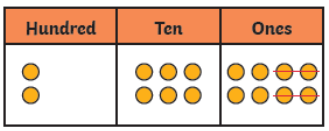
- add
- total
- plus
- sum
- more
- altogether
- difference
- subtract
- less
- minus
- take away
- column addition
- column subtraction
- exchange
- estimate
- inverse operation
- solve problems
- number facts
- place value

Addition and Subtraction Methods

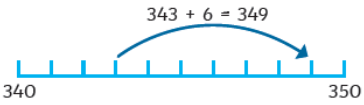
3-digit and 1-digit numbers

Not crossing 10s

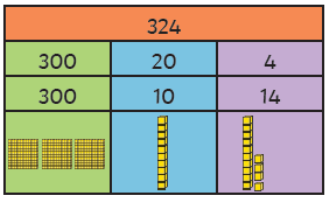
268 – 4 = 264



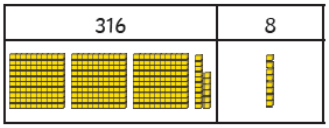
343 + 6 = 349



Crossing 10s (Exchanging)



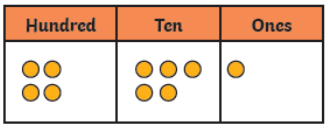
316 + 8 = 324



324 - 8 = 316

3-digit and 2-digit numbers

Add and subtract tens



451 + 3 tens = 481 (5 + 3 = 8)

451 – 4 tens = 411 (5 – 4 = 1)

Crossing 10s (Exchanging)

258 + 80 = 338

- Column method
- Count in 10s mentally
- Add 100, subtract 20

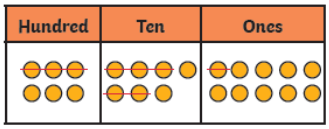
Crossing 10 and 100

368 +73 1 1	368 +73 41 11	368 +73 441 11
3 1 441 −73 8	3 13 1 441 −73 68	3 13 1 441 −73 368

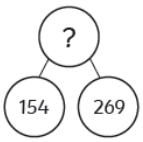
3-digit numbers

Not crossing

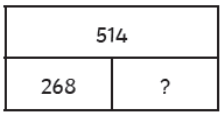
679 – 351 = 328



Crossing 10s (Exchanging)



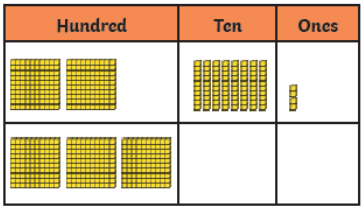
269
+154
423
11



4 10 1
5 1 4
- 268
246

Add and Subtract 100s

284 + 300 = 584



Maths

Multiplication and Division

Multiplication and Division — Knowledge Organiser

Key Vocabulary

- times tables
- multiply by
- divide by
- array
- fact families
- regrouping

Multiplication and Division Facts (3, 4 and 8 multiplication tables)

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

3 x Tables

1 × 3 = 3	3 ÷ 3 = 1
2 × 3 = 6	6 ÷ 3 = 2
3 × 3 = 9	9 ÷ 3 = 3
4 × 3 = 12	12 ÷ 3 = 4
5 × 3 = 15	15 ÷ 3 = 5
6 × 3 = 18	18 ÷ 3 = 6
7 × 3 = 21	21 ÷ 3 = 7
8 × 3 = 24	24 ÷ 3 = 8
9 × 3 = 27	27 ÷ 3 = 9
10 × 3 = 30	30 ÷ 3 = 10
11 × 3 = 33	33 ÷ 3 = 11
12 × 3 = 36	36 ÷ 3 = 12

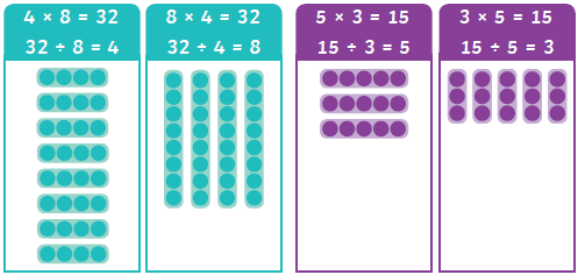
4 x Tables

1 × 4 = 4	4 ÷ 4 = 1
2 × 4 = 8	8 ÷ 4 = 2
3 × 4 = 12	12 ÷ 4 = 3
4 × 4 = 16	16 ÷ 4 = 4
5 × 4 = 20	20 ÷ 4 = 5
6 × 4 = 24	24 ÷ 4 = 6
7 × 4 = 28	28 ÷ 4 = 7
8 × 4 = 32	32 ÷ 4 = 8
9 × 4 = 36	36 ÷ 4 = 9
10 × 4 = 40	40 ÷ 4 = 10
11 × 4 = 44	44 ÷ 4 = 11
12 × 4 = 48	48 ÷ 4 = 12

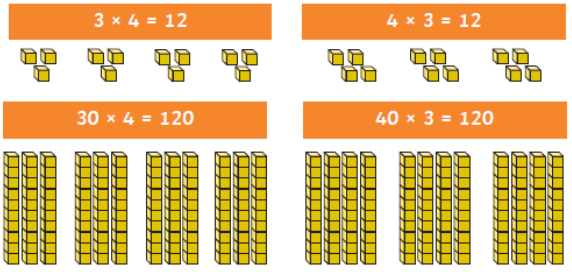
8 x Tables

1 × 8 = 8	8 ÷ 8 = 1
2 × 8 = 16	16 ÷ 8 = 2
3 × 8 = 24	24 ÷ 8 = 3
4 × 8 = 32	32 ÷ 8 = 4
5 × 8 = 40	40 ÷ 8 = 5
6 × 8 = 48	48 ÷ 8 = 6
7 × 8 = 56	56 ÷ 8 = 7
8 × 8 = 64	64 ÷ 8 = 8
9 × 8 = 72	72 ÷ 8 = 9
10 × 8 = 80	80 ÷ 8 = 10
11 × 8 = 88	88 ÷ 8 = 11
12 × 8 = 96	96 ÷ 8 = 12

Write and Calculate Mathematical Statements



Related Calculations



Art and design

Sculptures and 3D Mega Materials

Ceramics	Things made from clay which are hardened using heat
Form	Three dimensional shapes in art
Found objects	Objects not considered art materials being used to make art
Organic shape	Irregular natural shapes
Scale	The size of an artwork
Sculpture	Three dimensional art made by carving, modelling, casting or constructing
Typography	The art of designing and arranging letters to make them look appealing

Constructing

Using techniques like folding, stitching, tying, weaving and balancing to join materials together and make art.

Carving

Hard materials such as wood or stone can be carved to change their shape. Cut or scrape away pieces of the material to make a sculpture

Modelling

Soft materials such as clay or wire can be shaped by hand to make sculptures.

Found objects

Materials not usually thought of as art materials can be used to make sculptures, e.g. scrap metal, old toys, pieces of furniture.

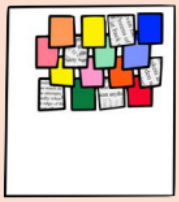
Artists

- Magdelene Odundo
- Barbara Hepworth
- Jaume Plensa
- Sokari Douglas Camp
- El Anatsui

Carving soap

- Draw the outline
- Remove large unwanted areas of soap
- Use a smaller tool to get close to the outline
- Add detail like surface texture

Constructing



- Layering recycled materials to look like a weaving
- Cutting, tearing and overlapping shapes
- Creating pattern and contrast

Modelling with wire

Bend to form shapes

Twist or fold over to join

Make loops to add details

Planning sculpture

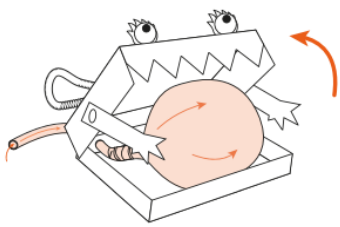
- Sculptors sometimes draw to help them visualise the finished sculpture.
- Use your whole arm to draw on a big scale.

Design Technology

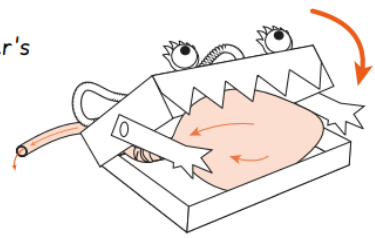
Pneumatic Toys

cross-sectional diagram	A drawing that shows the inside of an object as if it has been cut through.
exploded diagram	A diagram that shows all of the parts of a product by separating the inside and outside parts.
input	The movement used to start a mechanism.
linkage	Lengths of a material (like wood or card) that are joined together by pivots so that the links can move as part of a mechanism.
mechanism	A set of parts of a machine that work together to make something move.
output	The movement that happens as a result of starting a mechanism.
pivot	The central point, pin or shaft where a mechanism turns or swings.
pneumatic system	A mechanism that uses squashed air to cause a movement.
sustainable	Materials that do not harm the planet and can be reused or recycled.
thumbnail sketch	A simple drawing to get ideas down on paper quickly.

When air enters the balloon, the monster's mouth opens.

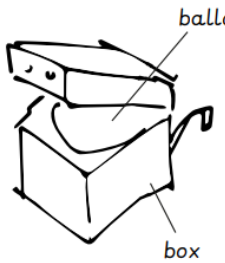


When air exits the balloon, the monster's mouth closes.

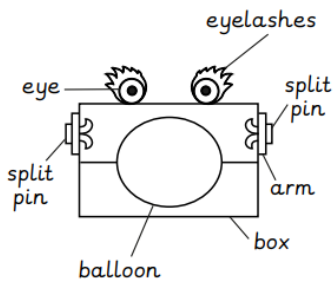


Diagrams are simple pictures that show how something works or what it looks like.

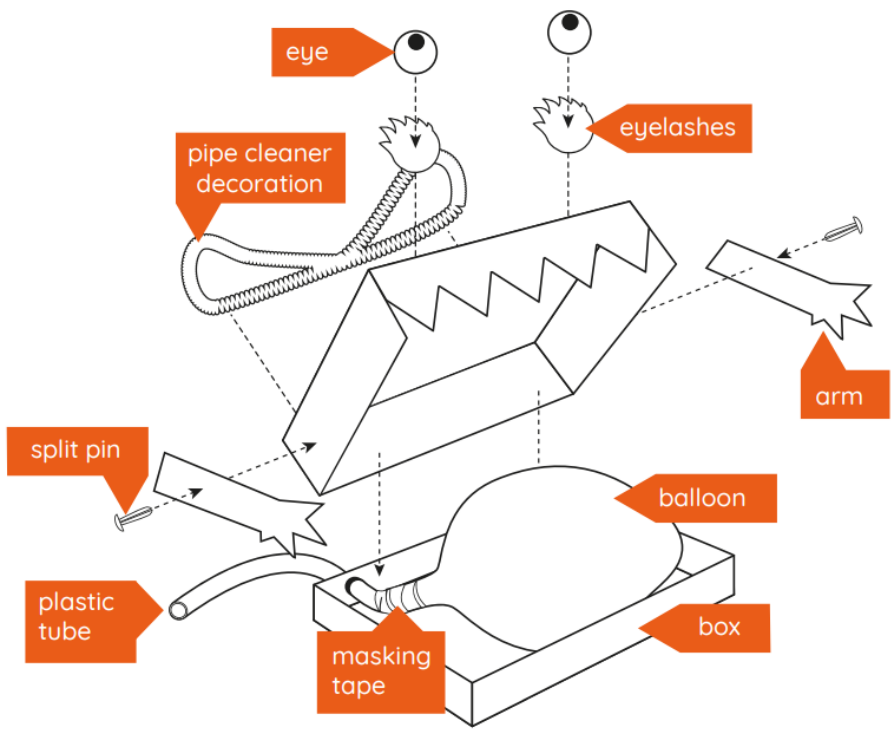
Thumbnail sketch



Cross-sectional diagram



Exploded diagram



Design Technology

Adapting a recipe

adapt	To change something to make it suitable for a new purpose.	**hygiene**	Keeping things clean.
budget	A plan of how to spend money.	**ingredients**	The foods used in a recipe.
combine	Mixing two or more ingredients together.	**market research**	Gathering information from the target audience.
construct	To build something.	**sieve**	A piece of kitchen equipment often used to remove lumps.
cuboid	A 3D shape with six rectangular sides.	**sift**	The process of removing lumps and adding air.
design	A plan for a recipe or product.	**target audience**	Groups of people that a product is made for.
evaluate	To decide how good something is.	**taste**	The flavour of a food.
fold	To bend something for a purpose.	**texture**	The feel of a food when eaten.

Adapting a recipe is making a simple recipe unique by thoughtfully adding or removing ingredients.

Working to a budget is spending a certain amount of money so the final product is affordable for the people who want to buy it.

A target audience is who will enjoy the product the most. Having a target audience makes it easier to choose how the product is designed.

family

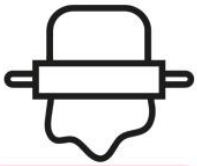
people at work

tourists

gift givers

Skills

measuring



shaping

cutting out

sifting

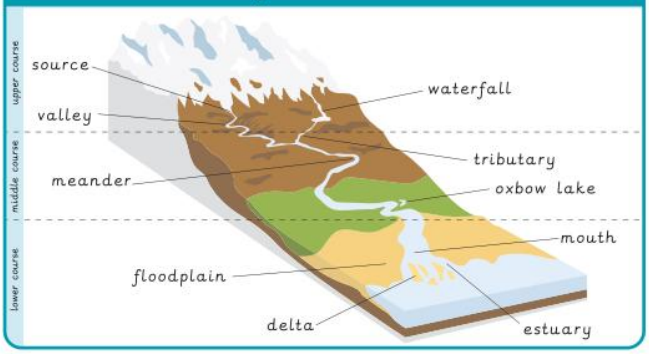
mixing or stirring

Geography

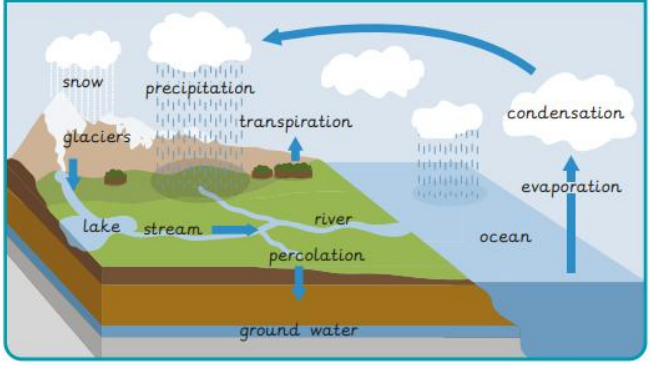
What are rivers and how are they used?

What are rivers and how are they used?

River courses and features



The water cycle



How are rivers used?

- Rivers are important habitats for plants and animals.
- They provide a supply of food and drink for humans and animals.
- Rivers can help crops grow by dispersing nutrients and making soil more fertile.
- Rivers contain valuable minerals such as gold and diamonds which people can find and sell.
- They offer transport routes for people and goods.
- Rivers can be used for leisure activities such as boating, swimming, fishing and many other fun activities.
- Many settlements and communities are built along rivers.
- Some people live on rivers in houseboats.
- Water from rivers can be used for irrigation on farmland.
- Renewable energy, called hydroelectric power, can be generated by moving water.

What are rivers and how are they used?

evaporation	The process in which warm water turns from a liquid to a gas in the air (water vapour).
condensation	The process in which water vapour rises in the air, cools down and turns into small water droplets.
precipitation	The process in which water falls from clouds to the ground, in the form of rain, sleet, snow or hail.
delta	A wide area near where a river meets the sea which features a build-up of sand and sediment.
estuary	The area where fresh water from a river meets salt water from the sea.
floodplain	Areas of flat land on either side of a river that can become flooded if the river gets too full.
meander	A bend or curve in a river.
oxbow lake	A bend in a river that has been separated from the main river.
river mouth	The place where a river flows into the sea.
source	The place where a river starts.
tributary	A stream that flows into a larger stream or river.
valley	An area of low land between two hills or mountains, usually with a river running through it.

Longest river in the UK:

The River Severn.

Longest river in the world:

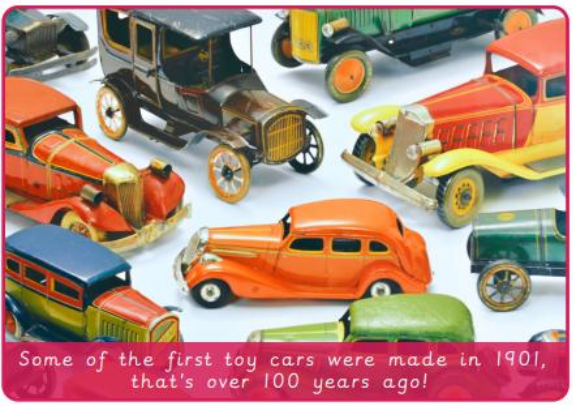
The River Nile, Africa

Design Technology

Santa Sleigh

Aesthetic	How an object or product looks.
Air resistance	The level of drag on an object as it is forced through the air.
Chassis	The body of a car.
Design	To make, draw or write plans for something.
Design criteria	A set of rules to help designers focus their ideas and test the success of them.
Function	The purpose of an object (for example a chair needs to hold a person when sitting down); or how the product works (for example a torch needs to provide light in a dark space).
Graphics	Images which are designed to explain or advertise something.
Kinetic energy	The energy that causes an object to move.
Mechanism	The parts of an object that move together as part of a machine.
Net	A flat 2D shape, that can become a 3D shape once assembled.
Structure	Something that has been made and put together and can usually stand on its own (eg a building, a bridge, a chair).

Did you know?



Some of the first toy cars were made in 1901, that's over 100 years ago!

Which vehicle has the least **air resistance**?

Front view

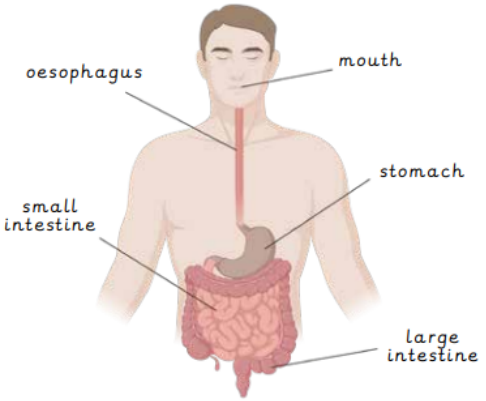
Bird's-eye view

Side view

Science

How do we digest food?

The human digestive system



Mouth: teeth are used for cutting and grinding and saliva softens and breaks up food.

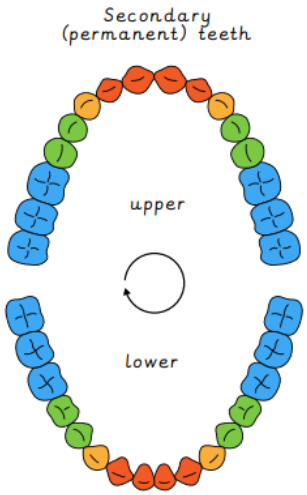
Oesophagus: carries food from the mouth to the stomach.

Stomach: breaks up food using acid.

Small intestine: breaks up food and absorbs nutrients into the blood.

Large intestine: absorbs water into the blood.

Human teeth



Incisor: a tooth at the front of the mouth, useful for cutting.

Canine: a pointed tooth, useful for tearing.

Premolar: a tooth in front of the molars, useful for grinding.

Molar: a tooth at the back of the mouth, useful for grinding.

Teeth in different animals

Animals have different shaped teeth depending on their diet.
Carnivores tend to have much larger canines to help catch and tear their prey.
Herbivores tend to have larger, flatter molars to grind and crush the plants they eat.

Evidence scientists use

X-rays are used to produce images of inside the body. They help doctors and dentists to find and treat problems.

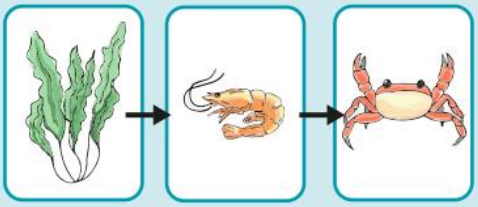
Fossils are the remains or traces of an animal or plant that lived long ago. Fossilised teeth can give clues about an animal's diet by comparing their teeth to those of modern animals.

Faeces are the solid waste from the **digestive system**. The contents of the faeces can show what an animal has eaten and if it is living nearby.

Further vocabulary

absorb	To take in or soak up.
digest	To break up food into smaller pieces.
predator	Something that hunts and kills its food.
prey	Something that is hunted and killed for food.
producer	A living thing that makes its own food.
saliva	The liquid added to the mouth to help chewing, swallowing and digestion.

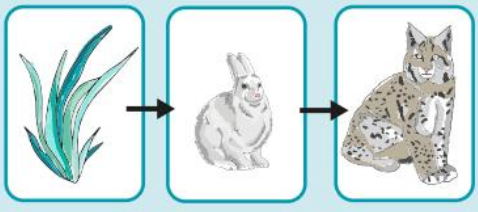
Food chains show the energy being passed between living things in a habitat



seaweed → shrimp → crab

Food chains usually contain three or four living things.

Food chains always start with a **producer** (plant), followed by an animal that eats the plant (**herbivore** or **omnivore**) and an animal that eats other animals (**carnivore** or **omnivore**).



grass → snowshoe hare → lynx

RE

Why are nature and the seasons significant for religion and worldviews?



Important Substantive Knowledge:

- Nature and the seasons can be important in both religious and non-religious worldviews
- The Christian festivals of the nativity (Christmas) and Easter (Pascha) are based on lunar cycles and special times of the year.
- Darkness can be as important as light, especially when it comes to festivals in religious worldviews.
- Pesach (Passover) is a special time for those with Jewish worldviews and is calculated by the cycles of the moon.
- Ramadan is a special month in the Islamic calendar when those with Muslim worldviews will often fast before celebrating Eid-al-Fitr at the end of the fast.
- Shabbat is a weekly celebration for many with Jewish worldviews and is a time of rest and family.
- Kala is the Hindu concept of time and offers an explanation for different periods of time in world history.

Nature and the seasons are central to pagan worldviews and are celebrated through rituals and festivals, as well as the belief of 'living in circle' with all of nature.

PE

Ball Skills

Knowledge Organiser
Ball Skills Year 3

Get Set 4 Education

About this Unit

You can move a ball in lots of different ways using lots of different parts of your body. In this unit you will learn how tracking helps you to improve all of your ball skills. Tracking is like having a built-in radar for the ball, it helps you predict where the ball is going next, useful whether you are dribbling, catching, or passing to another teammate.

Do you know which of these sports uses each of these movement skills?

Examples of games that use ball skills:

Target Games	Invasion Games	Striking & Fielding Games	Net & Wall Games
Boules	Netball		
Boccia	Football	Rounders	Tennis
New Age Kurling	Tag Rugby	Cricket	Volleyball
Dodgeball	Handball	Baseball	Badminton
	Basketball		

Key Vocabulary

accurate: successful in reaching the intended target
block: to prevent a movement or pathway of an object
opponent: someone not on your team
personal best: a target outcome of an individual
possession: when a team has the ball they are in possession
power: speed and strength combined
receive: to collect or stop a ball that is sent to you
technique: the action used correctly
track: to move your body to get in line with a ball that is coming towards you

Ladder Knowledge

Sending: Pointing your hand/foot to your target as you release will help you to send a ball accurately.

Catching: Moving your feet to the ball will make you more successful at catching.

Tracking: Use a ready position to help you to react to the ball.

Dribbling: Dribbling is an attacking skill used in games which helps us to move towards a goal or away from defenders.

Movement Skills

- track
- throw
- catch
- dribble
- kick

This unit will also help you to develop other important skills.

Social respect, co-operation, communication

Emotional perseverance, motivation, self-regulation, concentration, independence

Thinking comprehension, select and apply, feedback, make decisions

Tactics

Being closer to the target may bring you more success.
Moving the ball will make it harder for your opponents to track.
Spreading out will make it harder for your opponents to see the space and score.

Healthy Participation

Make sure unused balls are stored in a safe place to stop them rolling.

Make sure you work in a safe space and show an awareness of others as you send a ball.

If you enjoy this unit why not see if there is a ball game e.g. a football club in your local area.

How will this unit help your body?

agility, balance, co-ordination, speed

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Ballers

What you need: 1 ball, 1 wall, 4 markers and 2 players, a timer

How to play:
- **Throwing:** throw the ball against a wall and catch the rebound. How many can you catch in 1 minute?
- **Catching:** Stand opposite a partner. Each successful catch earns a point. How many points can you earn in 1 minute?
- **Dribbling:** Dribble around markers placed in a zigzag pattern. Time how long it takes to complete the course without touching the markers. Can you beat your own time with each attempt?
- **Kicking:** Set up a goal using two markers and practise kicking into the goal from different distances. Take turns to be the goal keeper. How many goals can you score in 1 minute?

www.getset4education.co.uk

Head to our youtube channel to watch the skills videos for this unit. @getset4education136

Cricket

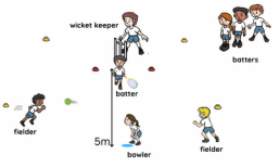
Knowledge Organiser
Cricket Year 3

Get Set 4 Education

About this Unit

Cricket is a striking and fielding game. The game has one fielding and one batting team.

In cricket, players use their hands to catch balls, swing the bat to hit the ball, and field the ball while it's in motion. These actions require hand-eye coordination, which is essential for many other activities both in sports and daily life.



Striking and Fielding Games Key Principles

attacking	defending
score points	limit points
placement of an object	deny space
avoid getting out	get opponents out

Can you think of any other striking and fielding games that share these principles?

Key Vocabulary

accuracy: how close the object is to the given target
bowl: when the bowler sends the ball to a batter
caught out: when a player catches an opponent's ball deeming them out
no ball: a bowled ball deemed to be outside of the rules
runs: what points are called in cricket
strike: to hit
tactics: a plan or strategy
technique: the action used correctly
tournament: a competition of more than two teams
track: to follow
umpire: a person who referees the game making sure the rules are followed
wicket: the three upright sticks and base

Ladder Knowledge

Striking: Striking to space away from fielders will help you to score.

Fielding: Communicate with teammates before throwing them a ball.

Throwing: Being balanced before throwing will help to improve the accuracy of the throw.

Catching: Move your feet to the ball.

Movement Skills

- underarm and overarm throwing
- underarm bowling
- batting
- catching

This unit will also help you to develop other important skills.

Social communication, support, collaboration, respect

Emotional honesty, perseverance, determination

Thinking select and apply skills and tactics, make decisions

Rules

BOWLING

- Underarm, only one bounce allowed or deemed a no-ball.

BATTING

- Batting teams are organised into pairs

RUNS

- 1 point for each run between the wickets.
- 4 runs for a hit past the boundary which bounces first.
- 6 runs for a hit past the boundary which doesn't bounce first.
- If a 4 or 6 is scored, the runs between wickets do not count.

OUT

- Bowled out: bowler bowls a ball that hits the wicket
- Caught out: fielder catches a batted ball
- Stumped out: wicket keeper stumps the wicket when the batter isn't there

Tactics

Fielders
- Spread out close to boundaries to prevent 4's and 6's.
- More fielders on one side based on the batter's dominant hand.

Batters
- Bat to space away from fielders.

Healthy Participation

Always keep a safe distance between yourself and a batter. Ensure you handle the racket/bat in the way suggested by the teacher at all times.

If you enjoy this unit why not see if there is a cricket club in your local area.

How will this unit help your body?

Balance, speed, strength, co-ordination, agility.

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Score Runs

What you need: two or more players, a ball or rolled up pair of socks and two markers.

How to play:
- One player is the umpire and one the batter.
- Umpire counts how many runs the batter can complete in one minute (swap roles).

Then:
- The batter collects a ball, the umpire is now a fielder.
- The batter throws the ball and completes as many shuttle runs as they can.
- The fielder collects the ball and touches it on a marker to stop the batter.

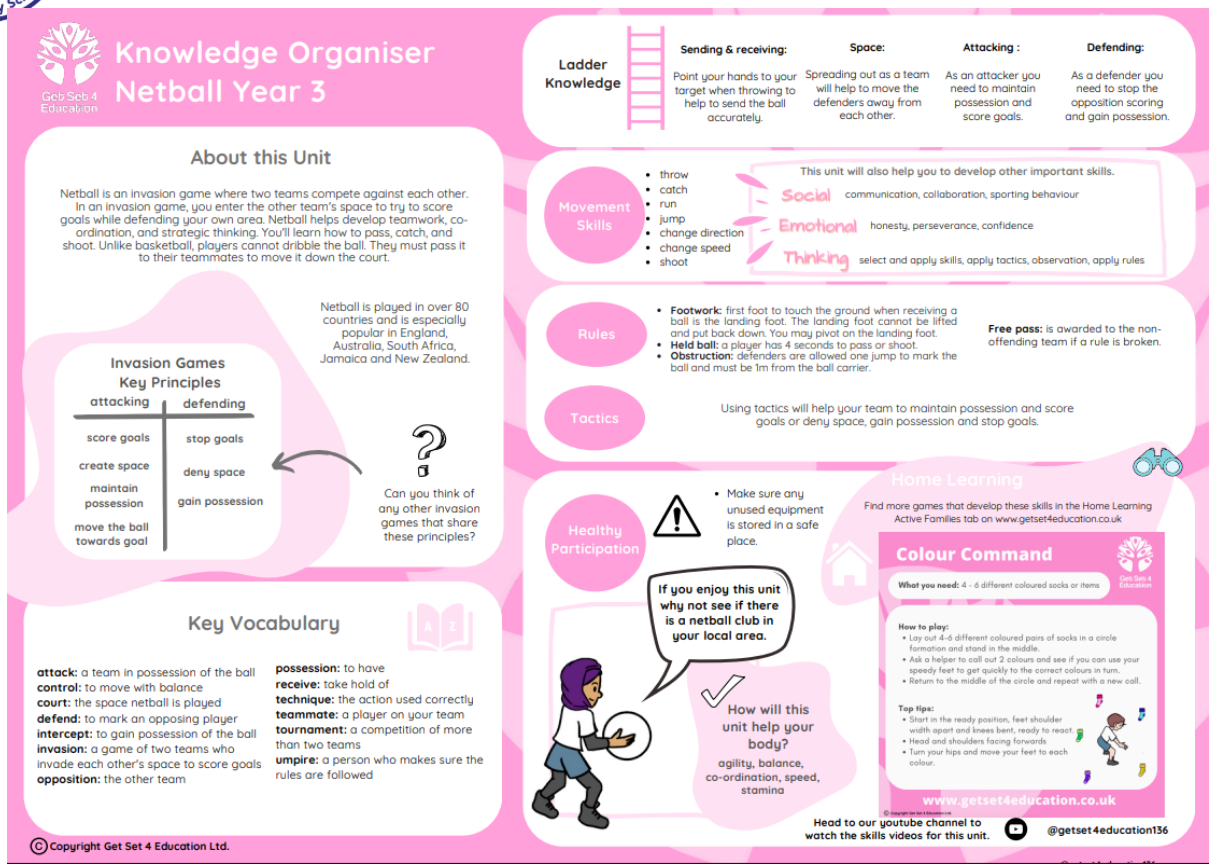
How many runs did the batter score? Switch roles.

www.getset4education.co.uk

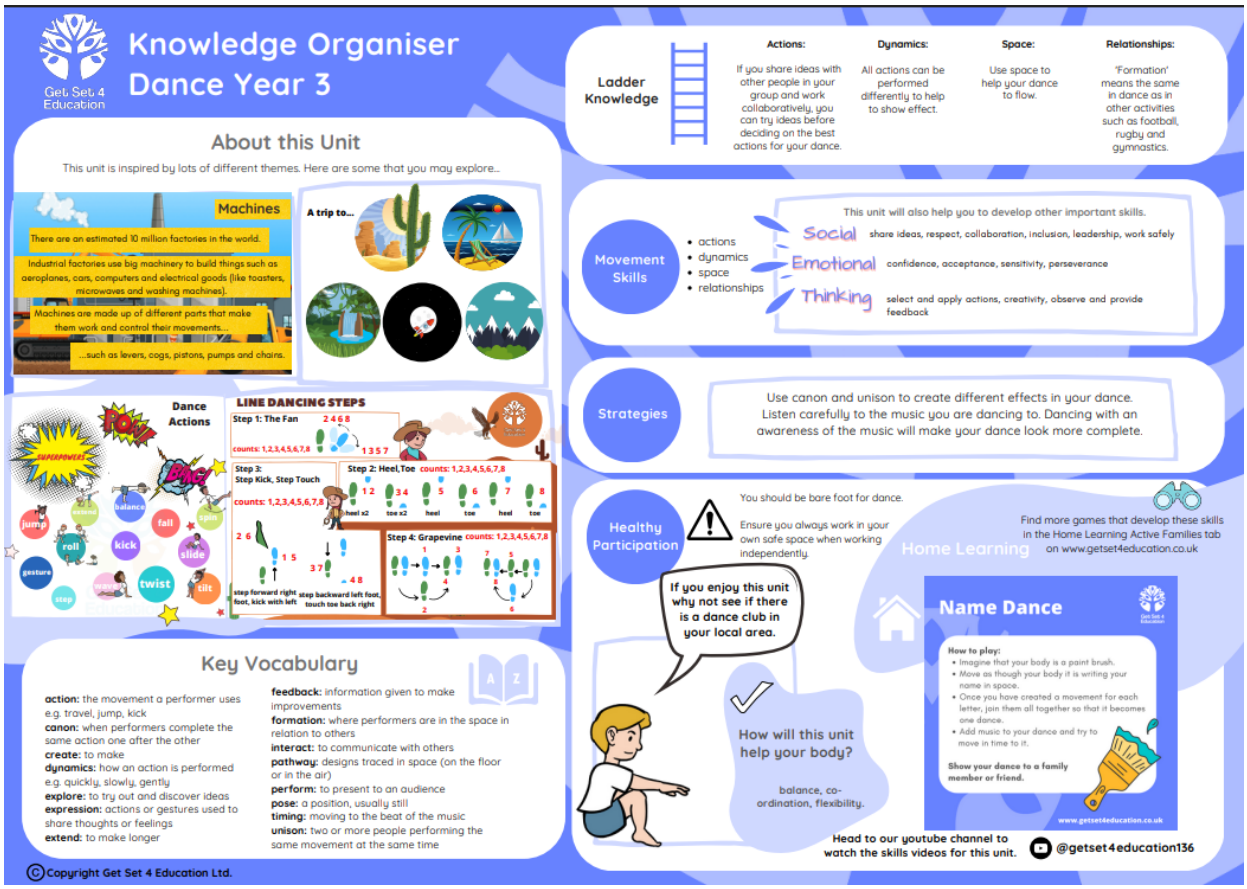
Head to our youtube channel to watch the skills videos for this unit. @getset4education136

PE

Netball



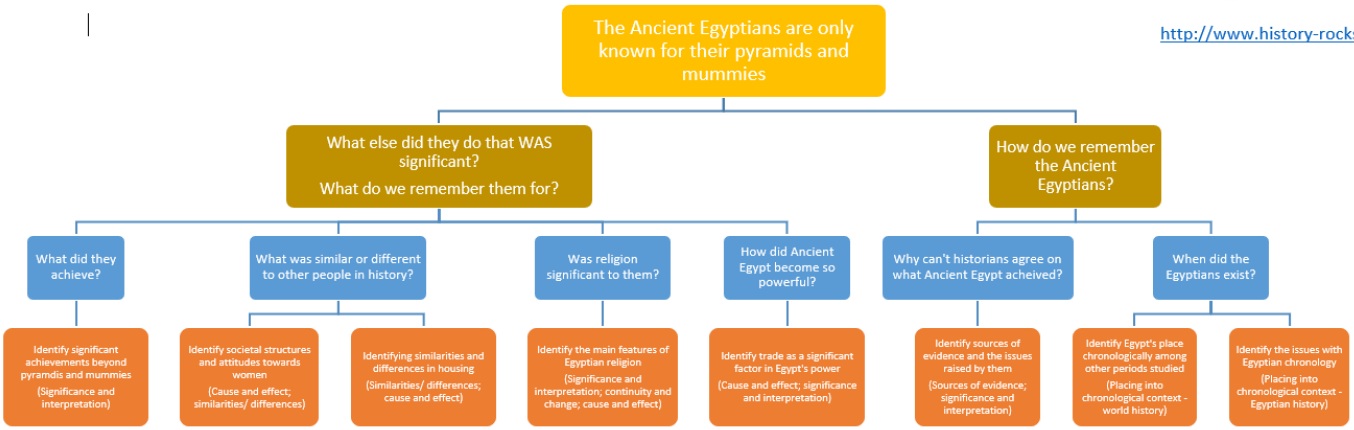
Dance



History

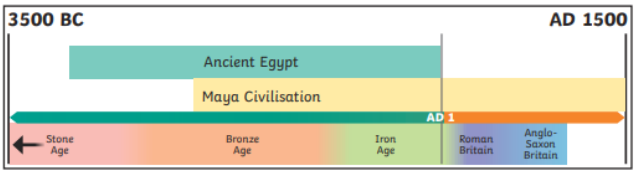
The ancient Egyptians are only known for their pyramids and mummies… agree or disagree

http://www.history-rocks.com



By asking what they did that WAS significant, children will understand that the Ancient Egyptians achieved much more than just pyramids and mummies, leading to the worldwide interest in them from historians. By identifying what was similar and different from other periods of history that they have learnt about, the children will be able to understand the different contexts of the old and new learning, identifying the significance of both and the reasons for their similarities and differences. By identifying the significance of religion, the children will engage with a variety of key disciplinary skills, understanding how religion changed in Egypt and its impact. By identifying the significance of trade, the children will understand the central role of the Nile and agriculture in helping Egypt become so powerful. It will also help re-establish why the Romans and Greeks (plus others) wanted control of Egypt for their own empires, helping to engage with substantive concepts such as trade and empire.

By identifying when Ancient Egypt existed in a world context, the children will understand why Ancient Egypt is considered so significant to history due to its scale and duration whilst also making relevant links to prior learning in terms of relationships. By identifying the issues of Egyptian chronology, the children will understand how Egypt's dating system differed from others and why that makes it hard to accurately piece some of their history together. By identifying different sources of evidence and the debates around them, the children will understand how claims and arguments are constructed by evidence and how our interpretations of the same piece of evidence can differ from each other.



Historical Skills Vocabulary

BC	Used to show that a date is before the year AD 1. This is counted backwards so 200 BC is before 100 BC.	AD	Used to show that a date is after the year AD 1. This is counted forwards so AD 100 is before AD 200.

Key Vocabulary

ancient	Something from a very long time ago.
civilisation	A human society with well-developed rules and government, often where technology and the arts are considered important.
Egypt	The country on the continent of Africa where the ancient Egyptian civilisation was created.
hieroglyphics	A system of writing that consists of pictures and symbols (hieroglyphs) instead of letters.
irrigation	A system of canals or channels dug by the Egyptians to supply water to grow crops over a larger area than the water would naturally reach.
the Nile	A river that runs through Egypt. It was essential to life in ancient Egypt.
pharaoh	A ruler of ancient Egypt.
tomb	A sealed room where a person was placed after death.

The Ancient Egyptian Empire

In c. 3000 BC, King Menes united two Egyptian kingdoms to build the empire of ancient Egypt. It lasted until 30 BC when the Romans took over.

The Nile

Life revolved around the Nile. Every year, it flooded and left behind a black silt that enriched the soil for growing crops. The river was also used to irrigate fields in other areas.

The Nile was used for water, fishing and trade. Mud from the river banks was used to make bricks and papyrus plants were used to make paper.

Most people lived along and around the Nile. This is still true in Egypt today.

A Pharaoh's Death

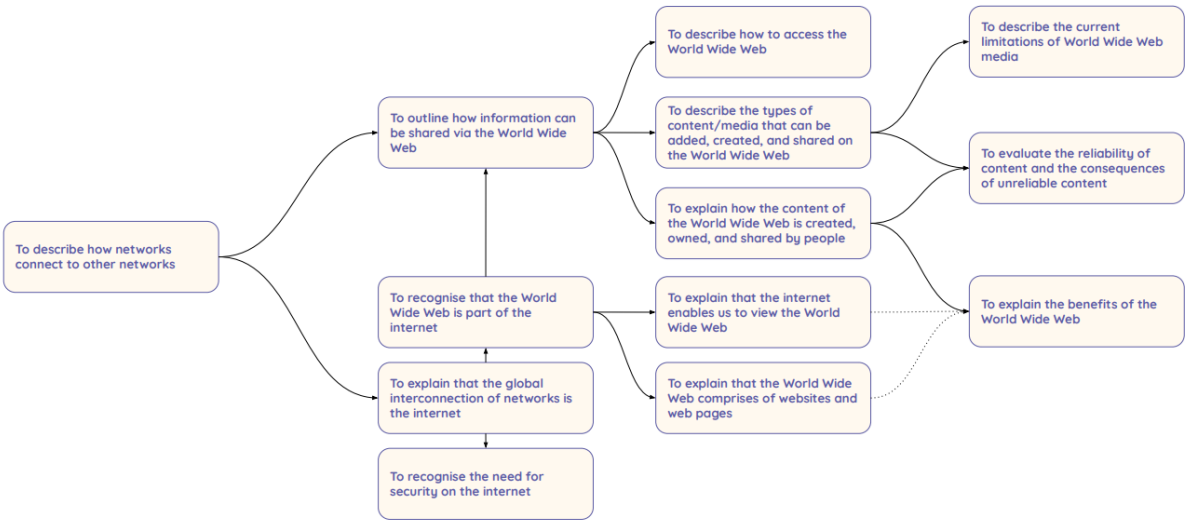
The ancient Egyptians built the pyramids as resting places for the pharaohs.

When a pharaoh died, priests would prepare their bodies with a process called mummification.

The pharaoh was then placed in a tomb, often under a pyramid, with their most treasured possessions. The ancient Egyptians believed that these treasures would help them in the afterlife.

Computing

Computing systems and networks – The internet



Music

Hear it, play it! Exploring rhythmic patterns

	ARTICULATION	DYNAMICS	PITCH	RHYTHM/ DURATION	STRUCTURE	TEMPO	TEXTURE	TIMBRE	SINGING & PERFORMING	ADDITIONAL MUSICAL WORDS	INSTRUMENT NAMES
TERM 1: HEAR IT! PLAY IT! EXPLORING RHYTHMIC PATTERNS		Dynamics Forte (*f*) Getting louder (Crescendo) Getting softer (Decrescendo/ Diminuendo) Loud/Louder Piano (*p*) Quiet/Quieter Silence Soft Strong	Melody	Bar Beat Crotchet Duration Minim Note value Pulse On/Off the beat Quaver Rest Rhythm pattern Semibreve 3 beats in a bar 4 beats in a bar	Call and response Chorus Echo Introduction Instrumental Ostinato Repeat Time signature Verse	Adagio Allegro Fast/Faster Slow/Slower Tempo	Musical layers Ostinato	Metal/Metallic Soft/Hard Timbre Wood/ Wooden	Body percussion Copy Ensemble Leader Listen Solo	Conductor Disco Gamelan Gospel Graphic score Improvise Instrumentation Lyrics Notation Rock 'n' Roll Style Waltz	Bass drum Bamboo flute Cymbal Drum-kit Gong Hi-hat Kick drum Maraca Piano Saxophone Snare drum Tambourine Xylophone