



# Autumn Term Knowledge Organisers

## Year Three



### What are these?

The following knowledge organisers are developed based on the progression documents for the subjects.

Every effort has been made to provide the learners with support for learning and understanding the essential skills in each aspect of the subject.

Children should learn to and understand the key vocabulary and should be utilising this in varying contexts.

The children should use opportunities to link these facts to other areas of learning and other areas of the curriculum.

Simply providing the children with these organisers will not support them in their learning. Their use will be specifically taught in school and the children must see these as a learning aid.

The knowledge organisers are developed to be double sided with each child having their own copy, which they annotate to help support them further and or use to track their progress.

### Why use them?

**Working memory - This is where thinking actually happens.** It has a very finite capacity; it can only hold and process about four different items at a time. If it receives too much it fails.

**Long-term memory** - Long-term memory has huge – almost infinite – capacity. It is here that we store our knowledge of facts and procedures. The goal is to stock our long-term memories with knowledge in a well organised, easily retrievable way and make recall of key aspects automatic. This frees up the working memory for new information.

**Cognitive load** - This is the term used in cognitive science to describe how much capacity something takes up in the working memory. Cognitive overload is what happens if too many demands are placed on working memory at once.

The aim of the knowledge organisers is to improve the speed with which information is stored in the long term memory, thus improving the learners ability to develop deep learning in more areas of the curriculum.

### How can these be used at home?

There are several ways that you can use knowledge organisers with children.

1. Look at the previous knowledge organiser to see how their learning is growing and see where there are links to what has already been learned.
2. Use it to look at what your child will be learning and share what you know about that topic.
3. Have the knowledge organisers on the fridge/appropriate place at home and use it to prompt discussion around the topic at home.
4. Help your child to research the topic and bring information in to school to share with their class.
5. Areas of the knowledge organisers are purposely blank so children can add information to support them further eg starring any aspects that they find tricky, adding any key sentences which they struggle with.
6. Vocabulary prompts – use the vocabulary bank to support children in utilising the correct topic related vocabulary.
7. Parents can challenge children to recall the appropriate information and explain what it means – but should be aware that the children will not know this from the start of the term.

### How are they not to be used?

These provide a brief overview of what the children should securely know by the end of that year group. They should NOT be utilised as an end point assessment and links must be made to other areas of learning.

These knowledge organisers, are a starting point and will need to be adapted over time in response to the needs of the children.

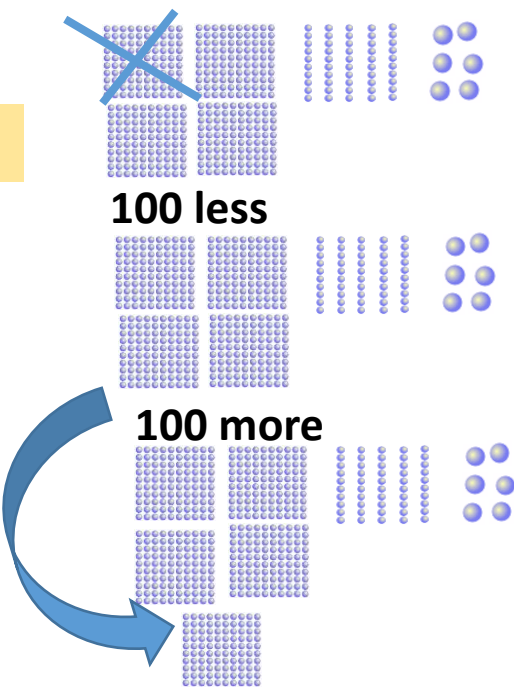
Count in steps of 4, 8, 50 and 100



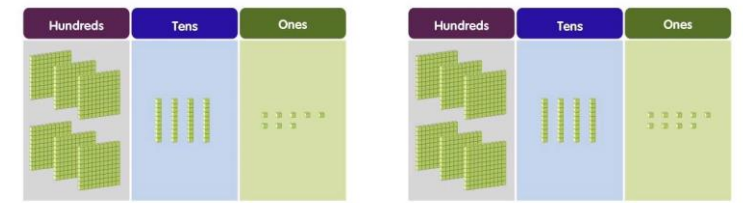
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104						

10 more

10 less



Find the smaller number.



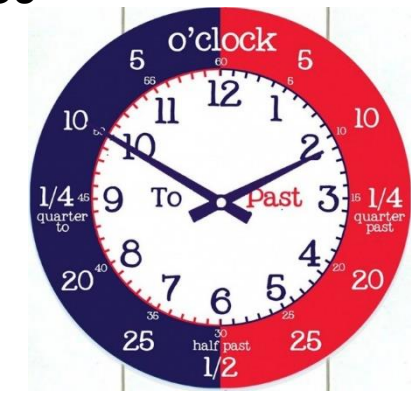
356

456

6 4 8      6 4 9

648 is smaller than 649

556



4	5	6		
14	-10 less	16		
3	-1 less	25		
3	34	+10 more		
3	44	45		
3	44	45	46	4

How can I use this information to find ten or one hundred more or less than any number?

hundreds  
tens  
ones

100	200	<del>300</del>	400	500	600	700	800	900
10	20	30	40	50	60	70	80	90
1	2	3	4	<del>5</del>	6	7	8	9

hundreds  
tens  
ones



**Vocabulary**  
equal to  
more than - greater than  
less than (fewer)  
digit  
hundreds  
tens  
ones  
estimate



Three - Place Value

**Counting  
in 4s**

0  
4  
8  
12  
16  
20  
24  
28  
32  
36  
40  
44  
48  
52  
56  
60  
64  
68  
72  
76  
80  
84  
88  
92

**Counting  
in 4s**

92  
88  
84  
80  
76  
72  
68  
64  
60  
56  
52  
48  
44  
40  
36  
32  
28  
24  
20  
16  
12  
8  
4  
0

**Counting  
in 8s**

0  
8  
16  
24  
32  
40  
48  
56  
64  
72  
80  
88  
96  
104  
112  
120  
128  
136  
144  
152  
160  
168  
176

**Counting  
in 8s**

176  
168  
160  
152  
144  
136  
128  
120  
112  
104  
96  
88  
80  
72  
64  
56  
48  
40  
32  
24  
16  
8  
0

**Counting  
in 50s**

0  
50  
100  
150  
200  
250  
300  
350  
400  
450  
500  
550  
600  
650  
700  
750  
800  
850  
900  
950  
1,000  
1,050  
1,100  
1,150

**Counting  
in 50s**

1,150  
1,100  
1,050  
1,000  
950  
900  
850  
800  
750  
700  
650  
600  
550  
500  
450  
400  
350  
300  
250  
200  
150  
100  
50  
0

**Counting  
in 100s**

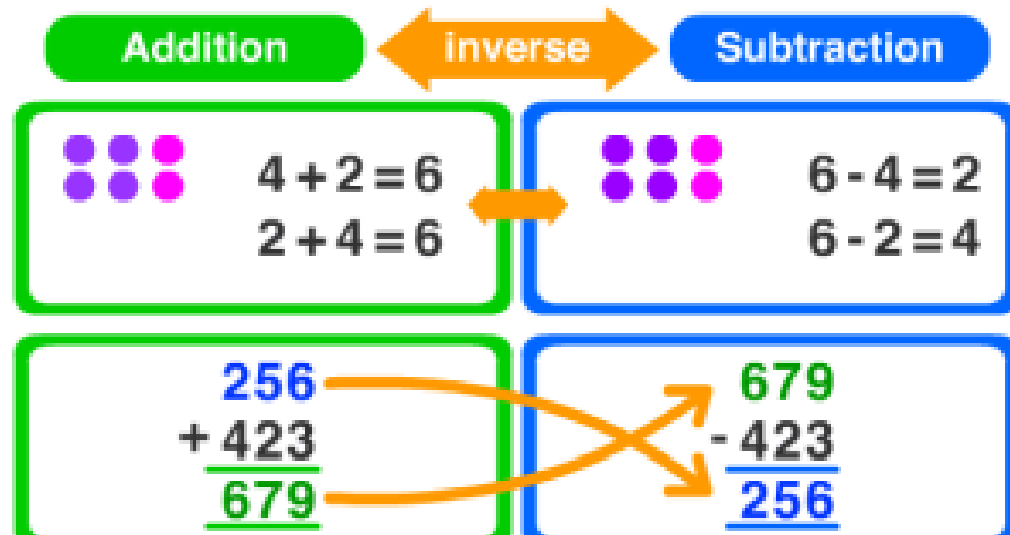
0  
100  
200  
300  
400  
500  
600  
700  
800  
900  
1,000  
1,100  
1,200  
1,300  
1,400  
1,500  
1,600  
1,700  
1,800  
1,900  
2,000  
2,100  
2,200  
2,300

**Counting  
in 100s**

2,300  
2,200  
2,100  
2,000  
1,900  
1,800  
1,700  
1,600  
1,500  
1,400  
1,300  
1,200  
1,100  
1,000  
900  
800  
700  
600  
500  
400  
300  
200  
100  
0

# inverse operations

Opposite operations.



## Vocabulary

+ add, addition, plus, more, make, sum, total

- take away, subtract, minus, leave, less, difference between

= equals, makes, totals, balances

**Inverse - inverse operations** - opposite, reverse operations.



Three – Addition and Subtraction

I can solve these mentally

$$156 + \begin{array}{c} \bullet \bullet \\ \bullet \bullet \end{array} =$$

$$156 = \square - 3$$

$$156 = \square - 2$$

$$216 + \begin{array}{c} \bullet \bullet \bullet \\ \bullet \bullet \bullet \end{array} =$$

$$315 + \begin{array}{c} \bullet \bullet \bullet \bullet \\ \bullet \bullet \bullet \bullet \end{array} =$$

$$487 + 300 = \quad =$$

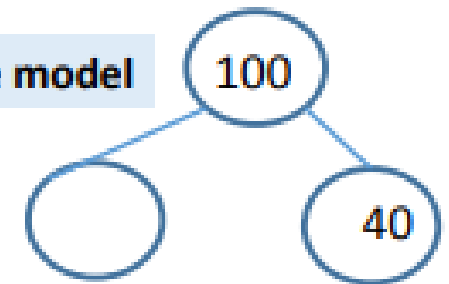
$$768 - 500 =$$

675

567

I can use a bar model to help solve missing number questions

Part whole model



## Addition and subtraction

789 + 642 becomes

$$\begin{array}{r} 789 \\ + 642 \\ \hline 1431 \\ \hline 11 \end{array}$$

Answer: 1431

874 - 523 becomes

$$\begin{array}{r} 874 \\ - 523 \\ \hline 351 \end{array}$$

Answer: 351

932 - 457 becomes

$$\begin{array}{r} 8 \quad 12 \quad 1 \\ 932 \\ - 457 \\ \hline 475 \end{array}$$

Answer: 475



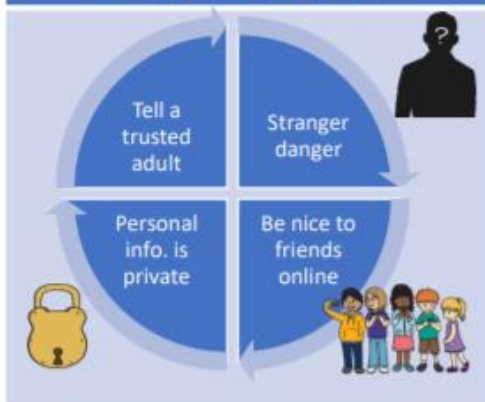


# LKS2 Online Safety



If you have any concerns or worries, please tell a trusted adult. You can also contact the police via [www.ceop.police.uk/ceop-reporting/](http://www.ceop.police.uk/ceop-reporting/)

What should I already know about keeping safe?



It's fun chatting with known friends 😊

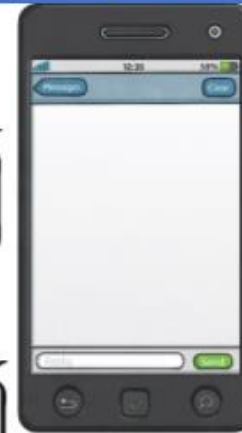
- ✓ Be nice and friendly when online.
- ✓ Only chat with people you know.
- ⊗ Some people can be unkind online.
- ⊗ This can make others feel unhappy, sad and lonely.
- ⊗ If someone is unkind **several times on purpose then this could be bullying (STOP!)**
- ✓ If we see this, then we must tell a trusted adult.



## Online bullying. Be SMART!

With you?

We're all out. You're not invited.



Anyone playing out tonight?

Yes. Is that OK?



⊗ What one person perceives as a joke (or banter) might be experienced by others as bullying. This could be via a text, an image or chat.

⊗ If you recognise that someone is upset, angry or hurt you must report this.

⊗ Online bullying is unacceptable and school staff will ensure it stops.

**Tell someone!** Tell an adult if someone or something makes you worried or uncomfortable.

- Report the unkind actions to a teacher or the Learning Mentor at school. We will investigate the report carefully.
- E-mail us: [safeguarding@allsaintsfed.Derbyshire.sch.uk](mailto:safeguarding@allsaintsfed.Derbyshire.sch.uk)
- Block the person who is being unkind.
- Contact Childline: 0800 11 11
- Chat online to Childline: [www.childline.org.uk](http://www.childline.org.uk)



# COMPUTING SYSTEMS AND NETWORKS KNOWLEDGE ORGANISER

Year 3 Autumn A



## Overview



### Digital Devices

- You should already know that Technology is something that has been made by people to help us.
- You should also know that Information technology (I.T.) includes computers and things that work with computers.
- Digital devices are things made for a particular purpose, that use processing.
- Digital devices have an input, process, and output (IPO).
- Information and data can be shared across networks. Many devices are used to create networks.

## Digital Devices – Input, Process Output (IPO)

- A device is something that has been made for a particular purpose (it has a special use).
- Digital devices use processing (have a process) There is more than just an on-off function.
- Digital devices have an input, process, output (IPO)

**Input:** Something that sends a message to the device. E.g. You press a button on the keyboard.



**Input Devices:** Keyboard, joystick, mouse, web cam, microphone, touch screen, track ball, digital camera.

**Process:** The device acts on the message. E.g. The computer follows a program that tells it what to do when the keyboard is pressed.



**Output:** Something that is sent out by the device. E.g. The letter that you have typed on the screen.



**Output Devices:** Screen/monitor, printer, headphones, projector, speaker, smartboard.

## Networks and Network Devices

### Connections and Networks

- In Computing, a connection describes a link between the computer and something else.
- For example, a computer may be connected to the internet through wires, a mobile data system, or WiFi.
- A computer network is a set of connections that joins computers together.
- The computers in the network can send and receive information to one another.



### Network Devices

- Network switch: a device that helps different devices on a network to be connected with each other.
- Server: a computer that manages the network and stores files
- Wireless access point (WAP): a device, connected to a wired network, that sends and receives wireless signals to and from devices.



## Why Networks Are Useful

- Computer networks allow us to send and receive information between computers that are in different places.
- Networks can help us to communicate quickly and easily.
- Networks can also join computers to shared devices, like scanners and printers.
- The internet is a global network of computers. Imagine how different life would be without the internet!
- If information is shared on a network, it helps to reduce the risk of data being lost, e.g. if one computer breaks.



## Important Vocabulary

Digital Device

Input

Process

Output

Connection

Network

Network Switch

Server

WAP

E-Safety





# COMPUTING: CREATING MEDIA

Year 3 Autumn B

## KNOWLEDGE ORGANISER



### Overview



#### Desktop Publishing

- Desktop publishing is when we create documents using page layout software.
- We can use desktop publishing to make things like newsletters, brochures, magazines and newspapers.
- Some examples of software that we can use for desktop publishing are Microsoft Publisher, Adobe Spark and Canva.
- When using desktop publishers, we consider how images and text are laid out the page in an eye-catching and appropriate format.

### Layout of A Page

When desktop publishing, we consider how we can lay out a page in the most interesting, eye-catching, and appropriate ways, to suit our purpose and audience.

The title should be large, bold and clear. It is normally the largest text on the page.

Consider which font you will use – different fonts create different ideas and feelings.

What is the main story of the magazine? How can you sum the story up in a few words?







Think about how different colours make us think and feel.

Think about where you will put the date and price of the magazine – this is important information!





Magazines are normally in portrait orientation. Think about how you lay out text and images.

### Text Tools

The toolbar is the set of icons and buttons that are at the top of the page in a desktop publisher. You should already know some of these from your earlier study:

These tools can change the text.		Clicking on this icon allows you to <u>change the size of the text</u> . After pressing the icon, you will see a list of numbers. The larger the number selected, the bigger your text will be.
	The <b>B</b> makes the text <b>Bold</b> . The <i>I</i> writes the text in <i>Italics</i> . The <u>U</u> <u>underlines</u> the text.	
	Clicking on this icon allows you to <u>change the font</u> (style) of the text. Most desktop publishers have many styles to choose from.	Clicking on this icon opens the text colour tool. It allows you to <u>change the colour of the text</u> . There are often many colours to choose from.
		
	The undo tool reverses the last thing that you did. If you make a mistake, the undo tool can help you to get it back to how it was.	

### Image and Layout Tools

	Templates have a pre-arranged layout, colour scheme and style that you can adapt for your needs!		-The <u>styles</u> tool is a real time saver. You get to choose a number of different features, e.g. fonts and colours, and it will apply the rules to the whole document.
	- <u>Text boxes</u> allow you to type text anywhere on the document. The box itself can be coloured. You can make the text box as large or small as you want, and rotate it using this symbol.		

### Important Vocabulary

Publishing	Text	Images	Font	Templates	Orientation	Placeholders	Software	Purpose	Audience
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# Year 3 Science Knowledge Organiser

## Chemistry - Rocks

### What should I already know?

- The role of Mary Anning in palaeontology and the discovery of fossils.
- Soil contains **nutrients** and these help plants to grow.
- The meaning of the word **absorb**.
- That **magma** is molten rock that is formed in very hot conditions inside the earth.
- Why some materials are used for certain purposes because of their **properties**

Key Vocabulary	
<b>igneous rock</b>	Rock that has been formed from <b>magma</b> or <b>lava</b> .
<b>sedimentary rock</b>	Rock that has been formed by layers of <b>sediment</b> being pressed down hard and sticking together. You can see the layers of <b>sediment</b> in the rock.
<b>metamorphic rock</b>	Rock that started out as <b>igneous</b> or <b>sedimentary rock</b> but changed due to being exposed to extreme heat or pressure.
<b>magma</b>	Molten rock that remains underground.
<b>lava</b>	Molten rock that comes out of the ground is called <b>lava</b> .
<b>sediment</b>	Natural solid material that is moved and dropped off in a new place by water or wind, e.g. sand.
<b>permeable</b>	Allows liquids to pass through it.
<b>impermeable</b>	Does not allow liquids to pass through it.

### Key Knowledge

There are three types of naturally occurring rock.

Natural Rocks			Human-Made Rocks
<b>Igneous</b>	<b>Sedimentary</b>	<b>Metamorphic</b>	
Obsidian	Chalk	Marble	Brick
Granite	Sandstone	Quartzite	Concrete
Basalt	Limestone	Slate	Coade Stone

Some words you might use to discuss the properties of a rock:

hard, soft, **permeable**, **impermeable**, durable (meaning resistant to weathering), high density, low density. Density measures how 'bulky' the rock is (how tightly packed the molecules are).



## Key Vocabulary

<b>fossilisation</b>	The process by which fossils are made.
<b>palaeontology</b>	The study of fossils.
<b>erosion</b>	When water, wind or ice wears away land.

Caves are formed when water **permeates** through the base rock and **erodes** some of the rock away. Over thousands of years these caves can become very large.

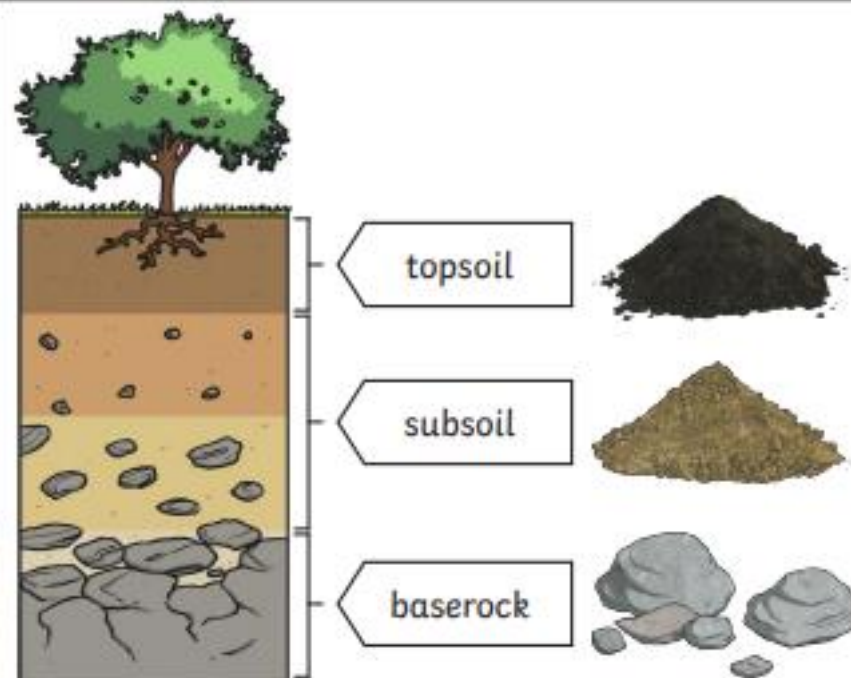


## Key Knowledge

### Soil

Soil is the uppermost layer of the Earth. It is a mixture of different things:

- minerals (the minerals in soil come from finely broken-down rock);
- air;
- water;
- organic matter (including living and dead plants and animals).



## Fossilisation

An animal dies. It gets covered with **sediments** which eventually become rock.

More layers of rock cover it. Only hard parts of the creature remain, e.g. bones, shells and teeth.

Over thousands of years, **sediment** might enter the mould to make a **cast fossil**. Bones may change to mineral but will stay the same shape.

Changes in sea level take place over a long period.

As **erosion** and weathering take place, eventually the fossil becomes exposed.





# Year 3 Science Knowledge Organiser

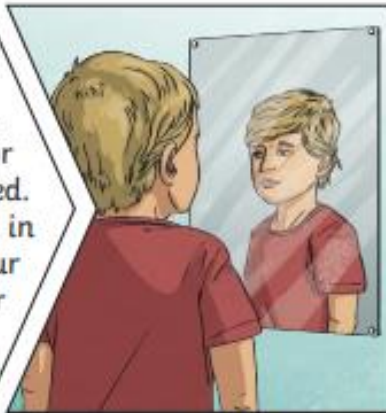
## Physics - Light

### What should I already know?

- Certain things produce **light**, usually by burning (e.g. the Sun) or **electricity** (e.g. street lights)
- Shiny materials do not make **light** but do reflect it.
- **Shadows** are caused when certain materials block **light**.

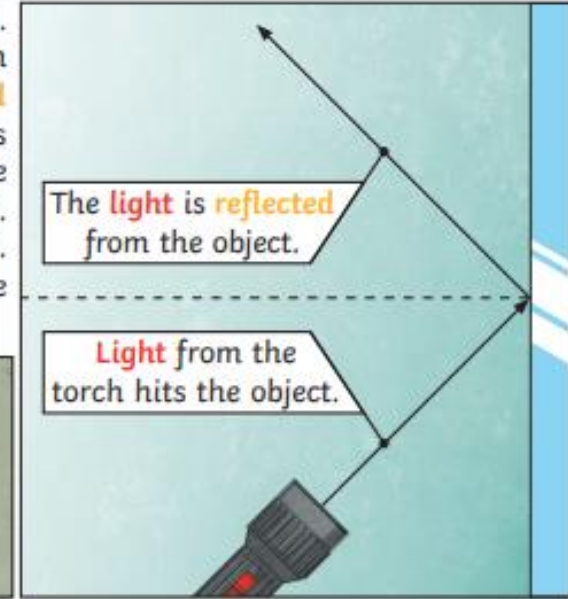
Key Vocabulary	
<b>light</b>	A form of energy that travels in a wave from a source.
<b>light source</b>	An object that makes its own <b>light</b> .
<b>dark</b>	<b>Dark</b> is the absence of <b>light</b> .
<b>reflection</b>	The process where <b>light</b> hits the surface of an object and bounces back into our eyes.
<b>reflect</b>	To bounce off.
<b>reflective</b>	A word to describe something which <b>reflects light</b> well.
<b>ray</b>	Waves of <b>light</b> are called <b>light rays</b> . They can also be called beams.

Mirrors **reflect light** very well, so they create a clear image. An image in a mirror appears to be reversed. For example, if you look in a mirror and raise your right hand, the mirror image appears to raise its left hand.

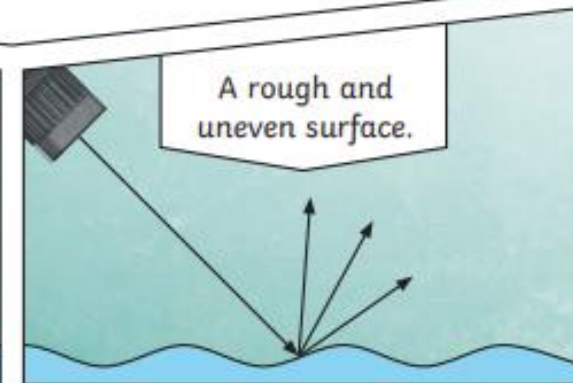
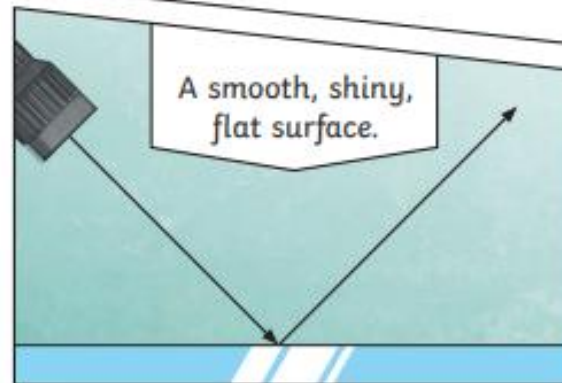


### Key Knowledge

We need **light** to be able to see things. **Light** travels in a straight line. When **light** hits an object, it is **reflected** (bounces off). If the **reflected light** hits our eyes, we can see the object. Some surfaces and materials **reflect light** well. Other materials do not **reflect light** well. **Reflective** surfaces and materials can be very useful...

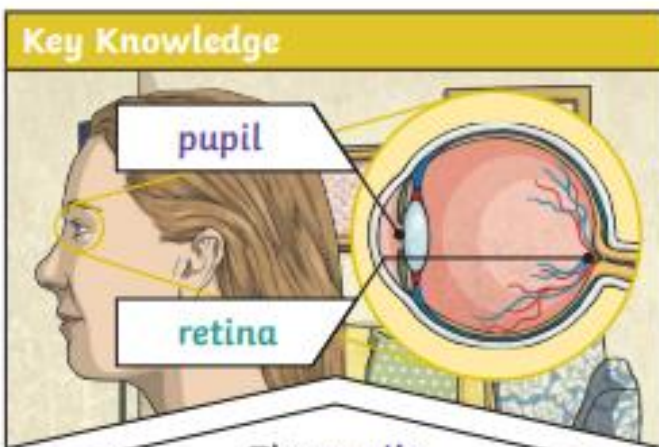
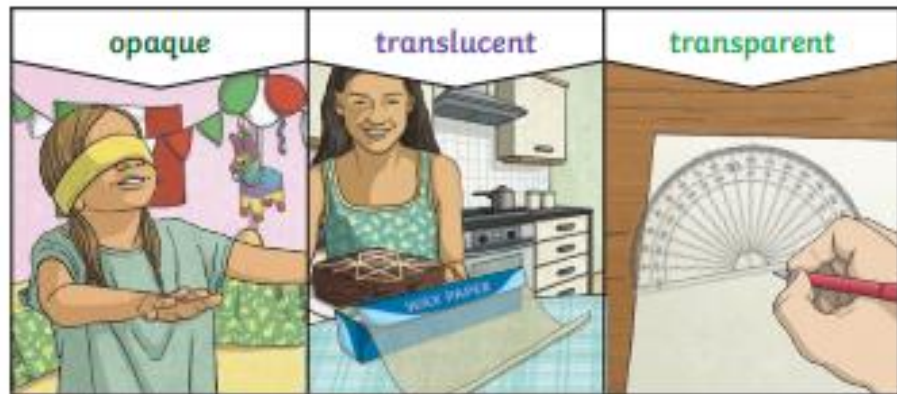


The surfaces that reflect **light** best are smooth, shiny and flat.



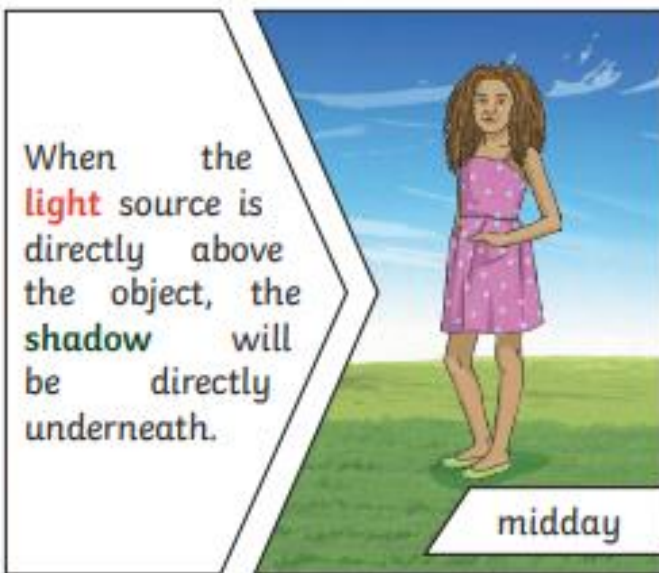


Key Vocabulary	
<b>pupil</b>	The black part of the eye which lets <b>light</b> in.
<b>retina</b>	A layer at the very back of the eye. The <b>retina</b> takes the <b>light</b> the eye receives. It then changes it into nerve signals to send to the brain.
<b>shadow</b>	An area of darkness where <b>light</b> has been blocked.
<b>opaque</b>	Describes objects that do not let any <b>light</b> pass through them.
<b>translucent</b>	Describes objects that let some <b>light</b> through, but scatter the <b>light</b> so we can't see through them properly.
<b>transparent</b>	Describes objects that let <b>light</b> travel through them easily, meaning that you can see through the object.

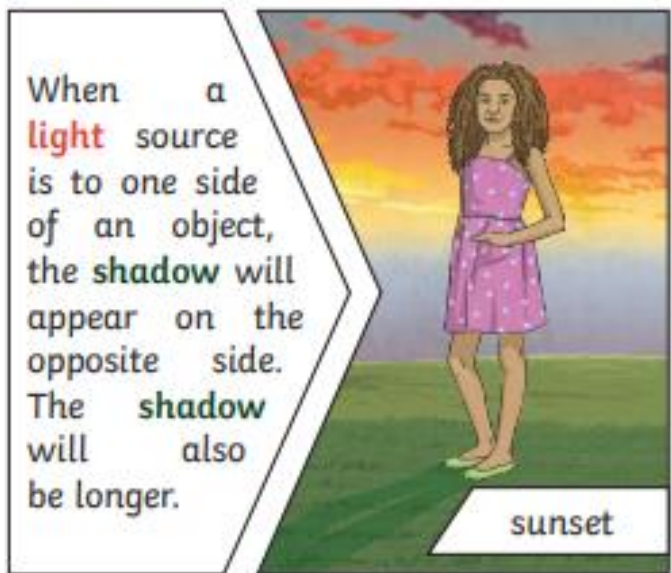


**The pupils** control the amount of **light** entering the eyes. If too much **light** enters, then it can damage the **retina**. To help protect the eyes, you can wear a hat with a wide brim and sunglasses with a UV rating.

A **shadow** is caused when **light** is blocked by an **opaque** object. A **shadow** is larger when an object is closer to the **light** source. This is because it blocks more of the **light**.



When the **light** source is directly above the object, the **shadow** will be directly underneath.



When a **light** source is to one side of an object, the **shadow** will appear on the opposite side. The **shadow** will also be longer.



# History – Stone Age to Iron Age

Many things have changed in Britain in history including the materials we use. Starting with stone, then bronze and then iron, tools and technologies have changed. This is why we live the way we do now.

## Key words

- Stone Age
  - Bronze Age
  - Iron Age
  - Source
  - B.C. (Before Christ)
  - A.D. (Anno Domini)
- Hunter-gatherer
  - Settlement



Skara Brae

Stone Age tools



Iron Age tools



13,000 B.C.	Cave paintings begin to be made.
4,500 – 3,500 B.C.	Farming starts and begins to spread.
4,500 – 3,500 B.C.	The first pottery is made and used.
4,000 – 3,000 B.C.	People start to ride and use horses for work.
2,500 B.C.	Metal starts to be used
1,800 B.C.	The first copper mines are dug.
1,200 – 800 B.C.	Tribal kingdoms begin to appear.
1,200 – 800 B.C.	Metal tools are made and used.
800 – 700 B.C.	The first hill forts are made.
700 – 500 B.C.	Iron becomes a popular material.
100 B.C.	Coins are made and used for the first time.
A.D. 43	The Romans invade Britain which ends the Iron Age.





# Year 3 Science Knowledge Organiser

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<b>sediment</b>	Natural solid material that is moved and dropped off in a new place by water or wind, e.g. sand.
<b>permeable</b>	Allows liquids to pass through it.
<b>impermeable</b>	Does not allow liquids to pass through it.

### Key Knowledge

There are three types of naturally occurring rock.

Natural Rocks			Human-Made Rocks
<b>Igneous</b>	<b>Sedimentary</b>	<b>Metamorphic</b>	
Obsidian	Chalk	Marble	Brick
Granite	Sandstone	Quartzite	Concrete
Basalt	Limestone	Slate	Coade Stone

Some words you might use to discuss the properties of a rock:

hard, soft, **permeable**, **impermeable**, durable (meaning resistant to weathering), high density, low density. Density measures how 'bulky' the rock is (how tightly packed the molecules are).



## Key Vocabulary

<b>fossilisation</b>	The process by which fossils are made.
<b>palaeontology</b>	The study of fossils.
<b>erosion</b>	When water, wind or ice wears away land.

Caves are formed when water **permeates** through the base rock and **erodes** some of the rock away. Over thousands of years these caves can become very large.

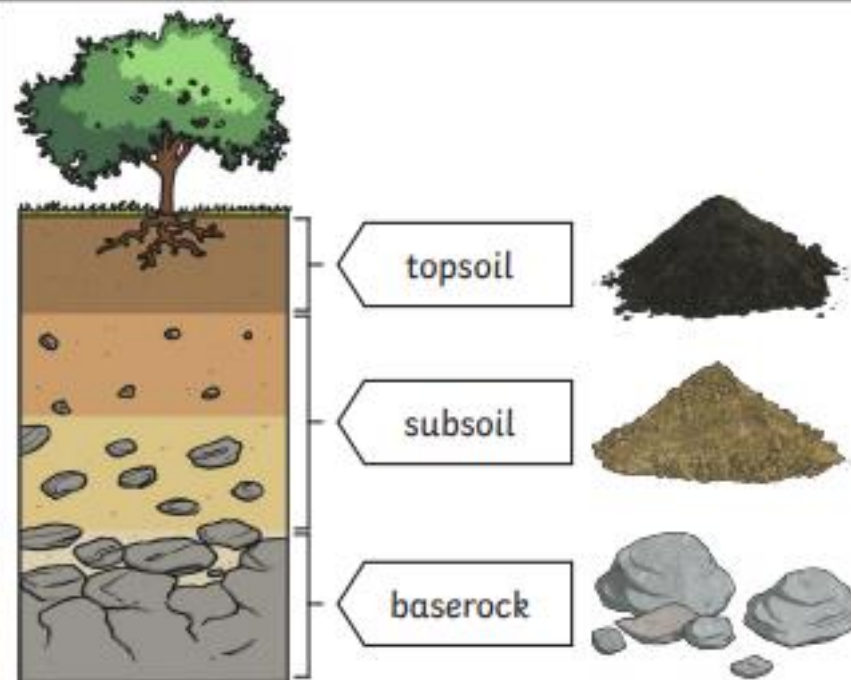


## Key Knowledge

Soil is the uppermost layer of the Earth. It is a mixture of different things:

- minerals (the minerals in soil come from finely broken-down rock);
- air;
- water;
- organic matter (including living and dead plants and animals).

### Soil



## Fossilisation

An animal dies. It gets covered with **sediments** which eventually become rock.

More layers of rock cover it. Only hard parts of the creature remain, e.g. bones, shells and teeth.













Over thousands of years, **sediment** might enter the mould to make a **cast fossil**. Bones may change to mineral but will stay the same shape.

Changes in sea level take place over a long period.

As **erosion** and weathering take place, eventually the fossil becomes exposed.

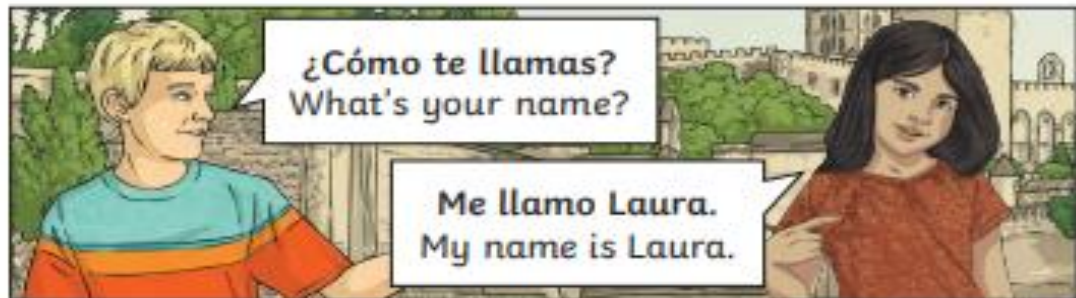




Key Vocabulary		
f = feminine    m = masculine		
		
¡Buenos días! Good morning!	¡Buenas tardes! Good afternoon!	¡Buenas noches! Good evening!
		
¡Hola! Hello!	¡Adiós! Goodbye!	¡Hasta luego! See you later!
		
¡Hasta pronto! See you soon!	¡Hasta mañana! See you tomorrow!	¡Feliz fin de semana! Have a nice weekend!
		
Señor (m) Mr	Señora (f) Mrs	Señorita (f) Miss



How Are You Feeling?		
		
fenomenal great	bien well	regular so-so
		
mal bad/not well	fatal dreadful	¿Y tú? And you?



## PSHCE Knowledge Organiser

vocabulary:

assertive

aggressive

leader

pick-me-ups

put-downs

making amends

sorry

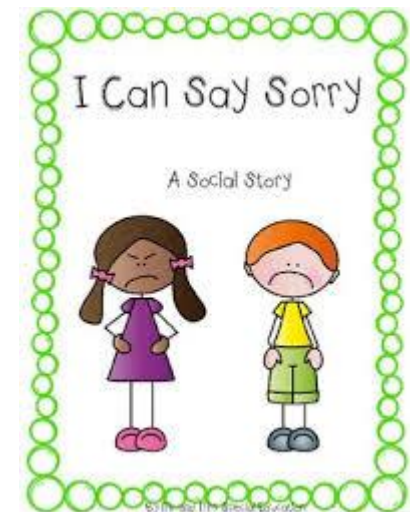
confidential

boundaries

working together

Essential skills	Key questions
self-reflection	How do other people show their feelings?
self-management	Can we tell what people are saying even if they don't say anything?
empathy	What can we do to help other people?

**<sup>1</sup>Definitions:** a *surprise* is something everyone will know and will make someone feel good or happy; a *secret* is something that someone is told not to share with anyone, and that makes someone feel uncomfortable, anxious or worried.



Year 3 – autumn term



# PSHCE Knowledge Organiser



Houses of Parliament

## vocabulary

House of Lords

House of Commons

Monarch

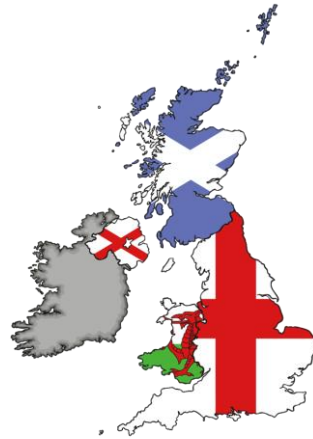
MP

Government

Election

Debate

Law

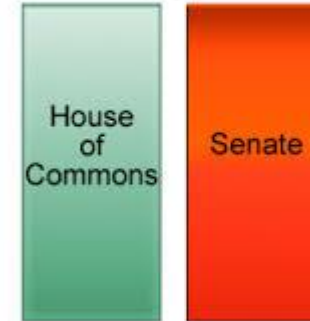


The UK Parliament has devolved (given away) some of its powers to other national and regional bodies.

Debating is when people formally argue over an issue.



The Queen



Parliament is made up of three parts: the House of Commons, the House of Lords and the king or queen – known as the Monarch.



An election is a vote to choose a person for a particular role.



Year 3 – rights and responsibilities

# PSHCE Knowledge Organiser

## Vocabulary:

- spending
- saving
- donating
- choices
- influence
- advertisement
- persuade
- temptation
- customer
- fundraiser

### Advertisers

How do they try to influence us?



influences	Definition
friends	People who like you and who you like
family	A group of adults and children who love each other
promotions	Publicity campaigns
culture	Ideas and behaviour of a particular group of people
affordability	Being able to buy something because it does not cost too much





## 1 – Listen & Appraise: Let Your Spirit Fly (RnB)

**Structure:** Introduction, verse, chorus.

**Instruments/voices you can hear:** Male and female voices, bass, drums, guitar, keyboard, synthesizer.

**Find the pulse as you are listening:** Dance, clap, sway, march, be an animal or a pop star.

## 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 2 notes – C + D.

Bronze: no notes | Silver: C, sometimes D |

Gold: C + D challenge.

*Which challenge did you get to?*

**Singing** in 2 parts.

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E.

*Which part did you play?*

**Improvise** using up to 3 notes – C, D + E.

Bronze: C | Silver: C, sometimes D | Gold: C, D + E challenge.

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

## 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



## About this Unit

**Theme:** RnB and other musical styles.

**Facts/info:** RnB is a mixture of Soul, Hip Hop and Gospel music. Other RnB singers include Beyoncé, Usher, Rihanna and Stevie Wonder.

**Listen to 4 other songs/pieces:**

- Colonel Bogey March by Kenneth Alford (Film)
- Consider Yourself from the musical 'Oliver!' (Musicals)
- Ain't No Mountain High Enough by Marvin Gaye (Motown)
- You're The First, The Last, My Everything by Barry White (Soul)

**Vocabulary:** Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody

## Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*

**What are the 'style indicators' of RnB music?**

*How do you know this is RnB music?*

## 1 – Musical Activities using glocks

**Learn to play and read** the notes C, D, E + F.

Learn to play these tunes:

- Easy E
- Strictly D
- Play Your Music
- Drive
- Dee Cee's Blues
- What's Up
- D-E-F-initely
- Roundabout
- March of the Golden Guards
- Portsmouth

**Improvise** with Dee Cee's Blues using the notes C + D.

**Compose** using the notes C, D, E + F.

## 2 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



## About this Unit

**Theme:** Exploring and developing playing skills using the glockenspiel.

**Vocabulary:** Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody

## Reflection

*What did you like best about this Unit? Why?  
Was there anything you didn't enjoy about it?  
Why?*

*Did you have any strong feelings about it?  
Were you proud of yourself, happy or annoyed?*