







<p style="text-align: center;">English Core Text: Egyptian Cinderella</p> <p style="text-align: center;"><u>Non-Fiction</u> Non-chronological report- using a range of Egyptian information books</p> <p style="text-align: center;"><u>Fiction</u> Plan and rewrite the story Character description Setting the scene Poetry</p>	<p style="text-align: center;">Science <u>Scientific Enquiry</u> Children will plan different types of scientific enquiries to answer questions. To make careful observations and measurements, using a range of equipment. Report on findings from enquiries including oral and written explanations. To use results to draw simple conclusions and make predictions.</p> <p style="text-align: center;"><u>Animals including Humans</u> To identify that animals, including humans, need the right types of nutrition. To know that animals, including humans, can not make their own food, and they get their nutrition from what they eat. To identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p style="text-align: center;">Maths <u>Place value</u> To count from 0 in multiples of 4, 8, 50 and 100 To find 10 or 100 more or less than a given number To recognise the place value of each digit in a three-digit number (hundreds, tens, ones) To compare and order numbers up to 1000 To identify, represent and estimate numbers using different representations To read and write numbers up to 1000 in numerals and in words To solve number problems and practical problems involving these ideas.</p>
<p style="text-align: center;">Computing <u>Coding</u> Children can create a design that represents a sequential algorithm. Children can explain what object, action, output, control and event are in computer programming. Children can use 'if statements, timers and variables in their program. Children can debug simple programs.</p>	<p>Year 3 Term 1 Ancient Egypt – A study of the River Nile.</p>	<p style="text-align: center;">PE <u>Gymnastics</u> To develop flexibility, strength, technique, control and balance. To learn how to link skills to make actions and sequences of movement. Children should enjoy communicating, collaborating and competing with each other.</p> <p style="text-align: center;"><u>Tag Rugby</u> To use running, jumping, throwing and catching in isolation and combination. To play competitive games and apply basic attacking and defending principles. To develop an understanding of how to improve in different physical activities and sports.</p>
<p style="text-align: center;">Art Driver <u>Van Gogh: Self Portraits</u> To control a pencil with increasing accuracy and confidence. To experiment with different types of line, e.g. thick, wavy, curved. Confidently works through observation, using sketchbooks to record their observations. Uses paint and other equipment correctly. Adapts and improves their own work. Comments on the differences and similarities of their work and work of others. Makes links between artists and their own work.</p>		<p style="text-align: center;">Geography Driver <u>A study of the River Nile</u> Use maps, atlases and globes to locate the countries of Europe, focusing on Egypt and the surrounding countries. Identify key physical and human characteristics, countries and major cities. Identify major landmarks in Egypt including the Pyramids of Giza, River Nile and the Great Sphinx. To understand the 8 compass points and use them to decipher a map of Egypt.</p>
<p style="text-align: center;">Music <u>Ballads</u> To play and perform in solo in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p style="text-align: center;"><u>Drumming- rhythm and pulse</u> Human body drumming Communication drumming</p> <p style="text-align: center;"><u>Singing</u> Singing Tutankhamun song</p>		
<p style="text-align: center;">MFL <u>French Greetings</u> Children learn how to introduce themselves, to ask how someone is feeling and to say how they are feeling. To listen and respond to familiar spoken words. Communicate with others using simple words, phrases and short sentences. Use simple greetings and asking others how they are. Ask and answer simple questions about self, e.g. name, age birthday.</p>	<p style="text-align: center;">PSHE <u>Rules that keep us safe</u> Recognise the importance of school rules for health and safety. Recognise people who can help them to stay healthy and safe. Identify what makes a balanced diet and how to make choices about food and health. Recognise their own responsibilities, rights and duties at home and in school.</p>	

<p style="text-align: center;">English</p> <p style="text-align: center;">Core Text: Egyptian Myths and Legends</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p style="text-align: center;">Howard Carter- Non- Chronological report Egyptian Fact file</p> <p style="text-align: center;"><u>Fiction</u></p> <p style="text-align: center;">Poetry</p> <p style="text-align: center;">Diary writing- writing in the role of a character Writing a narrative focusing on structure of a story</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;"><u>Scientific Enquiry</u></p> <p style="text-align: center;">Children will plan different types of scientific enquiries to answer questions. To make careful observations and measurements, using a range of equipment. Report on findings from enquiries including oral and written explanations. To use results to draw simple conclusions and make predictions.</p> <p style="text-align: center;"><u>Forces</u></p> <p style="text-align: center;">To compare how things move on different surfaces. To notice that some forces need contact between two objects, but magnetic forces can act at a distance. To observe how magnets repel or attract each other and attract some materials and not others. To describe that magnets have 2 poles. To predict whether 2 magnets will attract or repel each other, depending on which poles are facing. To compare and group a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p>	<p style="text-align: center;">Maths</p> <p style="text-align: center;"><u>Addition and Subtraction</u></p> <p style="text-align: center;">To add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds To add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction To estimate the answer to a calculation and use inverse operations to check answers To solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p style="text-align: center;"><u>Money (linking with addition and subtraction)</u></p> <p style="text-align: center;">To add and subtract amounts of money to give change, using both £ and p in practical contexts</p>
<p style="text-align: center;">Computing</p> <p style="text-align: center;"><u>Online safety</u></p> <p style="text-align: center;">Children can explain ways that the internet can help us to communicate. Children can understand what makes a good password for use on the internet. Children know the physical and emotional effects of watching inappropriate content. Children know what cyberbullying is, and have strategies for dealing with bullying online.</p> <p style="text-align: center;"><u>Typing</u></p> <p style="text-align: center;">Children understand the ‘top row’, ‘home row’, ‘bottom row’ and ‘space bar’. Children can use two hands to type the letters on the keyboard. Children can type full words using the correct fingering.</p>	<p>Year 3</p> <p>Term 2</p> <p>Ancient Egypt – What is the legacy of Ancient Egypt?</p>	<p style="text-align: center;">PE</p> <p style="text-align: center;"><u>Dance</u></p> <p style="text-align: center;">To develop flexibility, strength, technique, control and balance. To learn how to link skills to make actions and sequences of movement. Children should enjoy communicating, collaborating and competing with each other.</p> <p style="text-align: center;"><u>Throwing and catching</u></p> <p style="text-align: center;">To use running, jumping, throwing and catching in isolation and combination. To play competitive games and apply basic attacking and defending principles. To compare their performances with previous ones and demonstrate improvement.</p>
<p style="text-align: center;">DT Driver</p> <p style="text-align: center;"><u>Building Pyramids – Comparing with Dubai Architecture</u></p> <p style="text-align: center;">Design; To describe the purpose of a product; using this to inform their design; to use annotated diagrams and prototypes to develop their ideas. Make; To select tools, equipment and materials suitable for the task; to measure, cut and shape materials and components with some accuracy. Evaluate; To identify strengths and weaknesses in their ideas and products; use their design criteria to evaluate their completed products. To recognise successful inventors and designers who have been influential in the design and technology industries (comparing with Burj Khalifa in Dubai).</p>		<p style="text-align: center;">History Driver</p> <p style="text-align: center;"><u>What is the legacy of Ancient Egypt?</u></p> <p style="text-align: center;">To describe events and periods using BC, BCE, AD, CE, decade, ancient and century. To use a timeline to sequence events using time dates, including the rulers of Egypt and the discovery of artefacts. To explore the everyday lives of people in time studied, and compare periods studied with our lives today. Distinguish between different sources, and suggest which sources are most useful for a task. To use a range of sources to find out about a time period.</p>
<p style="text-align: center;">Music</p> <p style="text-align: center;"><u>Singing – A variety of Christmas themed songs/carols</u></p> <p style="text-align: center;">Perform in different ways exploring the way that performers are a musical resource. Perform with an awareness of different parts.</p> <p style="text-align: center;"><u>Drumming- rhythm and pulse</u></p> <p style="text-align: center;">Human body drumming Communication drumming</p>		<p style="text-align: center;">RE</p> <p style="text-align: center;"><u>Visitors - Advent/Christmas- Loving</u></p> <p style="text-align: center;">Children will be able to ask and respond to questions about their own and others’ experiences and feelings about visitors. Some children will be able to retell the stories of the events surrounding the birth of Jesus. Children will be able to describe how Christians use the time of Advent to reflect on their lives in preparation for coming of Jesus. Children will be able to make links between the Scripture they have explored and Advent as a season of getting ready for the coming of Jesus.</p>
<p style="text-align: center;">MFL</p> <p style="text-align: center;"><u>French adjectives (colour, shape and size)</u></p> <p style="text-align: center;">Children learn to say the names of colours, describe shapes using the adjectives of colour and size and create an animal from 2D shapes and works of art inspired by French artist Matisse. To listen and respond to familiar spoken words. To listen to songs, stories and poems. To develop accurate pronunciation. Write some simple familiar words using a model.</p>	<p style="text-align: center;">PSHE</p> <p style="text-align: center;"><u>Bullying</u></p> <p style="text-align: center;">Recognise what bullying is, knowing how to respond and ask for help. Recognise the difference between acceptable and unacceptable behaviour. Acknowledge and value a wider range of feelings in others. Consider how actions affect ourselves and others around us.</p>	

<p>English</p> <p>Core Text: Escape from Pompeii</p> <p><u>Non-Fiction</u></p> <p>Discussion- what would it feel like to live in the fertile region around Pompeii</p> <p><u>Fiction</u></p> <p>Describing a setting using our senses</p> <p>Poem about a natural disaster</p> <p>Letter- from either Tranio or Livia about the disaster at Pompeii</p>	<p>Science</p> <p><u>Scientific Enquiry</u></p> <p>Children will plan different types of scientific enquiries to answer questions. To make careful observations and measurements, using a range of equipment. Report on findings from enquiries including oral and written explanations. To use results to draw simple conclusions and make predictions.</p> <p><u>Rocks</u></p> <p>To compare and group together different kinds of rocks on the basis of their appearance and physical properties.</p> <p>To describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>To recognise that soils are made from rocks and organic matter.</p>	<p>Maths</p> <p><u>Multiplication and Division</u></p> <p>To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables</p> <p>To write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods</p> <p>To solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>
<p>MFL</p> <p><u>Playground games</u></p> <p>Children count, recognise and use numbers to 20, ask how old someone is and say how old they are and compare sentence structures in French and English.</p> <p>To listen and respond to familiar spoken words and classroom instructions.</p> <p>Communicate with others using simple words, phrases and short sentences.</p> <p>Recognise numbers 1-20.</p> <p>Ask and answer simple questions about self, e.g. name, age birthday.</p> <p>Show awareness of sound-spelling links.</p> <p>Write some simple familiar words using a model.</p>	<p style="text-align: center;">Year 3</p> <p style="text-align: center;">Term 3</p> <p style="text-align: center;">Pompeii - What happened to Pompeii?</p>	<p>RE</p> <p><u>Local Church- Journeys</u></p> <p>Children will retell some of the stories of the Mysteries of the Rosary or the special feasts of the year.</p> <p>Children will be able to use religious words/ phrases to describe the liturgical year and how it is composed of seasons and feasts days.</p> <p>Children will make links between some scripture and what Christians believe.</p> <p>Children will be able to use a developing religious vocabulary to give reasons why Catholics celebrate certain feasts of the year.</p> <p><u>Listening and sharing- Eucharist</u></p> <p>Children will be able to use religious words and phrases to describe the actions and symbols used during the celebration of the Eucharist.</p> <p>Some children will be able to compare their own and others' ideas about the questions of how and why we listen and share and that these questions are difficult to answer.</p> <p>Some children will be able to use a developing religious vocabulary and understand specific actions and words used during the celebration of the Eucharist.</p> <p>Children will be able to give reasons why Christians want to share the Good News of Jesus.</p>
<p>PSHE</p> <p><u>Responsibilities</u></p> <p>To recognise their responsibilities, rights and duties at home, in school and in the local environment.</p> <p>To identify how to keep safe in the local environment.</p> <p>To recognise people who can help us stay safe and healthy.</p> <p>To identify what makes a balanced diet, and how we are responsible for what we eat.</p>		<p>Music</p> <p><u>Creating compositions in response to an animation</u></p> <p>Composing a piece of music in a given style with voices and instruments</p> <p>Using letter name and rhythmic notation and key musical vocabulary to label and record their compositions</p> <p>Suggesting and implementing improvements to their own work using musical vocabulary</p> <p><u>Drumming- rhythm and pulse</u></p> <p>Human body drumming</p> <p>Communication drumming</p>
<p>History Driver</p> <p><u>What happened to Pompeii?</u></p> <p>To describe events and periods using the words BC, BCE, AD and CE.</p> <p>To use a timeline within a specific time in history to sequence key events, such as the eruption of Mount Vesuvius timeline.</p> <p>To explore the everyday lives of people in history.</p> <p>To observe and record details from useful sources, comparing primary and secondary.</p> <p>To discuss some changes and record ideas for why things happened using historical language.</p> <p>To understand the historical concepts of continuity, change, cause and consequence.</p>		
<p>PE</p> <p><u>Dance</u></p> <p>To develop flexibility, strength, technique, control and balance.</p> <p>To learn how to link skills to make actions and sequences of movement.</p> <p>Children should enjoy communicating, collaborating and competing with each other.</p> <p><u>Racquet Skills</u></p> <p>To develop strength, technique, control and balance.</p> <p>To play competitive games and apply basic attacking and defending principles.</p> <p>To develop an understanding of how to improve in different physical activities and sports.</p>		
<p>Art Driver</p> <p><u>Maya Kopitseva: Still Life</u></p> <p>Making links between artists, craft makers, designers, and their own work.</p> <p>When drawing consider shading skills using pencil to develop tone.</p> <p>When drawing consider developing pattern and texture using pencil.</p> <p>Working from discussion and observation.</p> <p>Adapting and improving their own work through using peer evaluation.</p>		

<p style="text-align: center;">English Core Text: Pebble in my Pocket</p> <p style="text-align: center;">Fiction Shape poem and a poem in a familiar format Narrative on the Pebble's journey so far using figurative language.</p> <p style="text-align: center;">Non-Fiction Report/information text on volcanoes</p>	<p style="text-align: center;">Science Scientific Enquiry Children will plan different types of scientific enquiries to answer questions. To make careful observations and measurements, using a range of equipment. Report on findings from enquiries including oral and written explanations. To use results to draw simple conclusions and make predictions.</p> <p style="text-align: center;">Plants To identify and describe the functions of different parts of a flowering plant; roots, stem, trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. To explore the part that flowers play in the life cycle of a flowering plant including pollination, seed formation and seed dispersal.</p>	<p style="text-align: center;">Maths Fractions To count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 To recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators To recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators To recognise and show, using diagrams, equivalent fractions with small denominators To add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$] To compare and order unit fractions, and fractions with the same denominators To solve problems that involve all the above.</p>
<p style="text-align: center;">Computing Simulations Children know that a computer simulation can represent real and imaginary situations. Children can give examples of simulations used for fun and work. Children can give advantages and disadvantages of simulations. Children can explore a simulation. Children can use a simulation to test out different predictions. Children can recognise patterns within a simulation.</p>	<p>Year 3 Term 4</p> <p>Pompeii – How do volcanoes and earthquakes affect the lives of people?</p>	<p style="text-align: center;">PE Gymnastics To develop flexibility, strength, technique, control and balance. To learn how to link skills to make actions and sequences of movement. Children should enjoy communicating, collaborating, and competing with each other.</p> <p style="text-align: center;">Hockey To use running, jumping, throwing and catching in isolation and combination. To play competitive games and apply basic attacking and defending principles. To develop an understanding of how to improve in different physical activities and sports.</p>
<p style="text-align: center;">DT Driver Cooking: Making bread To know that food is farmed, reared, grown and imported either locally, regionally and internationally. Know how to prepare and cook a variety of savoury dishes safely and hygienically, including the use of a heat source. To use a range of cooking techniques including peeling, chopping, slicing, grating, mixing, spreading, kneading and baking. (Using the design, make and evaluate format).</p>		<p style="text-align: center;">Geography Driver How do volcanoes and earthquakes affect the lives of people? Use maps, atlases, globes and computer mapping to locate the countries of Europe, including Italy and the UK. Identify the key physical and human features including rivers, mountains and landmarks; particularly focusing on volcanic areas in Italy. Know the position of the Equator, Tropic of Cancer and Tropic of Capricorn. Compare a region of UK with a volcanic region of Italy; identify the similarities and differences between this region of Italy (Pompeii) and a region of the UK (Kent). Study the cause and effects of volcanoes.</p>
<p style="text-align: center;">Music Pentatonic melodies and composition Discussing the features of different genres, styles and traditions of music using musical vocabulary. Recognise and explain the changes within a piece of music using musical vocabulary. Recognise and discuss changes within a piece of music.</p>		<p style="text-align: center;">RE Lent/Easter- Giving Children will be able to retell some of the stories of Holy Week and the Resurrection. Children will be able to use religious words and phrases to describe the religious actions and symbols of Lent and Holy Week. Children will be able to describe some ways in which Christians use the time of Lent to give to others. Children will be able to give reasons given by Christians for being kind and generous, especially during Lent.</p>
<p style="text-align: center;">MFL In the classroom Children learn commands and objects from the classroom, respond to simple instructions, learn items in a school bag, read and understand short sentences and present a spoken text. To listen and respond to familiar spoken words and classroom instructions. Communicate with others using simple words, phrases and short sentences. Show awareness of sound-spelling links. Write some simple familiar words using a model. Complete a simple gapped text.</p>		<p style="text-align: center;">PSHE Feelings To consider a range of feelings – some good and some bad. To learn that conflicting feelings can be felt at the same time. To describe feelings to others.</p>

<p style="text-align: center;">English</p> <p style="text-align: center;">Core Text: Romulus and Remus</p> <p style="text-align: center;"><u>Non-Fiction</u></p> <p style="text-align: center;">Roman non-chronological report</p> <p style="text-align: center;"><u>Fiction</u></p> <p style="text-align: center;">Retold the story of Romulus and Remus Created a sense of atmosphere using 'show not tell' sentences</p>	<p style="text-align: center;">Science</p> <p style="text-align: center;"><u>Scientific Enquiry</u></p> <p>Children will plan different types of scientific enquiries to answer questions. To make careful observations and measurements, using a range of equipment. Report on findings from enquiries including oral and written explanations. To use results to draw simple conclusions and make predictions.</p> <p style="text-align: center;"><u>Plants</u></p> <p>To identify and describe the functions of different parts of a flowering plant; roots, stem, trunk, leaves and flowers. Explore the requirements of plants for life and growth (air, light, water, nutrients and room to grow) and how they vary from plant to plant. Investigate the way in which water is transported within plants. To explore the part that flowers play in the life cycle of a flowering plant including pollination, seed formation and seed dispersal.</p>	<p style="text-align: center;">Maths</p> <p style="text-align: center;"><u>Measures</u></p> <p>To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).</p> <p>To measure the perimeter of simple 2-D shapes.</p> <p>Add/ subtract amounts of money to give change, using both £ and p in practical contexts. To tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>To estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.</p> <p>To know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>To compare durations of events (e.g. to calculate the time taken by events or tasks).</p>
<p style="text-align: center;">Computing</p> <p style="text-align: center;"><u>Databases</u></p> <p>To understand how yes/no questions are structured and answered. Children can select and save appropriate images. Children can create a branching database. Children know how to use and debug their own database.</p>	<p>Year 3</p> <p>Term 5</p> <p>Romans – How was Britain shaped?</p>	<p style="text-align: center;">PE</p> <p style="text-align: center;"><u>Swimming</u></p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively</p> <p style="text-align: center;"><u>Bat skills</u></p> <p>To develop strength, technique, control and balance. To play competitive games and apply basic attacking and defending principles. To develop an understanding of how to improve in different physical activities and sports.</p>
<p style="text-align: center;">Art Driver</p> <p style="text-align: center;"><u>Roman Triumph- Peter Paul Rubens</u> <u>Triumphs- Mantegna</u></p> <p>Comment on differences and similarities and the work of others. Explore their own work. Uses paint and equipment correctly Uses colour washes to build up thicker layers and paint detail Uses a brush to produce marks appropriate for work e.g.: using dots and dashes.</p>		<p style="text-align: center;">History Driver</p> <p style="text-align: center;"><u>How was Britain shaped?</u></p> <p>To describe events and periods using the words BC, BCE, AD and CE. To use a timeline within a specific time in history to sequence key events. To explore the everyday lives of people in history. To observe and record details from useful sources. Discuss changes and record ideas for why things happened using historical language. To understand that there are patterns and trends across a period. To develop robust questions for why things happened using historical language. To understand the historical concepts of continuity, change, cause and consequence.</p>
<p style="text-align: center;">MFL</p> <p style="text-align: center;"><u>Transport</u></p> <p>Children decipher new vocabulary using their knowledge of cognates, develop their understanding of sentence structure,, identify sounds and perfect their punctuation. To listen and respond to familiar spoken words. Show awareness of sound-spelling links. Recognise and understand some familiar words, phrases, and short sentences. Write some simple familiar words or short sentences using a model.</p>	 <p style="text-align: right; font-size: small;">© Mandy Barrow</p>	<p style="text-align: center;">RE</p> <p style="text-align: center;"><u>Pentecost- Energy</u></p> <p>Children will be able to consider their own and others' experiences and feelings about the power of fire and wind and how this energy can be used for good. Children will be able to retell the story of the Ascension and the coming of the Holy Spirit at Pentecost.</p> <p>Children will be able to use religious words and phrases to describe what happened to the apostles at Pentecost, what they saw and felt. Children will be able to describe some ways in which Christians live when they use the energy and gifts of the Holy Spirit.</p> <p style="text-align: center;"><u>Choices- Reconciliation</u></p> <p>Children will be able to retell the stories of the Two Sons and the Prodigal Son. Children will be able to use religious words and phrases to describe saying sorry and asking for forgiveness. Children will be able to describe the Sacrament of Reconciliation and Examination of Conscience and to write or say a sorry prayer. Some children will be able to describe some ways in which followers of Jesus live.</p>
<p style="text-align: center;">Music</p> <p style="text-align: center;"><u>Jazz</u></p> <p>Singing songs in a variety of musical styles with accuracy and control, demonstrating vocal technique Singing and playing in time with peers, with some degree of accuracy and awareness of their part in a group performance Performing basic staff notation, incorporating rhythm and pitch and identify these symbols using musical terminology</p>		<p style="text-align: center;">PSHE</p> <p style="text-align: center;"><u>How can we eat well?</u></p> <p>To know what a balanced, healthy lifestyle is Children know what constitutes a healthy diet and how to plan healthy meals Children know the health and wellbeing benefits and risks associated with a healthy or unhealthy diet Children understand the risks of not eating healthily including obesity and tooth decay</p>

<p style="text-align: center;">English</p> <p style="text-align: center;">Core Text: Romans on the Rampage</p> <p style="text-align: center;"><u>Non-Fiction</u> Julius Caesar biography</p> <p style="text-align: center;"><u>Fiction</u> Poetry</p>	<p style="text-align: center;">Science <u>Scientific Enquiry</u></p> <p>Children will plan different types of scientific enquiries to answer questions. To make careful observations and measurements, using a range of equipment. Report on findings from enquiries including oral and written explanations. To use results to draw simple conclusions and make predictions.</p> <p style="text-align: center;"><u>Sound</u></p> <p>To identify how sounds are made, associating some of them with something vibrating. To recognise that vibrations from sounds travel through a medium to the ear To find patterns between the pitch of a sound and features of the object that produced it. To find patterns between the volume of a sound and the strength of the vibrations that produced it. To recognise that sounds get fainter as the distance from the sound source increases.</p>	<p style="text-align: center;">Maths <u>Statistics</u></p> <p>To interpret and present data using bar charts, pictograms and tables. To solve one-step and two-step questions (for example, 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.</p> <p style="text-align: center;"><u>Geometry</u></p> <p>To draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them. To recognise angles as a property of shape or a description of a turn. To identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. To identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>
<p style="text-align: center;">Computing <u>Graphing</u></p> <p>Children can set up a graph with a given number of fields. Children can enter data for a graph. Children can produce and share graphs made on the computer. Children can present the results in a range of graphical formats.</p>	<h2 style="margin: 0;">Year 3</h2> <h2 style="margin: 0;">Term 6</h2> <h1 style="margin: 0;">Romans – What did the Romans do for us?</h1>	<p style="text-align: center;">PE <u>Swimming</u></p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. Pupils should be taught to swim competently, confidently and proficiently over a distance of at least 25 metres. To use a range of strokes effectively.</p> <p style="text-align: center;"><u>Athletics</u></p> <p>To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics). To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p style="text-align: center;">DT Driver <u>Roman Aqueducts</u></p> <p>Design; To describe the purpose of a product; using this to inform their design; to use annotated diagrams and prototypes to develop their ideas. Make; To select tools, equipment and materials suitable for the task; to measure, cut and shape materials and components with some accuracy. Evaluate; To identify strengths and weaknesses in their ideas and products; use their design criteria to evaluate their completed products. To recognise successful inventors and designers who have been influential in the design and technology industries (comparing aqueducts with modern inventions).</p>		<p style="text-align: center;">Geography Driver <u>What did the Romans do for us?</u></p> <p>To use maps, globes, atlases and digital mapping to identify and locate the countries of Europe, focusing on countries invaded by the Romans and Celts. To understand the 8 compass points and use them to explain a point on a map, linking to a Roman invasion map. To know the position and significance of the Equator, Tropic of Cancer and Tropic of Capricorn.</p>
<p style="text-align: center;">MFL <u>Circle of Life</u></p> <p>Children explore habitats, food chains and life cycles, broaden their vocabulary and deepen their understanding of sentence structures. To listen and respond to familiar spoken words. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation. Show awareness of sound-spelling links. Recognise and understand familiar words, phrases and short sentences. Write some simple familiar words and short sentences using a model.</p>		<p style="text-align: center;">RE <u>Special places- Universal Church</u></p> <p>Children will be able to ask and respond to questions about their own and others' experiences of and feelings about special places. Children will be able to ask questions about what they and others wonder about special places and realise that some of these questions are difficult to answer. Children will be able to make links to show how feelings and beliefs about special places affect their behaviour and that of others. Children will be able to compare their own and others' ideas about questions that are difficult to answer, relating to why some places are special.</p>
<p style="text-align: center;">Music <u>Traditional instruments and improvisation</u></p> <p>Beginning to use musical vocabulary when discussing improvements to their own and others' work. <u>History of Music</u> Begin to describe the different purposes of music throughout history and in other cultures.</p>		<p style="text-align: center;">PSHE <u>Jobs and Careers</u></p> <p>To know that there is a broad range of different jobs/careers that people can have; that people often have more than one career/type of job during their life. To know about stereotypes in the workplace and that a person's career aspirations should not be limited by them. To know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. To recognise a variety of routes into careers (e.g. college, apprenticeship, university).</p>