


<p>English Core Text: Cinderella of the Nile</p> <p>Non-Fiction Instructions: How to mummify an orange.</p> <p>Fiction Cinderella of the Nile inspired writing focusing characterisation</p>	<p>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>Animals including Humans 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>Muddy puddle – Creating skeletons from sticks</p>	<p>Maths Place value 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>Muddy puddle – Number lines using chalk, counting in 2,5 and 10's using stones.</p>
<p>Computing Typing 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 Term 1 Ancient Egypt – What is the legacy of Ancient Egypt?</p>	<p>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>Tag Rugby 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>CST – Sharing fairly, being peacemakers.</p>
<p>Art Driver Van Gogh: Self Portraits 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>Fundamental British Values Children will understand the expectations of behaviour and expectations around school. Children will participate in a democratic vote for the roles of: school council representatives, eco warrior, digital leaders and class beacon. Children will show respect through looking after the Environment in our humanities lessons this term. Children will learn about inspirational figures during Black History Month. Children will understand the expectations of the class and whole school behaviour and expectations. Team work and house system for PE games Tolerance of others Celebrations of achievements Children will understand their human rights, the rule of law and how laws are made.</p>	<p>History Driver What is the legacy of Ancient Egypt? 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>Music Singing a variety of songs including 'Tutankhamun!' Sing with confidence using a wider vocal range. Sing in tune. Sing with an awareness of pulse and rhythm. Understand how mouth shapes can affect how the voice sounds.</p> <p>Drumming- rhythm and pulse Human body drumming Communication drumming</p>		<p>RE The Christian Family Children will know that we all belong to a family and to know what it means to be part of God's family. They will be able to think of our their can help both their family and their Church family. Children will learn about the Sacrament of Baptism. They will explore their own Baptism with the support of their parents. Children will look at the signs and symbols in Baptism and their meanings. Children will explore the promises made at Baptism by the parents and God parents and think about the key qualities a Godparent should possess.</p> <p>CST – Everyone is special, thinking of everyone.</p>

MFL

Moi: All about me

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.
Show awareness of sound-spelling links.
Write some simple familiar words using a model.

Inspirational figures


The Queen
Prime minster
Van Gogh
Beth Tweddle
Louis Smith
Tutankhamun
Martin Luther King


PSHE


Rules that keep us safe

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.


CST – Showing we care.


<p>English Core Text: Ice Palace <u>Poetry</u> Lone Dog by Irene McCloud</p> <p><u>Non-fiction</u> Newspaper report based on Ivan's disappearance</p> <p><u>Fiction</u> Writing to persuade - Christmas themed</p>	<p>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><u>Forces</u> 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. Muddy puddle – Surfaces experiment</p>	<p>Maths <u>Addition and Subtraction</u> 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><u>Money (linking with addition and subtraction)</u> To add and subtract amounts of money to give change, using both £ and p in practical contexts</p>
<p>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><u>Online safety</u> Children know that security symbols such as a padlock protect their identity online. Children consider the reliability of the source of information when looking online. Children are able to take more informed ownership of the way that they choose to use their free time. They recognise a need to find a balance between being active and digital activities.</p>	<p>Year 3 Term 2 Ancient Egypt – A study of the River Nile.</p>	<p>PE <u>OAA</u> To develop listening skills and follow several instructions building up from one to four commands. To use simple maps with a key To work with a partner to discuss problems and suggest solutions. To explore areas further afield and of a larger area. To navigate a course and give and follow instructions to do this.</p> <p><u>Throwing and catching</u> 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. CST – Sharing fairly, being peacemakers.</p>
<p>DT Driver <u>Textiles – Egyptian Collars (cross stitch)</u> 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.</p>	<p>Fundamental British Values School council, eco warriors, digital leaders and beacons will participate in meetings and provide feedback to the class. Children will understand their human rights, the rule of law and how laws are made. Children will understand key e-safety rules within computing lessons. Team work and house system for PE games Tolerance of others Children will participate in Anti-Bullying Week Mutual respect for the advent period Ways to budget and manage our money</p>	<p>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>Music <u>Singing – A variety of Christmas themed songs/carols</u> Perform in different ways exploring the way that performers are a musical resource. Perform with an awareness of different parts.</p> <p><u>Drumming- rhythm and pulse</u> Human body drumming Communication drumming</p>		<p>RE <u>Mary, The Mother of God</u> Children will know that God chose Mary to be the Mother of His Son and think about the importance of being chosen their everyday lives. Children will recall when Mary visited her cousin Elizabeth and think about times they can help each other. Children will explore the mystery of the Incarnation and reflect on mysteries. Children will start preparing for Advent and consider how we can prepare for the birth of Jesus. CST – Thinking of everyone, putting others in need before us, everyone is special</p>
<p>MFL <u>Jeux et Chansons: Games and songs</u> To listen and respond to familiar spoken words. To listen to songs, stories and poems. To recognise numbers 1-20. Communicate with others using simple words, phrases and short sentences. Use simple greetings and asking others how they are.</p>	<p>Inspirational figures Isaac Newton Tom Wright Grace Hopper Howard Carter</p>	<p>PSHE <u>Bullying</u> 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. CST – Thinking of everyone, being peacemakers, everyone is special.</p>

<p>English Core Text: Stone Age Boy</p> <p>Non-Fiction Writing to inform: explanation of the process of volcanoes</p> <p>Fiction Writing to entertain: Shape poem</p>	<p>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>Rocks To compare and group together different kinds of rocks on the basis of their appearance and physical properties. To describe in simple terms how fossils are formed when things that have lived are trapped within rock. To recognise that soils are made from rocks and organic matter.</p>	<p>Maths Multiplication and Division To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 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 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>Muddy puddle – Adding and subtracting using sticks</p>
<p>Computing Coding Children will be able to understand what an algorithm is. Children will be able to understand how to use a repeat command in coding. Children will be able to predict what objects will do on other programmes based on their knowledge of what the object is capable of. Children will be able to use all their coding knowledge to create a programme that tells a story. Children can show how a character repeats an action and explain how they caused it to do so.</p>	<p>Year 3 Term 3 – The Stone Age</p>	<p>PE Dance 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>Fitness skills 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>CST – Sharing fairly, taking part.</p>
<p>Art Driver Stone Age Art When drawing consider shading skills using pencil to develop tone. When drawing consider developing pattern and texture using pencil. Working from discussion and observation. Using a variety of different media to create different pieces of art. Adapting and improving their own work through using peer evaluation.</p> <p>Muddy puddle – Cave art and cooking berries.</p>	<p>Fundamental British Values Children will learn about the Eucharist within their RE lessons. School council, eco warriors, digital leaders and beacons will participate in meetings and provide feedback to the class. Children will abide by key online safety within computing lessons. Teamwork and house system for PE games Tolerance of others</p>	<p>History Driver How did people in The Stone Age live? 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, such as the eruption of Mount Vesuvius timeline. To explore the everyday lives of people in history. To observe and record details from useful sources, comparing primary and secondary. To discuss some changes and record ideas for why things happened using historical language. To understand the historical concepts of continuity, change, cause and consequence.</p> <p>Muddy puddle – Creating fire</p>
<p>Music Soundscape composition- composing-volcano music Singing- sing with confidence using a wider vocal range. Sing in tune including French rhymes and songs (Frere Jacque, Allouette). Listen to and sing along with Lava song discuss instrument use including the ukulele.</p> <p>Drumming- rhythm and pulse Human body drumming Communication drumming</p>		<p>RE The Sacrament of Reconciliation Children will understand what it means to make wrong choices and reflect on how wrong choices affect us and other people. Children will know that Jesus called people to turn away from sin. Children will remember that God always loves us and think about how important this love is. Children will explore the Sacrament of Reconciliation, what happens and think about what this does for them. Children will start to think about the purpose of Lent and reflect on what we can do to prepare for Easter</p> <p>CST – Thinking of everyone, everyone is special, sharing fairly.</p>
<p>MFL On fait la fete: Celebrations To listen and respond to familiar spoken words and classroom instructions. Communicate with others using simple words, phrases and short sentences. Use simple greetings and asking others how they are. Recognise numbers 1-20. Ask and answer simple questions about self, e.g. name, age birthday. Show awareness of sound-spelling links. Complete a simple gapped text such as a party invitation.</p>	<p>Inspirational figures Mary Anning David Attenborough</p>	<p>PSHE Responsibilities To recognise their responsibilities, rights and duties at home, in school and in the local environment. To identify how to keep safe in the local environment. To recognise people who can help us stay safe and healthy. To identify what makes a balanced diet, and how we are responsible for what we eat.</p> <p>CST – Thinking of everyone, being peacemakers, everyone is special.</p>

<p style="text-align: center;">English</p> <p style="text-align: center;">Core Text: Escape from Pompeii by Christina Balit</p> <p style="text-align: center;">Fiction</p> <p style="text-align: center;">NF: Literacy Shed + Volcanoes</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;">Plants</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;">Muddy puddle – Growing plants</p>	<p style="text-align: center;">Maths</p> <p style="text-align: center;"><u>Fractions</u></p> <p>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</p> <p style="text-align: center;"><u>Email</u></p> <p>Children will start to think about the different methods of communication. They will be able to open and respond to an email They will be able to write an email to someone from an address book Children will learn how to use email safely Children will be able to add an attachment to an email</p>	<p>Year 3</p> <p>Term 4 – How do volcanoes and earthquakes affect the lives of people?</p>	<p style="text-align: center;">PE</p> <p style="text-align: center;"><u>Gymnastics</u> – apparatus 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>Hockey</u></p> <p>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;">CST – Sharing fairly, taking part.</p>
<p style="text-align: center;">DT Driver</p> <p style="text-align: center;"><u>Food: Eating seasonally</u></p> <p>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). Muddy puddle – Growing plants CST – Caring for God’s gifts</p>		<p style="text-align: center;">Geography Driver</p> <p style="text-align: center;"><u>How do volcanoes and earthquakes affect the lives of people?</u></p> <p>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. Muddy puddle – Field work</p>
<p style="text-align: center;">Music</p> <p>Composing through our feelings- create accompaniments and sound pictures to reflect our feelings.</p> <p style="text-align: center;"><u>In the Past- Classical era</u></p> <p>Develop an understanding of the history of music Listen to and briefly discuss the piece of music that is playing. Children will be able to name a famous composer from this time.</p>	<p style="text-align: center;">Fundamental British Values</p> <p>School council, eco warriors, digital leaders and beacons will participate in meetings and provide feedback to the class. Children will abide by key online safety within computing lessons. Teamwork and house system for PE games Tolerance of others</p>	<p style="text-align: center;">RE</p> <p style="text-align: center;"><u>Celebrating the Mass</u></p> <p>Children will think about what happens at Mass and will learn about the very first Mass at the Last Supper. Children will learn about the key parts of Mass starting from the beginning where we say sorry to God. Children will understand the importance of the Readings in Mass and reflect on how we listen to God’s Word. Children will understand what happens at the Offertory and Consecration and consider what offerings they can make. Children will understand the importance of receiving Holy Communion in Mass and reflect on this great gift. CST – Showing we care, put people in need first, caring for God’s gifts.</p>
<p style="text-align: center;">MFL</p> <p style="text-align: center;"><u>Portraits</u></p> <p>To listen and respond to familiar spoken words and classroom instructions. 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. Show awareness of sound-spelling links. Write some simple familiar words using a model. Label an animal they have made, e.g. a black cat. Complete a simple gapped text such as a party invitation.</p>	<p style="text-align: center;">Inspirational figures</p> <p>Mary Berry Roald Dahl GB Hockey team</p>	<p style="text-align: center;">PSHE</p> <p style="text-align: center;"><u>Feelings</u></p> <p>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. CST – Showing we care, everyone is special.</p>

--	--	--

<p>English The Tin Forest by Helen Ward</p> <p>Non-Fiction DK Eyewitness Ancient Rome</p> <p>Fiction Narrative based on Roman myths with a focus on dialogue</p>	<p>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><u>Plants</u> 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. Muddy puddle – Growing plants CST – Caring for God’s gifts</p>	<p>Maths <u>Measures</u> To measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). To measure the perimeter of simple 2-D shapes. 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. 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. To know the number of seconds in a minute and the number of days in each month, year and leap year. To compare durations of events (e.g. to calculate the time taken by events or tasks). Muddy puddle – Water capacity</p>
<p>Computing <u>Databases</u> 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 Term 5 Romans – How was Britain shaped?</p> 	<p>PE <u>Swimming</u> 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 <u>Bat and ball skills</u> 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>Art Driver <u>Roman Mosaics</u> 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 variety of materials to produce marks appropriate for work e.g.: using dots and dashes.</p>		<p>History Driver <u>How was Britain shaped?</u> 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>MFL <u>Les quatre amis (the four friends)</u> 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. To express simple likes and dislikes. Ask and answer simple questions about self, e.g. name, age birthday. 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. Label an animal that they have drawn, e.g. black cat</p>	<p>Inspirational figures Romulus and Remus Julius Caesar Boudicca Cleopatra Mark Anthony Octavian Ellie Simmonds</p>	<p>RE <u>Celebrating Easter and Pentecost</u> Children will explore how the Church celebrates the Resurrection of Jesus and think about how we can Christians can celebrate. Children will know that Jesus appeared to some of his disciples on the road to Emmaus and to Thomas when he did not believe he had risen from the dead. Children will learn how Jesus returned to heaven and reflect on what this means for us. Children will learn what happens at Pentecost and reflect on how it changed the apostles. CST – Caring for others</p>

<p>Music Singing- French songs Rhythm and structure building music <u>In the past</u> Pitch- learn about the origins of pitch notations and use hand signals and compose three-note melodies.</p>	<p>Fundamental British Values School council, eco warriors, digital leaders and beacons will participate in meetings and provide feedback to the class. Children will abide by key online safety within computing lessons. Team work and house system for PE games Tolerance of others Children will celebrate Mental Health week focusing on its theme 'Growing Together' and understand the impact they have on their own and others' lives.</p>	<p>PSHE <u>How can we eat well?</u> 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 CST – Looking after Gods' gifts</p>
<p>English Core Text: Charlotte's Web and Sulwe Non-Fiction Biography of Julia Caesar Fiction A letter to save Wilbur with a focus on conjunctions to link ideas</p>	<p>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. <u>Light</u> Children will recognise that they need light to see things and that dark is the absence of light and will notice that light is reflected from surfaces They will recognise that light from the sun can be dangerous and that there are ways to protect their eyes Children will recognise that shadows are formed when the light from a light source is blocked by an opaque object Children will find patterns in the way that the size of shadows change</p>	<p>Maths <u>Statistics</u> 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. <u>Geometry</u> 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>Computing <u>Graphing</u> 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. <u>Simulations</u> 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 style="text-align: center;">Year 3 Term 6 Mountains</p>	<p>PE <u>Swimming</u> 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. <u>Athletics</u> 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>DT Driver <u>Electrical systems – Roman posters</u> 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.</p>		<p>Geography Driver To understand the 8 compass points and use them to explain a point on a map. To know the position and significance of the Equator, Tropic of Cancer and Tropic of Capricorn.</p>
<p>MFL <u>Ca Pousse (growing things)</u> To listen and respond to familiar spoken words. Explore the patterns and sounds of language to help develop accurate pronunciation and intonation. 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. 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>Fundamental British Values School council, eco warriors, digital leaders and beacons will participate in meetings and provide feedback to the class. Children will abide by key online safety within computing lessons. Team work and house system for PE games Tolerance of others</p>	<p>RE <u>Being a Christian</u> Children will begin to understand what being a Christian involves and reflect on what it means to them. Children will know what Jesus teaches us about helping others and reflect on how they can help others. Children will learn about St Paul and how he became a Christian and think about how they can learn from this. Children will recap the Sacraments and think about how Jesus' love is shown in them. Children will begin to understand the importance of prayer and think about different ways of praying. CST – Caring for others, everyone is special.</p>

<p style="text-align: center;"><u>Music</u></p> <p>Singing Roman Songs (Just alike a Roman, Researching Romans, Roman Rap)</p> <p style="text-align: center;"><u>Composing</u></p> <p>Using poems and songs explore accompaniments and Roman Rhythm- using percussion instruments e.g. drums cymbals.</p> <p style="text-align: center;"><u>History of Music</u></p> <p>Begin to describe the different purposes of music throughout history and in other cultures. Begin to understand about "sense of occasion" through exploring marching music, drumming beats etc.</p>	<p style="text-align: center;"><u>Inspirational figures</u></p> <p>EB White Family and friends (careers week) Team GB athletics team</p>	<p style="text-align: center;"><u>PSHE</u></p> <p style="text-align: center;"><u>Being a Christian</u></p>
--	---	--