

Year Three - Summer Term - 'Journeys'

During this topic, children will:

DT

- taste and design our own soup recipes, preparing them hygienically and safely.
- evaluate our own and others preferences.

Geography / ICT

- learn about our carbon footprint, how to calculate and reduce it.

Drama

- create a character that is different to our own.
- create a 'prop' for our character and use it effectively in a performance.

DT / ICT

- cost ingredients for a recipe using Excel using formulas.

Fairtrade

- research the lives of Fairtrade and non-Fairtrade farmers and their families.



Science

- learn how our skeletons support and protect our bodies.
- learn how muscles are attached to our bones and work in pairs.

Art

- develop our sketching and drawing skills.
- use charcoal as a medium.
- use Modroc to create 3D sculptures.
- use a variety of mediums to paint/stain Modroc sculptures.

Music

- learn That the term 'pitch' can be used to describe how low/high a sound is.
- learn that music can express different intentions and to use different instruments to create different sounds. Link to Saint Saens – Carnival of Animals.
- use the pentatonic scale and Aeolian modes to create our own 'animal' movements.

Year Three - Are we Nearly There Yet?

During this topic, children will:

Drama

- make a freeze frame to show the emotions felt on a long journey

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Music

- listen to a range of music across the country and listen to which instruments are being played.
- think how the music makes them feel.

Fairtrade

- research the lives of Fairtrade farmers and their families

Geography / ICT

- discover that the UK is made up of 39 counties.
- use a map to locate some of these counties.
- locate a city and describe what it is like.
- Use digmaps.
- carry out field work surveys



Eco

- know how important it is to look after a healthy ecosystem such as a wormery
- know how to make a wormery to reduce vegetable waste
- know how important it is to recycle and reduce waste

Science

- know that we need light in order to see things
- know that dark is the absence of light
- know that light from the sun can be dangerous for your eyes
- Know how shadows are formed when the light source is blocked by a solid object

Year Three – Iron Age Celt

During this topic, children will:

DT

- design a Celtic roundhouse and know how the Celts lived.
- research the structure of a Celtic roundhouse.
- make a model Celtic roundhouse using card, wood, tape, glue and fabric
- measure and mark dowling and cut to 1cm.
- use a glue gun with close supervision.

ICT

- contribute to a class forum/ blog by adding Iron Age photographs.
- programme a Sprite using the Scratch Programme.
- control a Sprite using the arrow keys and test the code to see if it works.
- edit and change a Sprite

History

- research the Iron Age Celts and find out when they lived and when their period ended.
- look at iron age jewellery and weaponry.
- know that Celtic culture lives on today in art, music, story and language, e.g. celtic knots.
- know about Boudicca and other Celtic warriors.



Music

- know that each piece of music has a steady beat.
- know how the steady beat helps us to sing along.

Science

- know that a shadow changes over the course of a day
- know how to size of a shadow changes as the direction between the light source and object changes
- know light is reflected from surfaces such as a mirror

Year Three –Romans

During this topic, children will:

History

- know where the Romans came from and what survives in Rome today telling us about the past.
- know how the Romans invaded Britain and how the Celts fought back
- know why Hadrian's wall was built
- know about Roman roads in Britain
- know how Romans lived, what they wore and ate through studying the key sites in Britain

ICT

- use the Internet to find facts about the Romans
- present research in a PowerPoint and change the font style, colour and size
- use Digimaps to locate Roman towns in the UK and add pins
- know how to stay safe on the Internet and follow the SMART rules
- understand what cyber bullying is and always tell a grown up

Art

- How a mosaic is created and how these were used to caption Roman life
- How to plan a mosaic and use this plan to complete a design



Science

- identify the roots, stem, leaves and flower of a flowering plant and know its function
- know the functions of the roots in a plant
- know the functions of the stem of a plant
- record observations of what happens to the stem of a plant
- know that plants need air, light, water, nutrients, soils and room for growth
- know what is meant by the term pollination
- know the life cycle of a flowering plant
- know that seeds are made and then dispersed in different ways

Music

- know how a simple pitch instrument is played
- perform rhythmically and expressively to a backing track

Drama

- respond to questions in the role of a Roman soldier
- identify strategic strategies in a live performance

Summer Term Year Three
During the term, children will:

Literacy Are we nearly there Yet?

Write a fantasy story using:

- editing to improve spelling and vocabulary
- a comma for a fronted adverbial e.g. After a while, the sun came out.
- connectives to make sentences longer
- speech marks correctly
- an apostrophe for possession for plural nouns, e.g. cats' tails

Literacy Iron age Celts

Write a narrative about Boudicca using:

- a description of a characters feelings
- a thesaurus to improve vocabulary
- reading aloud with intonation and control of tone
- fronted adverbials with a comma
- a range of connectives (when, before, after, while, so, because) in the middle of a sentence

Literacy Romans

Write a letter in the role of a character from the Roman times:

- a letter structure using paragraphs
- an apostrophe for contraction, e.g. did not- didn't
- apostrophe for ownership, e.g. the man's coat

Myths and Legends

Write a myth or legend based using:

- organised paragraphs around a theme
- prepositions (after, in, beside, beyond etc.) at beginning of sentence
- speech punctuation

Maths

- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Recognise angles as a property of shape or a description of a turn.
- 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.
- Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight.
- Know the number of seconds in a minute and the number of days in each month, year and leap year.
- Record and compare time in terms of seconds, minutes and hours.
- Compare durations of events [for example to calculate the time taken by particular events or tasks].
- Tell and write the time from an analogue clock, including using Roman numerals from I to XII and 12-hour and 24-hour clocks.
- Estimate and read time with increasing accuracy to the nearest minute.
- Measure, compare, add and subtract: length, mass, volume and capacity.

Summer Term Year Three
During the term, children will:

RE: Serving: Energy

- know and understand the energy of fire and wind
- know about Pentecost and the coming of the Holy Spirit.



RE: Universal Church: Special Places

- know and understand that everyone has a special place.
- know special places for the worshipping community and for Jesus.

RE: Reconciliation: Choices

- know and understand the importance of conscience in making choices
- know and understand the importance of conscience in making choices

EPR – Educational in Personal Relationships

- Explore ways in which their actions can spoil loving family relationships
- Explore the ways in which feelings affect and are affected by actions
- Explore how the media present information sometimes unfairly
- Deepen their understanding of forgiveness and reconciliation.
- Investigate the consequences of choices
- Explore the place of the sacrament of Reconciliation in their lives
- Realise the consequences of anti-social behaviours, such as racism on individuals and communities
- Know about differences in people and their needs.
- Learn that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment
- Appreciate the range of national regional, religious and ethnic identities in the UK