

Class 3

	Autumn 1 + 2 2021	Spring 1 + 2 2022	Summer 1 + 2 2022
Whole school theme	Our British Roots		
English	<p>Fiction: Story writing- Caroline Lawrence 'The Roman Mysteries' 'Trimalchio's Feast' Boudicca's Rebellion-Diary writing</p> <p>Non-fiction: Legions and Legionaries- Information leaflet The Romans: Gods, Emperors and dormice Make a non-fiction book on Julius Caesar/ Roman Gods</p> <p>Poetry: Harvest poetry I am a Roman Soldier</p>		
Maths	<p>Number Place Value Addition and subtraction Multiplication and division Reviewing times tables</p>		
Science	<p>Forces and Magnets</p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing <p>Light</p> <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes 		

	<ul style="list-style-type: none"> recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change <p>Working Scientifically</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, (not including thermometers and data loggers) gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings 		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">History</p>	<p>Historical Understanding</p> <ul style="list-style-type: none"> Give simple reasons as to why key events happened in history. Identify and describe changes between specific periods of history. Dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC. Know that the past can be divided into different periods of time. <p>Historical Enquiry</p> <ul style="list-style-type: none"> Create historically valid questions about similarities and differences. 		

	<ul style="list-style-type: none"> • Be aware that the same time in history may be represented in different ways. • Choose appropriate sources to answer questions about specific people and events; going beyond simple observations. • Examine and compare artefacts. <p>Periods in History</p> <ul style="list-style-type: none"> • Discuss historical changes in Britain; what caused them and the impact on life in Britain. 		
Geography	<p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Human and physical geography describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 		
Computing	<p>Understand computer networks including the internet;</p> <ul style="list-style-type: none"> • How they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 		
D+T	<p>Roman architecture</p> <p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • Look at Roman architecture and design and build their own colosseum. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, 		

	<p>cutting, shaping, joining and finishing], accurately ♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate their ideas and products again <p>Technical knowledge</p> <ul style="list-style-type: none"> • Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 		
Art	<p>Technique and design:</p> <ul style="list-style-type: none"> • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • Learn about great artists, architects and designers in history • Mosaics-designing and printing. • Understand the historical and cultural development of art forms (mosaics); Explore ideas to improve mastery of art and design techniques (printing) 		
Music	<p>Links to Roman entertainment/ Harvest/ Remembrance/ Christmas</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory 		
RE	<p>Autumn 1 What do Christians learn from the Creation story?</p> <p>Autumn 2 What is the trinity and why is it important for Christians?</p> <p>Value for this term is Trust</p>		

<p>PHSE</p>	<p>Autumn term SCARF units: Me and My relationships Themes covered:</p> <ul style="list-style-type: none"> • Feelings • Emotions • Conflict • Resolution • Friendship <p>Valuing difference - including British Values Growth Mind set- the power of yet/ marvellous mistakes</p>		
<p>PE</p>	<p>Autumn 1 Netball Autumn 2 Dance Swimming- across all of autumn term</p>		
<p>Language</p>	<p>The Basics</p> <ul style="list-style-type: none"> • La France - Geography • Greetings and Introductions (saying hello, your name and how you are feeling) • Numbers 1-12 Y3/1-20 Y4 (saying how old you are) • J'habite ... (saying where you live/French towns) • The Body 		
<p>Enhancing the curriculum Visitors Trips</p>	<p>Resources and video lesson from Museum in the Park to support history Anti-Bullying Week Children in need Jumper Day</p>		
<p>Diversity opportunities</p>			