

Year 3 – Summer

English – The Enormous Crocodile by Roald Dahl and The Tunnel by Anthony Browne

Guided Reading – The Sandman and the Turtles by Michael Morpurgo

Class text -

	National Curriculum objective(s)	Success criteria	Project work	Key vocabulary (All pupils must be exposed to this) Tier 2	Key vocabulary (All pupils must be exposed to this) Tier 3	Links to previous and future learning
History	<ul style="list-style-type: none"> the Roman Empire and its impact on Britain 	<ul style="list-style-type: none"> I can describe how the Roman Empire changed over time I can name key leaders from this time period and describe how their decisions influenced society across the Empire (the difference between rich and poor) I can say the items that a Roman soldier would need for battle I can describe tactics used by the Roman army to be successful (Boudicca) I can say how the Romans impacted on life in Britain (Roman engineering - roads, bath houses, aqueducts etc) 	<ul style="list-style-type: none"> Create a Roman Empire timeline Create fact files for Julius Caesar, Caligula and Claudius. Who were they? When did they rule? Where did they invade? What influences did they have on Roman life? Create a Roman soldier shield. Shields to be used to learn about and demonstrate different Roman army tactics Diary entry for Boudicca describing her plans to defeat the Romans at Watling Street STEM - create a replica of a Roman road and an aqueduct using a range of materials 	Artefact/replica Primary source/secondary source Catapult Army Empire Emperor Invade/invasion Rule/ruler	Rome Roman Celts	
Geography	Locational knowledge <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 Geographical skills and fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries 	<ul style="list-style-type: none"> I know where Europe is on a world map I can name some European countries I can locate some European countries on a world map 	<ul style="list-style-type: none"> Labelling the European countries that were invaded by the Romans on a world map Labelling surrounding European countries 	Map Europe/ European Country City Ocean Sea	Rome Roman Invasion	Y6 - locating European countries
Art and Design	<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] 	<ul style="list-style-type: none"> I can describe the artistic features of a Roman mosaic I can design a mosaic inspired by the Roman mosaics I can choose the correct tools and materials to make my product I can create areas of raised texture with extra card 	<ul style="list-style-type: none"> Research examples of and the features of Roman mosaics - found in Rome and in Britain (similarities/differences) Design a mosaic inspired by the examples that have been researched Make the mosaic using coloured card tiles 	Mosaic Tiles Material Tools Texture	Rome Roman	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design and Technology</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 • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design <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, 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>Evaluate</p> <ul style="list-style-type: none"> • investigate and analyse a range of existing products • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world <p>Technical knowledge</p> <ul style="list-style-type: none"> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] 	<ul style="list-style-type: none"> • I can research different designs of catapults • I can develop a design for a catapult • I can choose and use appropriate tools and techniques (joining the materials) to make the catapult • I can say why my design was successful and what I could do to improve 	<ul style="list-style-type: none"> • Research the use of catapults in the Roman army - what were they? What were they used for? What were they made of? • Investigate different types of materials to make the catapult - paper, cardboard, wood • Design a catapult - consider how the arm of the catapult is going to be released • Make the catapult • Evaluate the catapult against the design and how successful it was against a target 	<ul style="list-style-type: none"> • Design • Make • Evaluate • Tool • Technique • Catapult 		
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R.E.	<ul style="list-style-type: none"> Why do people pray? Stoke Agreed Syllabus 	<ul style="list-style-type: none"> I can say what different people believe about prayer I can say what people do when they pray I know that prayer can comfort and challenge believers I know some similarities and differences between how Muslims, Christians and Hindus pray 	<ul style="list-style-type: none"> Draw a portrait of people who care for us Ask meaningful questions to a Muslim to find out more about what they do when they pray, why they pray and why prayer means to them Create a class questionnaire to share with the whole school to find out about their thoughts on prayer Look at the meaning of the Lord's prayer - write a modern day version Draw and label items that would be found in a Hindu's shrine Create paper water lilies and write reflection statements inside 	Pray/Prayer Belief Worship Praise Forgiveness	Shrine	
	Why is the Bible important for Christians today?	<ul style="list-style-type: none"> I can give reasons as to why Christians read the Bible today I can say what Christians say God is like I can find similarities between stories from the Bible I can share my opinions about why people do bad things and how people try to put things right 	<ul style="list-style-type: none"> Write a 6 line list poem of what God is like Create a movement for each day of the week from the Creation story. Sequence these movements into a short dance Create a piece of drama to show the three perspective from the story the Prodigal Son Ask meaningful questions to find out how a Christian use their Bible in everyday life 	Holy Bible Praise	Parable	

P.S.H.E/R.S.E	<ul style="list-style-type: none"> Aiming High 	<ul style="list-style-type: none"> I can identify achievements and suggest how my actions can help me to achieve I can identify personal goals I can explain how a positive learning attitude can help me learn new things I can identify the skills and attributes needed for certain jobs I know that gender does not limit us I can discuss what job I might like to do when I grow up 	<ul style="list-style-type: none"> Make a gold medal for an achievement from the last year Create a 'My Goals' poster Training Hub activities Write a CV Create a job advertisement 'Employer of the Month' draw a portrait of themselves in their dream job 	<p>Skills Gender Aspirations</p>	Attributes	
	<ul style="list-style-type: none"> Money Matter 	<ul style="list-style-type: none"> I can explain what skills are needed for a range of jobs and why people go to work I can explain the different way people pay for things I can explain ways people can borrow money and the consequences from borrowing money I can explain the difference between things we want and things we need I can explain how adverts try to influence our spending I can explain ways of how to keep track of what I spend and why this is important 	<ul style="list-style-type: none"> Create a questionnaire - children to research what jobs family members have and what skills are needed for these jobs. Ask meaningful questions to find out how adults pay for items (try to have a visitor related to a bank) Using IT, create a debt advice advert Play weekly money game and wallet template Using the M&S food adverts as a template, children to create their own product adverts Planning an event - children to have '£15' to spend on a party. Children move to the different 'shops' to buy their products. Can they keep a track of how much they have spent? 	<p>Loan Debt Mortgage</p>		

<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<ul style="list-style-type: none"> design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts use sequence, selection, and repetition in programs; work with variables and various forms of input and output use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs understand computer networks including the internet; 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 select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 	<ul style="list-style-type: none"> I can add and edit data. I can understand the purpose of a spread sheet I can use < > and = tools. I can describe cells using their coordinates. I can use 2calculate to create a spread sheet. <p>Simulations:</p> <ul style="list-style-type: none"> I can give some examples of simulations. I can suggest advantages and disadvantages of simulations. I can use a simulation. I can evaluate a simulation. I can recognise patterns within simulations. I can create my own simulation. 	<ul style="list-style-type: none"> Create a data sheet. Use different tools - < > = spin. Find locations on a treasure map. <ul style="list-style-type: none"> Space simulation - investigate the planet's conditions, decide on equipment and solve challenges. 	<ul style="list-style-type: none"> Coordinate Pattern Cell 	<ul style="list-style-type: none"> Spreadsheet Simulation Algorithm 	<p>N -</p>
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Science	<p>Animals including humans</p> <ul style="list-style-type: none"> identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> I can name the main organs of the body. I know why each food type is important to our bodies. I know why we have skeletons and muscles. 	<ul style="list-style-type: none"> Label the main organs in the outline of a human. Design and create a poster to teach children about one food group and how to stay healthy. Sort animals into a Venn diagram according to carnivore, omnivore or herbivore. Label a diagram of a skeleton. Investigate which muscles are used during exercise. 	<p>Muscles Nutrition Carnivore, omnivore, herbivore Skeleton Organ</p>	<p>Carbohydrates, protein, vitamins, dairy, minerals etc</p>	
	<p>Plants:</p> <ul style="list-style-type: none"> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant investigate the way in which water is transported within plants explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> I can label different parts of a plant I know what plants need to thrive I understand how water is transported through a plant. I can explain the different parts of a flowers role in pollination and fertilisation. I know and understand the life cycle of a plant. 	<ul style="list-style-type: none"> Plant a sunflower or other plant and create a diary to describe progress and what factors like water and light do. Recall the main parts of a plant and explain their functions. Explain the roles that parts of a plant play in pollination and fertilisation. Carry out an investigation to find out how a plant transports water the quickest. Observe and record findings from the water transportation investigation. Order the life cycle of a flowering plant. 	<p>Function Nutrients</p>	<p>Pollination Seed dispersal</p>	

<p style="text-align: center;">Music</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 • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music. 	<ul style="list-style-type: none"> • I can follow a beat while drumming • I can drum or clap a rhythm back to an adult • I can begin to innovate rhythms with a variety of untuned instruments • I can clap the rhythm from a 4 beat bar representation • I can join in with chants 	<ul style="list-style-type: none"> • Following a beat on a drum or tambour • "Clapping" the beat back • Using the 4 beat bar model, first follow, then add rests, then add half beat sounds • Innovating sounds with untuned instruments 	<ul style="list-style-type: none"> • Tambour • Drum • Beat • Rhythm • Bar • Rest • Repeat • Echo • Pattern 		<p>N - recognising sounds from different instruments or objects (Phase 1), nursery rhymes and chants</p> <p>R - Listening to music and sounds with interest, nursery rhymes and chants</p> <p>Y1 - Describing preferences for music and sounds, repeating rhythms</p>
<p style="text-align: center;">Languages</p>	<p>The focus of study in modern languages will be on practical communication</p>	<ul style="list-style-type: none"> • I can name the 4 seasons. • I can say the name of different weather. • I can say the name of colours in Spanish. • I know the Spanish word for family members. • I know facts about the Spanish tomato festival. • I can identify rhyming Spanish words. • I can make Spanish words plural. • I know the numbers to 50. 	<ul style="list-style-type: none"> • Play games (bingo, memory games) • Create a weather board • Bingo numbers to 50 • Role play family members • Rhyming games 	<p>See scheme for Spanish translations of:</p> <p>Seasons Weathers Colours Family Numbers to 50 plurals</p>		

P.E	<p>Dodgeball</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> • I understand the rules of dodgeball • I can throw effectively to a partner 2 metres away • I can begin to catch and dodge from a throw 2 metres away • I will be able to compete against others effectively showing these skills 	<ul style="list-style-type: none"> • Throwing and catching techniques • Moving in space • Strategies for dodging the ball • Taking part in small team games 	<p>Strategy Techniques Compete</p>		
	<p>Athletics</p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 	<ul style="list-style-type: none"> • I can develop coordination to improve speed (run in straight line, move arms, keep head up) • I can use correct technique to start a sprint • I can improve technique of overarm throwing • I will be able to how to use these skills to compete against others and use relevant warm ups for the skill.. 	<p>Carousel of athletic activities in small groups: Sprinting Javelin Shot put Long jump High jump Relay</p>	<p>Stamina Coordination Technique Control</p>		