

English

Study Escape from Pompeii and The pebble in my pocket.

Discussion Text

To explore how different views might be expressed/explained/justified through reading.

To explore how different views might be expressed/explained/justified through drama and role play.

Explanation Text

To create diagrams such as flow charts to summarise or make notes of stages in a process, ensuring items are clearly sequenced.

To explain processes orally, using these notes, ensuring relevant details are included and accounts ended effectively.

Instructional Text

To evaluate the effectiveness of sets of instructions.

To edit and improve instructions considering the organisational devices.

To write clear written instructions using the correct register and devices to aid the reader.

Narrative

To recognise that authors make decisions about how the plot will develop and use different techniques to provoke readers' reactions.

To look at examples of scene changes that move the plot on, relieve or build up the tension.

To write complete stories with a full sequence of events in narrative order.

Non-Chronological Report

To analyse several report texts and note their function, form and typical language features.

To distinguish further between generalisations and specific information and between recounts and reports, using content taken from another area of the curriculum.

To analyse broadcast information to identify presentation techniques and notice how the language used signals change.

To write own report independently based on notes from several sources.

Persuasion

To read and evaluate a wider range of persuasive texts, explaining and evaluating responses orally.

To use words, pictures, and other communication modes confidently to persuade others when appropriate to a particular writing purpose.

To explore particular persuasive scenarios and discuss the effectiveness of different strategies used.

Poetry

To explain the pattern of different simple forms.

To perform individually or chorally.

To write free verse.

Recount

To watch or listen to third person recounts such as news or sports reports on television, radio, or podcast.

To identify the sequence of main events.

To read examples of third person recounts and recount the same event in a variety of ways, ensuring agreement in the use of pronouns.

To include recounts when creating paper or screen-based information texts.

Mathematics

Fractions

To recognise and show, using diagrams, equivalent fractions with small denominators.

To compare and order unit fractions, and fractions with the same denominator.

To add and subtract fractions with the same denominator within one whole.

To solve problems that involve fractions.

Time

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.

To record and compare time in terms of seconds, minutes and hours.

To use vocabulary such as o'clock, am/pm, 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.

Properties of shapes

To recognise angles as a property of a shape or description of a turn.

To identify right angles, recognise that two right angles make a half-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.

To draw 2-D shapes and make 3-D shapes using modelling materials.

To recognise 3-D shapes in different orientations and describe them.

Mass and Capacity

To measure, compare, add and subtract mass and volume/capacity.

Music

Ten Pieces – Ravi Shankar

To listen and reflect on a piece of orchestral music

To create my own piece of music using instruments and voice

To perform as an ensemble

To use musical language appropriate to the task

To listen to and begin to respond to music drawn from different traditions and great composers and musicians.

To recognise the work of at least one famous composer.

Bringing us together

To use musical words to describe a piece of music and compositions.

To use musical words to describe what I like and do not like about a piece of music.

To sing a tune with expression.

To play clear notes on instruments.

To use different elements in my composition.

To create repeated patterns with different instruments.

To compose melodies and songs.

To create accompaniments for tunes.

To combine different sounds to create a specific mood or feeling.

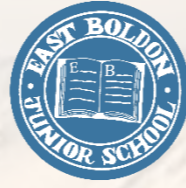
To improve my work; explaining how it has been improved.

Summer Term

Year 3

Romans and

Volcanoes!



PE

Net Games

To return a ball to a partner.

To use basic racket skills.

To play a range of basic shots.

To move quickly around the court using a variety of movement patterns.

Striking and Fielding

To use overarm and underarm throwing and catching skills.

To begin to strike a bowled ball after a bounce.

To bowl a ball towards a target.

To develop an understanding of tactics and begin to use them in game situations.

Invasion Games

To move with a ball towards the goal with increasing control.

To understand the role of an attacker and of a defender.

To move into space to help support a team.

To defend an opponent and try to win the ball.

Geography

Rome and Volcanoes

To identify the location of Rome within Italy, Europe and the wider world including identification of other European capital cities.

To explore which other countries were part of the Roman Empire.

To look at why Romans built an empire and why they chose the places that they did- focus on trade and resources.

To compare and contrast Italy and Britain.

To explore Pompeii and how volcanoes are created.

History

Romans

To order on a timeline the Roman Empire within British history chronology.

To understand why, when and how the Romans invaded Britain.

To know what the Romans did whilst in the country.

To know how what they did changed Britain including impact of significant figures such as Julius Caesar and/or Claudius.

To understand the impact on technology, culture and beliefs including early Christianity the Romans had.

Science

Food and our bodies

To 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.

To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Plants

To identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers.

To 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.

To investigate the way in which water is transported within plants.

To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Computing

Digital literacy

To plan a book trailer.

To take photos or videos to tell a story.

To edit a video.

To add text and transitions to a video.

To evaluate video editing.

Top Trumps Databases

To understand the terminology around databases.

To compare paper and computerised databases.

To sort, filter and interpret data.

To represent data in different ways.

To sort data for a purpose.

RE

Hinduism

To understand that Hindus believe in one God.

To understand that God is worshipped in many forms.

To understand that God is expressed in many ways.

To understand the belief in atman and karma.

To understand the belief in ahimsa.

To understand the belief in reincarnation.

PSHE

Careers, Financial Capability and Economic Well Being

To learn about what influences people's choices about spending and saving money.

To learn how people can keep track of their money.

To learn about the world of work.

Physical Health and wellbeing

To learn about making healthy choices about food and drink.

To learn about how branding can affect what foods people choose to buy.

To learn about keeping active and the challenges of this.

Art

Craft

To create a mood board.

To know the process of tie-dying.

To secure ties tightly.

To understand the similarities between tie-dying and wax resist.

To know what 'warp' and 'weft' are.

To cut with accuracy.

To weave with neatness.

To weave with a range of materials.

To sew a running stitch.

DT

Food – Eating seasonally

To know that climate affects food and growth.

To know that not all fruits and vegetables can be grown in the UK.

To understand that different climates enable different fruits and vegetables to grow.

To use cooking equipment safely.

To consider hygiene when preparing food.

To learn that imported food will have travelled from far away and has an impact on the environment.

To learn that fruit and vegetables grow in certain seasons.

To know that in the UK we often import food from different countries and why.

To create a recipe that is healthy and nutritious using seasonal vegetables.

To know what foods are currently in season.

To know that each fruit and vegetable gives us nutritional benefits.

To design a filo tart using seasonal vegetables.

To know the basic rules of food contamination.

To use, store and clean a knife safely.

To follow a recipe to make a tart.

Castles

To identify the features of a castle.

To design a castle.

To construct 3D nets.

To construct and evaluate my final product.

French

Où habites-tu? Where do you live?

To say where I live and ask others where they live.

To understand and use vocabulary associated with the beach.

To understand and say the days of the week.

To say how old I am and ask others how old they are.

To name parts of the body.

To use adjectives to describe parts of the body.

To say that something hurts.