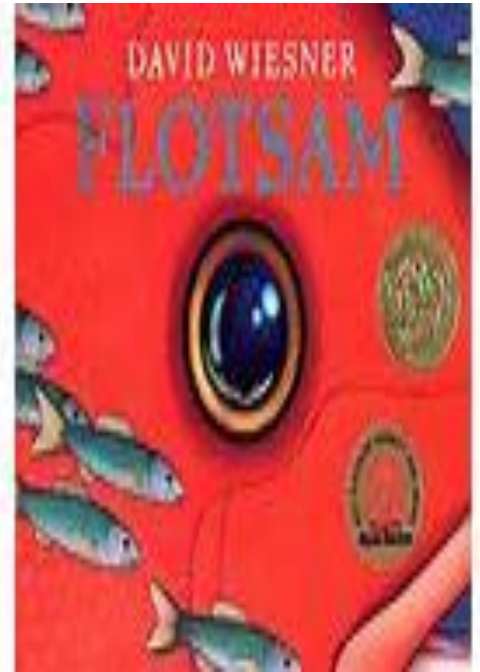


Year Three Summer Term 1

Text: Flotsam

Literacy Coverage: Sequel (Mystery Narrative)

Postcards, setting descriptions, Non – Chronological Reports, Message in a bottle letters



History: The Romans

- 1.1 – I can describe events from the past using dates when things happened.
- 1.2 – I can use a timeline within a specific period in history to set out the order that things may have happened.
- 1.3 – I can use my mathematical knowledge to work out how long ago events happened.
- 1.4 – I can explain some of the times when Britain has been invaded.
- 1.5 – I can explain how historic items and artefacts can be used to help build up a picture of a life in the past.
- 1.6 – I can use research skills to find answers to specific historical questions.

Geography:

Design and Technology: Photo camera roll

Design

- 1.2 – I can make realistic plans to achieve aims.
- 1.3 – I can think ahead about the order of work, choosing the correct tools, equipment, materials, components and techniques (e.g., gears, pulleys, cams, levers and linkages).
- 1.4 – I can clarify ideas using labelled sketches and models to communicate details of the design.

Make

- 2.1 – I can come up with solutions to problems as they happen.
- 2.2 – I can use appropriate materials suitable for the product, carefully using appropriate techniques and tools e.g. electrical and mouldable.

Evaluate

- 3.1 – I can reflect on work in relation to intended use and identify improvements needed.
- 3.2 – I can recognise quality depends on how something is made and if it meets intended use.
- 3.3 – I can evaluate products and suggest improvements.

Technical Knowledge

- 4.2 – I can join materials to make products using permanent and temporary fixings.
- 4.4 – I can apply mechanisms to create movement.

P.E.

Gymnastics

- 2.1 – I can adapt sequences to suit different types of apparatus and criteria.
- 2.2 – I can explain how strength and suppleness affect performance.
- 2.3 – I can compare and contrast gymnastic sequences.

Art:

Printing

- 2.1 – I can produce a simple print block mono printing (using card, string & other materials) using a relief or impressed method.
- 2.2 – I can understand texture in printing.
- 2.3 – I can colour mix through overlapping colour (two colour overlays).

Music:

Music Partnership

Composing

- 2.1 – I can compose different sounds to create a specific mood or feeling.
- 2.2 – I can create accompaniments for tunes.
- 2.3 – I can compose simple melodies and songs.
- 2.4 – I can create repeated patterns with different instruments.
- 2.5 – I can use different elements in compositions.

Speaking and Listening:

- 1.1 – I can sequence and communicate ideas in an organised and logical way, always using complete sentences.
- 1.2 – I can vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- 1.3 – I can take a full part in paired and group discussions.
- 1.6 – I can show that I have listened carefully because I make relevant comments.
- 1.7 – I can present ideas or information to an audience.

Subjects/ Objectives to be covered alongside in Summer Term 1 – These can be taught as discrete lessons or within the main topic area.

White Rose Maths:

Weeks 1 – 2 – Fractions B

Weeks 3 – 4 – Money

Science:

Light

1. Recognise that they need light in order to see things and that dark is the absence of light.
2. Notice that light is reflected from surfaces.
3. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
4. Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
5. Find patterns in the way that the size of shadows change.

Electricity

1. Identify common appliances that run on electricity.
2. Construct a simple series of electrical circuit, identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers.
3. Identify whether or not a lamp will get light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
4. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
5. Recognise some common conductors and insulators, and associate metals with being good conductors

Computing:

Purple Mash

Presenting (Unit 3.9)

Digital Literacy

- 3.1 – I use technology respectfully and responsibly.
- 3.2 – I know different ways I can get help if I am concerned.

Algorithms and Programming

- 1.3 – I can work with various forms of input.

Class Work

Information Technology

- 2.1 – I can use a range of software for similar purposes.
- 2.2 – I can collect information.
- 2.3 – I can design and create content.
- 2.4 – I can present information.
- 2.5 – I can search information on the web in different ways.
- 2.6 – I can manipulate and improve digital images.

R.E.

God – Digging Deeper

What do Christians believe God is like?

1. Tell key points of the story of Jonah from the Bible and recognise a link with the concept of God. (1.2)
2. Give clear, simple accounts of what the text means to Christians. (2.2)
3. Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e., in control of events and being fair: God wants to save the people of Nineveh. (1.2)
4. Give at least two examples of how Christians put their beliefs into practice in worship: for example, using the story in church, in art. (2.6)
5. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. (2.3)

French:

Writing

- 3.1 – I can write 2-3 short sentences on a familiar topic.
- 3.2 – I can write phrases from memory.

RSHE:

Money Matters = Theme: Health and Wellbeing

- L17 – Understanding the different ways to pay for things.
- L18 – Identifying that people's attitudes towards saving / spending is different.
- L19 – Recognising that people's spending decisions can affect others and the environment.
- L20 – Recognising that people make spending decisions based on needs and wants.
- L21 – Recognising different ways of keeping track of money.
- L24 – Identifying the ways that money can impact on people's feelings.
- L30 – Identifying some of the skills that may help them in future careers.