

<p align="center"><b>SCIENCE</b> <u>Working Scientifically</u></p> <p><b>Forces and Magnets</b> <b>Unit 5: Opposites attract</b> <b>Pupils should be taught to:</b> compare how things move on different surface; 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> <p><b>Unit 6: We are astronauts</b> This Super Science topic is an off-curriculum topic that continues to develop essential scientific working skills.</p> <p><b>SMSC</b> Work in mixed ability groups, showing respect for each other's attributes. Respect and appreciate the work carried out by scientists for our benefit.</p>	<p><b>P.E</b> <b>PPA</b> By the end of key stage 2 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations</li> </ul> <p><b>SMSC</b> Build time in lessons to reflect on the talent and creativity of others.</p>	<p align="center"><b>R.E</b></p> <p><b>UNIT QUESTION</b> <u>How and why do Christians show they care for others and the environment? (Faith in action)</u> This unit will develop knowledge and understanding of how individual Christians and Christian organisations put their faith in action. It will explore how people with a religious faith work hard to improve the lives of others, and care for the earth as God's creation.</p> <p><b>SMSC</b> Consider, with respect, the religious beliefs of both Hindus and Buddhists.</p>	<p align="center"><b>ART AND DESIGN:</b></p> <p><b>Painting</b> Exploring water colours: how to lighten colours without using white. Painting in lighter and darker tones of colour. Painting a 'wash': Children will paint a wash and create a rocket silhouette linked to our Science topic. <b>Cross-curricular</b> Wax resist of Hadrian's Wall using powdered watercolours (Brusho) Roman Building Printmaking</p> <p><b>SMSC</b> Express feelings through a variety of art media. Using the environment as a source of inspiration.</p>	<p align="center"><b>KNOWLEDGE, SKILLS AND UNDERSTANDING OF THE WORLD –</b> <b>History</b></p> <p>The Roman Empire and its Impact on Britain Why did Romans invade and settle in Britain? <i>Development of Empire, Caesar failed invasion 55-54 BC, Claudius AD 42</i> Why were the Romans successful in their invasion? How did life change for people in Britain following invasion? How did the people react to invasion? <i>Boudica</i> What was the impact of Roman rule on our locality? (local history study) <u>A local history study</u></p> <p><b>SMSC</b> Recognition of how life in the present has been influenced by people in the past.</p>
<p align="center"><b>ENGLISH:</b></p> <p><b>Key Fiction text:</b> The Enchantress of the Sands by Jamila Gavin <b>Writing outcome:</b> To write a new folktale with a vivid setting, atmosphere and an exciting climax <b>Biography and Autobiography</b> <b>Key Non-fiction text:</b> 'Jamila Gavin - Biography', Jamila Gavin - Autobiography' <b>Writing outcome:</b> To write a biography using notes taken from audio accounts and fact files <b>Grammar focus:</b> Prepositions Paragraphs Complex sentences <b>Spelling focus:</b></p> <p><b>Handwriting:</b> Using 'PENPALS' pupils will be taught to:</p> <ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul> <p><b>Cross Curricular Work</b></p> <p><b>Class book linked to unit:</b></p> <p><b>SMSC</b> To show respect and appreciation when reading stories from a variety of cultures and traditions.</p>		<p align="center"><b>YEAR 3</b> <b>Summer 2nd Half</b></p> <p><b>The Roman Empire and its impact on Britain</b></p> <p><b>PSHCE/British values</b> Assembly themes Appreciation of Christian practices – Faith in action Respect for different cultures-How the romans changed lives of people in Britain today Understand the need to look after others. Understanding the needs of different people, i.e. astronauts.</p>	<p align="center"><b>MATHEMATICS:</b></p> <p><b>UNIT 10</b> * write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods * solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects * count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 * recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators * recognise and show, using diagrams, equivalent fractions with small denominators * measure, compare, add and subtract volume/capacity (l/ml)</p> <p><b>UNIT 11</b> * add numbers with up to three digits, using the formal written method of columnar addition * estimate the answer to a calculation and use inverse operations to check answers * solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction * add and subtract amounts of money to give change, using both £ and p in practical contexts * add and subtract numbers mentally, including a three-digit number and ones/tens/hundreds * subtract numbers with up to three digits, using the formal written method of columnar subtraction * estimate the answer to a calculation and use inverse operations to check answers * 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; record and compare time in terms of seconds, minutes and hours; 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 * compare durations of events</p> <p><b>UNIT 12</b> * write and calculate mathematical statements for multiplication using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to [the] formal written method * solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects * write and calculate mathematical statements for division using the multiplication tables that they know, using mental and progressing to [the] formal written method * solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects * interpret and present data using bar charts, pictograms and tables solve one-step and two-step questions [for example, "How many more?" and "How many fewer?"] using information presented in scaled bar charts and pictograms and tables</p>	
<p align="center"><b>COMPUTING</b></p> <p><b>We are vloggers</b> In this unit, the pupils choose a topic to teach to others. They research this using web-based sources, plan a presentation, source and create visual content and record a spoken commentary <b>SMSC</b> Consider the consequence of misuse.</p>	<p align="center"><b>DESIGN AND TECHNOLOGY:</b></p> <p><b>Designing</b> Use research and develop design criteria to inform the design of innovate, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate ideas through discussion, annotated sketches, and pattern pieces <b>Making:</b> Select from and use a wider range of tools and equipment to perform practical tasks 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 align="center"><b>Design and make a drawstring Roman purse. (pattern pieces, stitching)</b></p> <p><b>Evaluating:</b> Investigate and evaluate 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 Technology have helped to shape the world.</p> <p><b>Technical Skills:</b> Joining components together. Stitching skills, adding a drawstring.</p> <p><b>SMSC</b> Evaluate own achievements and recognise and value those of others</p>	<p align="center"><b>FRENCH:</b> <b>The alphabet</b></p> <p>Children will study French linked to the alphabet and recap the key words learned within Year 3 from September through to July. This will ensure consolidation of previously learned vocabulary.</p> <p><b>SMSC</b> Appreciation of another culture</p>	<p align="center"><b>MUSIC</b></p> <p><b>Exploring structure and pitch</b></p> <ul style="list-style-type: none"> <li>To learn skeleton dances and songs.</li> <li>To improvise using percussion.</li> <li>To create word rhythms.</li> <li>To build a skeleton dance.</li> <li>To listen to and sing songs to learn French vocab.</li> <li>To play singing games.</li> </ul> <p><b>SMSC</b> Learning to compose and perform together. Promote discipline, inner strength and resilience through practice to achieve an ideal sound or technique.</p>	
<p><b>FOCUS WEEKS</b> Enterprise and Careers Week 5-9 June 2017 Healthy Lifestyles Week 10-14 July 2017</p>				

