

SUMMER 2021	Year 3	History	Design and Technology	Geography	Computing	Art	French	PE	Music
Summer 1 Visit to the Ancient Technology Centre	I am Warrior	<p>Learn about the Roman Empire and it's impact on Britain</p> <p>To look at and describe ancient hill forts.</p> <p>·Place the time studied on a time line. Use dates and terms related to the study unit and passing of time.</p> <p>· Sequence several events or artefacts.</p> <p>· Find out about everyday lives of people in time studied.</p> <p>· Compare with our life today.</p> <p>· Identify reasons for and results of people's actions.</p> <p>·Distinguish between different sources - compare different versions of the same story.</p> <p>·Begin to use the library and internet for research.</p>	<p>Know how to follow a Roman recipe</p> <p>Know how to design and make a shield and a hillfort.</p> <p>·Generate, develop and explain ideas for products to meet a range of needs.</p> <p>·Plan what they are going to do.</p> <p>·Communicate design ideas in different ways.</p> <p>·Identify how the finished product will look.</p> <p>·Reflect on their progress, identifying ways they could improve their products.</p>	<p>Know how to find out about the similarities and differences between Italy and UK.</p> <p>Know about the maps of Rome that locate significant landmarks.</p> <p>To know about Mount Vesuvius</p> <p>·Use maps to locate countries of Europe.</p> <p>·Compare physical and human features. Identify main trade and economy.</p> <p>Locate places in the world where volcanoes occur (Mount Vesuvius)</p> <p>·Understand the different causes of volcanoes and the process that occurs before a volcano erupts.</p> <p>Draw diagrams, produce writing and use the correct vocab for each stage of the volcanic eruption.</p> <p>·Ask and answer questions about a volcanic eruption.</p> <p>·Discuss how volcanoes effect human life.</p> <p>·Ask, research and explain the following questions: Why did the Romans choose to settle where they did? what were their settlements like? How did they use the land and how is the land used today? How did they trade? How is that different today?</p>	N/A for this topic.	<p>Know about the patterns and shapes of Celtic designs/jewellery</p> <p>HOOK: To design and paint their faces in the style of a Celtic Warrior.</p> <p>· To control a pencil with increasing confidence.</p> <p>·To shape, form, model and construct from observation.</p> <p>·To create repeating patterns.</p> <p>· To explore their own ideas.</p> <p>· To adapt and improve their work.</p>	<p>·Listen and show understanding by joining in and responding.</p> <p>·Use songs and rhymes to link spelling patterns and sounds.</p> <p>·Ask and answer questions, express opinions, respond, speak in sentences.</p>	<p>Know how to work as a team in Tag rugby</p> <p>Handle a rugby ball with confidence</p> <p>Evade attackers using footwork and body control</p> <p>Link skills to perform as a team in attack</p> <p>Use basic game principles of tag rugby and play within simpler rule</p> <p>Invasion games.</p>	<p>Know what a Rhythm is a how to tap a rhythm.</p>

Planned half term	Year 3	Science	Design & Technology	Geography & History	Computing	Art	French	PE	Music
Summer 2	Mighty Metals	<p>Know that some metals are metallic.</p> <p>Know that some metals occur naturally and others need to be 'made'.</p> <p>Know that magnets have two poles and can repel each other. Setting up simple practical enquiries, comparative and fair tests</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as having 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	<p>To know the best material to use for a particular task.</p> <p>To know why a material is appropriate for certain use.</p> <p>Explore and use a range of mechanisms (levers, sliders, axles, wheels and cams) in models or products.</p> <p>Understand how simple mechanisms work</p> <p>To make improvements and alterations to an existing design.</p>	N/A	<p>Combine a range of text, images, animation and audio and video clips for given purposes.</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Know about a a variety of media that can create different effects.</p> <p>To create sketch books to record their observations and use them to review and revisit ideas</p> <p>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]</p> <p>about great artists, architects and designers in history</p>	<p>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>read carefully and show understanding of words, phrases and simple writing</p>	<p>Know the basic rules of tennis.</p> <p>Know the difference between forehand and backhand strokes with a raquet.</p> <p>Tennis To identify and describe some rules of tennis.</p> <p>To serve to begin a game</p> <p>To explore forehand hitting</p> <p>Athletics Control movements and body actions in response to specific instructions</p> <p>Demonstrate agility and speed</p> <p>Jump for height and distance with control and balance</p> <p>Throw with speed and power and apply appropriate force</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>develop an understanding of the history of music.</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>