

Y3 Term 3

English	Fantastic Mr Fox	Newspaper reports: Romans - Boudicca	Maths	Multiplication, division and measurement
Science: States of Matter				
NC objectives from curriculum progression Children will be taught to: Scientific Knowledge *compare and group materials together, according to whether they are solids, liquids or gases *observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) *identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Scientific Enquiry Skills *with support, develop relevant, testable questions, e.g. what happens to shadows when the light source moves. *plan an enquiry, such as comparative or fair test, e.g. comparing how reflective different materials are. *set up a comparative test, e.g. how far things move on different surfaces *use various equipment, as instructed, e.g. data loggers *use standard measurements when taking measurements, e.g. measuring distances between a light source and an object. *with prompting, gather and display evidence in various ways, e.g. comparing properties of solids, liquids and gases. *with prompting, draw and label diagrams, e.g. to show how muscles work in pairs. *with prompting, use tables to record evidence, e.g. recording how far a car travels on different surfaces. *indicate findings from an enquiry that could be reported, e.g. relating to investigating which materials are magnetic. *with prompting, write a conclusion based on evidence, e.g. the size of shadows through the day. *suggest how an investigation could be extended, e.g. suggesting creative uses for different magnets. *recognise patterns that relate to scientific ideas, e.g. investigating the behaviour of magnets. *with support, use evidence to produce a simple conclusion, e.g. the effect of temperature on various substances. Notes and guidance (non-statutory) <i>Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.</i> <i>Note: teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning.</i> Pupils might work scientifically by: *grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). *They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid.				
History/Geography: Romans: What impact did they have on Britain?				

NC objectives from curriculum progression

Children will (be taught to):

Historical Knowledge

- *learn about the extent of the Roman Empire and the power of its army; attempted and successful invasions of Britain; Boudicca and resistance to invasion; the impact of the Romans on British culture, technology and beliefs
- *identify this period in history on a chronological timeline
- *sequence developments within this period on a timeline
- *be taught historical vocabulary: AD, BC, century, archaeology, Celts, tribes, gladiator, amphitheatre, empire

Historical Concepts

- *identify similarities and differences in Britain before and after the Roman invasion
- *explore why the Romans wanted to extend their empire
- *identify which aspects of Roman life they think had the most significant impact on Britain

Historical Enquiry

- *address and devise historically valid questions relating to cause, effect, change and significance
- *write an evaluation of the impact of the Romans on life in Britain, using a variety of sources
- *explore how and why there are different viewpoints about Boudicca

Geographical Knowledge

- *locate countries in Europe
- *identify the position of the Equator; and the Southern and Northern Hemispheres, recognising that Europe is in the Northern Hemisphere

Geographical Understanding

- *describe and understand key aspects of human geography, including: types of settlement and land use (historically and comparing to today)

Geographical Enquiry

- *use maps, atlases, globes and digital/computer mapping to locate countries
- *use the eight points of the compass, symbols and keys to build their knowledge of the United Kingdom and the wider world

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
Skara Brae news report script Information writing	Measuring in DT	Virtual visit – Ross Montgomery (author)

Art/DT: DT – Build a bridge ‘over troubled waters’

Children will:

Design

- *research different types of bridges (internet pictures),
- *investigate and compare different structural features of bridges
- *describe the purpose of their product
- *use their research to develop their own design criteria for a bridge
- *through discussion, explore, develop and communicate design proposals by modelling ideas, using ICT where appropriate
- *make design decisions that take account of the availability of resources
- *use annotated sketches to develop their ideas, indicating the features that will appeal to intended users and how particular parts work

Make

- *plan the order of their work before starting
- *select tools eg.
- *select materials, using scientific knowledge about the properties of materials to inform their choice
- *be taught ways to strengthen structures

- *select techniques for cutting, joining, strengthening
- *explain their choices
- *measure, mark out, cut, score and assemble components with more accuracy
- *learn how to work safely and accurately with a range of simple tools
- *use finishing techniques to improve the appearance of their product using a range of equipment

Evaluate

Start of the units

*evaluate a range of bridges (pictures) analysing:

- | | | | |
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| - how well products have been designed | - how well products have been made | - why materials have been chosen | - what methods of construction have been used |
| - how well products work | - how well products achieve their purposes | - how well products meet user needs and wants | - who designed and made the products |
| - where products were designed and made | - when products were designed and made | - whether products can be recycled or reused | |

During the units

*consider how well their design is meeting their intended purpose by referring to the design criteria and decide whether they need to make any changes

End of the units

*evaluate their product against the original design criteria, identifying how well it meets its intended purpose (can bridge span a given distance/support a given weight?)

ICT: We are internet users

Children will be taught:

- *that computer networks transmit information in a digital (binary) format.
- *that any information has to be converted to numbers before it can travel through computer networks.
- *that this conversion happens according to an agreed system or code.
- *that information is communicated through the internet in a binary code.
- *that email and video-conferencing also take place through transmitting binary information.
- *that email messages are sent and received through servers connected to the internet.
- *to use videoconferencing to communicate with another class in the school across the school's internal network
- *how to keep themselves safe when using digital technology. For example, they should show respect for others when filming and should not normally post videos online. They should treat links and attachments in emails with caution.
- *to recognise what would be unacceptable or inappropriate behaviour when using the internet, particularly email.
- *how to report inappropriate behaviour when using technology in school to their teacher, the network manager or another trusted adult, and that they can discuss any concerns they have with their teacher or other trusted adults in school.
- *to know how to post comments in an appropriate way (Google classroom)
- *to use video-conferencing as part of the class.

E-safety – Managing Online Information (Project Evolve)

PSHE: You and Me (Relationships and Mental Health)

Children will be taught:

- R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families
- R21. to understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy
- H1. what positively and negatively affects their physical, mental and emotional health
- H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
- R15. to recognise and manage 'dares'

French: Salutations and Feelings

Children will be taught how to:

- *say 'hello' (formally and informally)
- *say their name

*ask how somebody is feeling and give a reply *say 'goodbye' and 'see you soon'
PE
Indoor PE Gymnastics (Multi-Ability Focus: Cognitive) Outdoor PE Invasion Games – Rugby/Hockey (Multi-Ability Focus: Cognitive)
Music
Music Express: Exploring Arrangements Learning to play the ocarina: Ocarina Workshop Roman numeral song https://www.youtube.com/watch?v=z1UmAgekzbs
RE: Why are festivals important to religious communities? Easter, Eid
This unit will enable children to: *retell some stories behind festivals: Easter, Diwali, Pesach, Ramadan (A2). *make connections between stories, symbols and beliefs with what happens in a range of festivals (A2). *identify similarities and differences in the way festivals are celebrated within and between religions (A3). *ask questions and give ideas about what matters most to believers in festivals (B2). *suggest how and why religious festivals are valuable to many people (B2). *explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).