

Y3 Term 4

English	Myths: Narcissus and Echo, Icarus, Medusa and Athena Environment: Explanation	Maths	Fractions
Science: Light			
NC objectives from curriculum progression Children will be taught to: <u>Scientific Knowledge</u> *recognise that they need light in order to see things and that dark is the absence of light *notice that light is reflected from surfaces *recognise that light from the sun can be dangerous and that there are ways to protect their eyes *recognise that shadows are formed when the light from a light source is blocked by an opaque object *find patterns in the way that the size of shadows change. <u>Scientific Enquiry Skills</u> *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. <u>Notes and guidance (non-statutory)</u> <i>Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.</i> <i>Note: pupils should be warned that it is not safe to look directly at the sun, even when wearing dark glasses.</i> <u>Pupils might work scientifically by:</u> -looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.			

History: Romans: What impact did they have on Britain?

NC objectives from curriculum progression

Children will:

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

English activities/links	Maths activities/links	Outdoor learning/ Visits/Visitors
Skara Brae news report script Information writing	Measuring in DT	KIC Theatre workshop - Romans

Art/DT: DT – Computer-controlled product

Children will:

Design

- *explore a range of computer-controlled products used in real-life contexts, for example: automatic gates, the Mars Rover, Alexa, use of Hive app on the phone to control heating etc
- *investigate how computer-controlled products work and how different outputs can be achieved using Lego WeDo
- *describe the purpose of their product –
- *use their research to begin to develop their own design criteria for a computer-controlled Lego model
- *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 *plan the order of the main stages of making

Make

- *select Lego equipment
- *explain their choices
- *learn how to construct computer-controlled Lego models, following online instructions
- *learn how to program computer-controlled Lego models
- *develop accuracy in assembling components

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
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 – Online Reputation (Project Evolve)
PHSE: Our Community: Responsibilities
Children will be taught: L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
French: Animals
Children will be taught how to: *say ten animals in French. *match all the new French words to the appropriate picture. *remember the words for at least five animals in French unaided. * to spell at least three animals correctly in French.
PE
Indoor PE Gymnastics (Multi-Ability Focus: Creative) Outdoor PE Net and Wall (Multi-Ability Focus: Creative)
Music
Music Express: Exploring Arrangements Learning to play the ocarina: Ocarina Workshop Roman numeral song https://www.youtube.com/watch?v=z1UAgekzbs
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).