

Year Three Term 2 Fire and Water

<p>English</p>	<p><u>MAIN TEXT : St. George and the Dragon</u> POETRY Unit - Unit 2: Shape Poems/Calligrams</p> <p>NARRATIVE Unit 2: Myths and Legends - St. George and the Dragon</p> <p>NON-FICTION Unit 1: Reports Newspaper report linked to history or geography</p>	<p><u>Reading for Enjoyment</u></p> <p>Esio Trot (Roald Dahl)</p>
<p>Mathematics</p>	<ul style="list-style-type: none"> • Written subtraction • Counting Multiplication tables (3x, 4x) • Written and mental multiplication • Written and mental division • Time • 3D shape 	
<p>Science</p>	<p>No science</p>	
<p>History</p>	<p>Changes in Britain from the Stone Age to the Iron Age This could include:</p> <ul style="list-style-type: none"> •late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae •Bronze Age religion, technology and travel, e.g. Stonehenge •Iron Age hill forts: tribal kingdoms, farming, art and culture <p>Chronological understanding</p> <ul style="list-style-type: none"> •Can they describe events and periods using the words: BC, AD and decade? •Can they describe events from the past using dates when things happened? •Can they describe events and periods using the words: ancient and century? •Can they use a timeline within a specific time in history to set out the order things may have happened? •Can they use their mathematical knowledge to work out how long ago events would have happened? <p>Challenging</p> <ul style="list-style-type: none"> •Can they set out on a timeline, within a given period, what special events took place? •Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain? <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> •Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? •Can they begin to picture what life would have been like for the early settlers? <p>Historical enquiry</p> <ul style="list-style-type: none"> •Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? •Can they use various sources of evidence to answer questions? •Can they use various sources to piece together information about a period in history? •Can they research a specific event from the past? •Can they use their ‘information finding’ skills in writing to help them write about historical information? •Can they, through research, identify similarities and differences between given periods in history? <p>Challenging</p> <ul style="list-style-type: none"> •Can they begin to use more than one source of information to bring together a conclusion about an historical event? •Can they use specific search engines on the Internet to help them find information more rapidly? 	
<p>Geography</p>	<p><u>Earthquakes</u></p> <p>Geographical Enquiry</p> <ul style="list-style-type: none"> •Can they identify key features of a locality by using a map? •Can they begin to use 4 figure grid references? •Can they accurately plot NSEW on a map? •Can they use some basic OS map symbols? •Can they make accurate measurement of distances within 100Km? <p>Challenging</p> <ul style="list-style-type: none"> •Can they work out how long it would take to get to a given destination taking account of the mode of transport? <p>Physical Geography</p> <ul style="list-style-type: none"> •Can they locate the Mediterranean and explain why it is a popular holiday destination? •Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)? <p>Human Geography</p> <ul style="list-style-type: none"> •Can they confidently describe human features in a locality? •Can they explain why a locality has certain human features? •Can they explain why a place is like it is? •Can they explain how the lives of people living in the Mediterranean would be different from their own? <p>Challenging</p> <ul style="list-style-type: none"> •Can they explain how people’s lives vary due to weather? <p>Geographical Knowledge</p> <ul style="list-style-type: none"> •Can they name and locate some well-known European countries? •Can they name and locate the capital cities of neighbouring European countries? •Are they aware of different weather in different parts of the world, especially Europe? 	

	<p>Challenging</p> <ul style="list-style-type: none"> •Can they name the two largest seas around Europe?
Computing	<p>Using the Internet</p> <ul style="list-style-type: none"> •Can they find relevant information by browsing a menu? •Can they search for an image, then copy and paste it into a document? •Can they use 'Save picture as' to save an image to the computer? •Can they copy and paste text into a document? •Do they begin to use note making skills to decide what text to copy? •Can they use the email address book? •Can they open and send an attachment? <p>Challenging</p> <ul style="list-style-type: none"> •Can they search by key word using a child friendly search engine? •Can they book mark a page into your favourites?
Religious Education	<p>What is the significance of light in religions?</p> <p>Why is light special?</p> <p>Why do Hindus have divas for Diwali?</p> <p>Why do Sikhs celebrate Diwali?</p> <p>How do Christians use light at Christmas?</p> <p>What do Jews remember at Hanukkah?</p> <p>What does the light at Hanukkah symbolise?</p> <p>Why is light important at Diwali Christmas and Hanukkah?</p>
Physical Education	<p>Dance</p> <p>Health and fitness</p> <ul style="list-style-type: none"> •Can they explain why warming up is important? •Can they explain why keeping fit is good for their health? <p>Dance</p> <ul style="list-style-type: none"> •Do they improvise freely, translating ideas from a stimulus into movement? •Can they create dance phrases that communicate ideas? •Do they share and create phrases with a partner and in small groups? •Can they repeat, remember and perform these phrases in a dance? •Do they use dynamic, rhythmic and expressive qualities clearly and with control? •Do they understand the importance of warming-up and cooling-down? •Do they recognise and talk about the movements used and the expressive qualities of dance? •Can they suggest improvements to their own and other people's dances? <p>Gymnastics</p>
Art and Design	No art& design
Design and technology	<p>Moving Monsters-Dragons</p> <p>Mechanical components-pneumatics</p> <ul style="list-style-type: none"> •Do they select the most appropriate tools and techniques to use for a given task? •Can they use a number of components? <p>Stiff and flexible sheet materials</p> <ul style="list-style-type: none"> •Do they use the most appropriate materials? •Can they work accurately to make cuts and holes? •Can they join materials? <p>Textiles</p> <ul style="list-style-type: none"> •Can they choose textiles both for their appearance and also qualities? <p>Developing, planning and communicating ideas</p> <ul style="list-style-type: none"> •Can they show that their design meets a range of requirements? •Can they put together a step-by-step plan which shows the order and also what equipment and tools they need? •Can they describe their design using an accurately labelled sketch and words? •How realistic is their plan? <p>Working with tools, equipment, materials and components to make quality products</p> <ul style="list-style-type: none"> •Can they use equipment and tools accurately? <p>Evaluating processes and products</p> <ul style="list-style-type: none"> •Can they explain what they changed which made their design even better?
Music	<p>Exploring Sound Colours</p> <p>Performing</p> <ul style="list-style-type: none"> •Can they play clear notes on instruments? <p>Composing</p> <ul style="list-style-type: none"> •Can they use different elements in their composition? •Can they create repeated patterns with different instruments? <p>Appraising</p> <ul style="list-style-type: none"> •Can they improve their work; explaining how it has improved? •Can they use musical words to describe what they like and dislike? •Can they recognise the work of at least one famous composer? <p>Challenge</p> <ul style="list-style-type: none"> •Can they tell whether a change is gradual or sudden? •Can they identify repetition, contrasts and variations?

French	<p>Listening and responding</p> <ul style="list-style-type: none"> •Do they understand simple classroom commands? •Do they understand short statements? •Do they understand simple questions? •Do they understand clearly spoken speech? <p>May need a lot of help, e.g. gesture and repetition.</p> <p>Speaking</p> <ul style="list-style-type: none"> •Can they answer with a single word? •Can they answer with a short phrase? <p>Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.</p> <p>Reading and responding</p> <ul style="list-style-type: none"> •Can they read and understand a single word? <p>Presented in clear script in familiar context. May need visual cues.</p> <p>Writing</p> <ul style="list-style-type: none"> •Can they copy a single word correctly? •Can they label items? •Can they choose the right words to complete a phrase? •Can they choose the right words to complete a short sentence? 												
PSHE	<p>e-safety lesson</p> <p><u>Celebrating Difference (including anti-bullying)</u></p> <table border="0"> <tr> <td>Families</td> <td>Can they accept that everyone is different?</td> </tr> <tr> <td>Family conflict</td> <td>Can they include others when working and playing?</td> </tr> <tr> <td>Witness and feelings</td> <td>Do they know how to help if someone is being bullied?</td> </tr> <tr> <td>Witness and solutions</td> <td>Can they try to solve problems?</td> </tr> <tr> <td>Words that harm</td> <td>Can they use kind words?</td> </tr> <tr> <td>Celebrating difference</td> <td>Can they give compliments?</td> </tr> </table>	Families	Can they accept that everyone is different?	Family conflict	Can they include others when working and playing?	Witness and feelings	Do they know how to help if someone is being bullied?	Witness and solutions	Can they try to solve problems?	Words that harm	Can they use kind words?	Celebrating difference	Can they give compliments?
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Enrichment	<ul style="list-style-type: none"> • Use of laptops • Visitors- Earthquake experience • Educational visit –Place of Worship Synagogue visit • British Museum • Anti-bullying Week 												