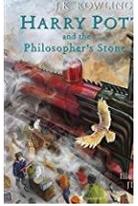
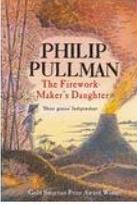


Year Three Term 3		
English		Reading for Enjoyment
	 <p>The Tear Thief</p> <p>Story Plot Finding Tale</p> <p>Toolkit Focus: Dialogue</p> <p>Imagine – Pie Corbett Linked to tears</p> <p>Instructions How to steal tears</p>	 
Mathematics	<p><b>Maths No Problem</b> <b>Chapter 5 – Length</b> <b>Chapter 6 – Mass</b></p>	
Science	<p>No science – Plant seeds for next term's topic now though!</p>	
History	<p><b>The Roman Empire and its impact on Britain</b></p> <p>Possible starting point / stimulus History off the page workshop Picture/museum visit seeing Roman artefacts e.g. coins, mosaics, building remains (The roman amphitheatre below the guildhall – Free – open daily + possibility of booking a roman object handling session) This could include:</p> <ul style="list-style-type: none"> <li>•Julius Caesar's attempted invasion in 55-54 BC</li> <li>•the Roman Empire by AD 42 and the power of its army</li> <li>•successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>•British resistance, e.g. Boudicca</li> <li>•"Romanisation" of Britain: sites such as Camulodunum Colchester// Londinium (London) and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>•Can they raise questions about the impact people in the past have had upon our lives today?</li> <li>•Can they give examples of things that are different in their life in comparison with Roman Britain e.g. transport &amp; travel?</li> <li>•Can they suggest why certain people acted as they did in history?</li> <li>•Do they appreciate why Britain was a common target for invasion and conquering?</li> <li>•Can they appreciate that war/s would inevitably have brought much distress and bloodshed?</li> <li>•Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>•Can they, through research, identify similarities and differences between life in Roman Britain &amp; life for early Britains? E.g. homes, farming, clothing, food...</li> <li>•Can they use various sources of evidence to answer questions and piece together information about a period in history?</li> <li>•Can they research a specific event from the past?</li> <li>•Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>•Can they use their 'information finding' skills in writing to help them write about historical information?</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>•Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>•Can they identify the reasons for the way in which they have ordered events?</li> <li>•Can they describe events and periods using the words: BC, AD and decade?</li> <li>•Can they describe events from the past using dates when things happened?</li> <li>•Can they describe events and periods using the words: ancient and century?</li> </ul>	
Geography	<p>Term 3</p> <p>Possible starting point / stimulus Pictures showing the impact of an earthquake A map showing earthquake zones A visit to the 'Volcanoes &amp; Earthquakes' exhibit at the Natural History Museum</p> <p><b>Earthquakes</b></p> <p><b>Geographical Enquiry</b></p> <ul style="list-style-type: none"> <li>•Can they raise relevant questions for investigation?</li> <li>•Can they identify key features of a locality by using a map?</li> <li>•Can they begin to use 4-figure grid references?</li> <li>•Can they accurately plot NSEW on a map?</li> <li>•Can they use some basic OS map symbols?</li> <li>•Can they make accurate measurement of distances within 100km?</li> <li>•Can they work out how long it would take to get to a given destination taking account of the mode of transport?</li> </ul> <p><b>Physical Geography</b></p> <ul style="list-style-type: none"> <li>•Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?</li> </ul> <p><b>Human Geography</b></p> <ul style="list-style-type: none"> <li>•Can they explain how the lives of people living in earthquake zones would be different from their own?</li> <li>•Can they recognise how buildings might be constructed in order to make them 'earthquake proof' or why there might be few habitable old buildings?</li> <li>•Can they identify the risks of living in an earthquake zone and compare these to the risks of living somewhere like Canning Town?</li> <li>•Can they compare the differences between landscape features of an earthquake zone &amp; the local area?</li> <li>•Can they explain how people's lives differ due to the physical characteristics/features of a region?</li> <li>•Can they confidently describe human features in a locality?</li> <li>•Can they explain why a locality has certain human features?</li> <li>•Can they explain why a place is like it is?</li> </ul> <p><b>Geographical Knowledge</b></p> <ul style="list-style-type: none"> <li>•Can they name and locate some well-known European and North/South American countries/states?</li> <li>•Can they name and locate the capital cities of neighbouring European/South American countries/North American states?</li> <li>•Are they aware of &amp; can they locate the regions of the world that are most prone to earthquakes on a map/in an atlas?</li> <li>•Can they identify any patterns relating the regions that are prone to earthquakes &amp; those regions that are not?</li> <li>•Can they explain why certain places are more prone to earthquakes than others?</li> <li>•Do they understand how the impact of earthquakes has influenced the nature of a region over time?</li> </ul>	
Computing	<p>IT: Using the Internet (5 Wks) Purple Mash (Link to topic)</p>	
Religious Education	<p><b>How do Jews celebrate their beliefs at home and in the synagogue? TRIP TO SYNAGOGUE POW Week</b></p> <p>How and why do Jews celebrate Rosh Hashanah? Why and how do Jews celebrate Sukkot? What do many Jews do each day to express their beliefs? What special objects would you see outside and inside a Jewish home? Why do Jews celebrate Shabbat, and how? What does the Torah mean for Jewish people? How do Jews express beliefs in a Synagogue?</p>	
Physical Education	<p><b>Gymnastics</b> <b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>•Can they explain why it is important to warm-up and cool-down?</li> </ul>	

	<p>•Can they identify some muscle groups used in gymnastic activities?</p> <p><b>Acquiring and developing skills</b></p> <p>•Can they select and use the most appropriate skills, actions or ideas?</p> <p>•Can they move and use actions with co-ordination and control?</p> <p>•Can they use a greater number of their own ideas for movement in response to a task?</p> <p>•Can they adapt sequences to suit different types of apparatus and their partner's ability?</p> <p>•Can they explain how strength and suppleness affect performances?</p> <p>•Can they compare and contrast gymnastic sequences, commenting on similarities and differences?</p> <p><b>Evaluating and improving</b></p> <p>•Can they explain how their work is similar and different from that of others?</p> <p>•With help, do they recognise how performances could be improved?</p>
Art and Design	<p><b>Investigating Patterns-mosaics / Boudicca's dress</b></p> <p><b>Drawing</b></p> <p>•Can they use their sketches to produce a final piece of work?</p> <p>•Can they write an explanation of their sketch in notes?</p> <p><b>Sketch books</b></p> <p>•Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</p> <p>•Can they suggest improvements to their work by keeping notes in their sketch books?</p> <p><b>Printing</b></p> <p>•Can they make a printing block?</p> <p>•Can they make a 2 colour print?</p> <p><b>Collage</b></p> <p>•Can they cut very accurately?</p> <p>•Can they overlap materials?</p> <p>•Can they experiment using different colours?</p> <p>•Can they use mosaic?</p> <p>•Can they use montage?</p>
Design and technology	<b>No Design &amp; Technology</b>
Music	<p><b>Play it again-Exploring rhythm patterns</b></p> <p><b>Composing (lind notation)</b></p> <p>•Can they use different elements in their composition?</p> <p>•Can they create repeated patterns with different instruments?</p> <p>•Can they compose melodies and songs?</p> <p>•Can they create accompaniments for tunes?</p> <p>•Can they combine different sounds to create a specific mood or feeling?</p> <p><b>Challenging</b></p> <p>•Do they understand metre in 2 and 3 beats, then 4 and 5 beats?</p> <p>•Do they understand how the use of tempo can provide contrast within a piece of music?</p> <p><b>Appraising</b></p> <p>•Can they improve their work, explaining how it has improved?</p> <p>•Can they use musical words (the elements of music) to describe a piece of music and compositions?</p> <p>•Can they use musical words to describe what they like and dislike?</p> <p><b>Challenging</b></p> <p>•Can they tell whether a change is gradual or sudden?</p> <p>•Can they identify repetition, contrasts and variations?</p>
French	<p><b>Listening and responding</b></p> <p>•Do they understand simple classroom commands?</p> <p>•Do they understand short statements?</p> <p>•Do they understand simple questions?</p> <p>•Do they understand clearly spoken speech?</p> <p>May need a lot of help, e.g. gesture and repetition.</p> <p><b>Speaking</b></p> <p>•Can they answer with a single word?</p> <p>•Can they answer with a short phrase?</p> <p>Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.</p> <p><b>Reading and responding</b></p> <p>•Can they read and understand a single word?</p> <p>Presented in clear script in familiar context. May need visual cues.</p> <p><b>Writing</b></p> <p>•Can they copy a single word correctly?</p> <p>•Can they label items?</p> <p>•Can they choose the right words to complete a phrase?</p> <p>•Can they choose the right words to complete a short sentence?</p>
PSHE	<p><b>e-safety lesson</b></p> <p><b>Dreams and Goals</b></p> <p><b>Dreams and goals</b> Can they stay motivated when doing something challenging?</p> <p><b>My dreams and ambitions</b> Do they keep trying even when it is difficult?</p> <p><b>A new challenge</b> Can they work well with a partner or in a group?</p> <p><b>Our new challenge</b> Do they have a positive attitude?</p> <p><b>Our new challenge-overcoming obstacles</b> Can they help others to achieve their goals?</p> <p><b>Celebrating my learning</b> Are they working hard to achieve their own dreams and goals?</p>
Enrichment	<ul style="list-style-type: none"> <li>• Romans History off the page</li> <li>• Educational visit –Place of Worship visit</li> <li>• Natural History – Earthquakes and volcanoes</li> <li>• Aspirations Week</li> </ul>