

<p align="center">English</p> <p>Summer 1 Learning Journey 1 Text: <i>The Barnabus Project</i> Outcome: Guided Reading Texts: <i>The Owl Tree</i> by Jenny Nimmo Learning Journey 2 – Text: <i>The Waterhorse</i> by Dick King Smith Outcome: Recount Guided Reading Texts <i>As Above</i></p> <p>Summer 2: Learning Journey 1 Text: <i>Escape from Pompeii</i> by Christina Balit Outcome: Portal Stories Guided Reading Texts <i>Romans on the Rampage</i> by Jeremy Strong or <i>Empire’s End</i> by Leila Rasheed? <i>Fatal Fire – Terry Deary?</i> Learning Journey 2 – Text: <i>The Firework Maker’s Daughter</i> by Phillip Pullman Guided Reading Texts <i>As Above</i></p>	<p align="center">Maths</p> <ul style="list-style-type: none"> Unit fractions Non-unit fractions Parallel and perpendicular sides in polygons Time 	<p>Longitudinal Study – animals (How does removing the ivy affect the feeding relationships in the woodland?)</p> <p>Idea 1: In any habitat there are food chains and webs where nutrients are passed from one organism to another when it is eaten. If the population of one organism in the chain or web is affected it has a knock on effect to all the others.</p> <p>Idea 2: Environmental change (the seasons, human activity, climate change) affects different organisms differently and therefore different habitats differently because all organisms in a habitat are interdependent.</p> <p>Longitudinal studies</p> <p>Children should raise and explore questions that <i>demand</i> the identification and classification of creatures and plants in their local environment (insects, spiders, birds, mammals, reptiles and amphibians). Questions should require children to consider how environmental change (the seasons, human activity, climate change) affects different organisms within their environment differently and therefore different habitats differently because all organisms in a habitat are interdependent.</p>	<p>Complete Solids, Liquids and Gasses if not complete.</p> <p>Science – Light Knowledge Block 1: Light and sight Knowledge Block 2: What light does when it hits materials</p> <p>Rocks and Soils Knowledge Block 1: The different types of rocks Knowledge Block 2: The properties of rocks Knowledge Block 3: The structure of soils</p>
<p>PE: Summer 1: Net/wall games /Strike/field games Keep up a continuous game, using a range of sending and receiving skills and techniques; use a small range of basic racket skills. Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent; choose and use a range of simple tactics for defending their own court; adapt and refine rules; create their own net games; understand the point of the game; keep rules effectively and fairly. Recognise and talk about how net games make the body work.</p> <p>Summer 2: Invasion games / Athletics Be aware of space and use it to support team-mates and cause problems for the opposition; know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills. – Explain why it is important to warm up and cool down. – Say when a player has moved to help others; apply this knowledge to their own play. Understand and demonstrate the difference between sprinting, running for sustained periods; know and demonstrate a range of sending techniques in athletic activities. –Send with some accuracy and power into a target area; perform a range of jumps, showing consistent technique; play different roles in small groups.</p>	<p>Year 3 Summer Term</p> <p><u>The Roman Empire’s impact on Britain</u></p> <p><u>What do you want me to do about it?</u></p> <p><u>Visit: Fishbourne Roman Palace</u></p>		<p align="center">History – The Roman Empire and its impact on Britain.</p> <ul style="list-style-type: none"> Briefly examine how Roman control expanded across Europe. Examine why the Romans decided to invade Britain, first, unsuccessfully in 55/54 BCE and then successfully in 43 CE. Explore aspects of ‘Romanisation’ and its impact here. Explore what changed and what aspects of life stayed the same under the Romans and for a period after they left (change and continuity). Explore what happened in Britain as the Empire started to collapse and the Roman legions left. Explore what happened to the Empire after the Romans left Britain. Explore aspects of the long term impact of the Roman Empire and their significance.
<p align="center">ICT</p> <p>Summer 1: Digital Literacy – Link to Relationships – Jigsaw</p> <p>Piece 3 Use technology responsibly Identify a range of ways to report concerns about contact</p> <p>Summer 2: Computer Science – Animate a plant dissection in Scratch. Write programs that accomplish specific goals. Use sequence in programs. Work with various forms of input. Work with various forms of output</p>	<p align="center">Music – Roman Music</p> <p>Developing an understanding of how instruments developed throughout history</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Art – Mosaics – comparison between romans and Candace Behouth, William morris (art newsletter) roman Gods/patterns- mono-printing and relief/impressed printing. Create different elements and collage to make a final piece. Pattern – design, symmetry, make patterns on a range of surfaces Printing – relief and impressed printing, monotyping, colour mixing through overlapping colour prints.</p>	<p>Geography – Study how human Geography has changed over time (link to history topic)</p> <p>Locational knowledge I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains and understand how some of these aspects have changed over time. 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 has land use changed today? How did they trade? How is that different today? Relate land use and trade to settlements. Human and physical geography: I can describe and understand key aspects of physical geography, including: biomes and vegetation belts. Understand the term ‘biome’. Use knowledge of this term to make suggestions for places in the world which may be biomes.</p>
<p align="center">PSHE (Jigsaw)</p> <p align="center">Relationships / Changing Me</p>	<p align="center">RE: People of God / Symbols</p> <p>Summer 1: Concept People of God Context: <i>What is it like to follow God?</i> Explain and Apply <i>Make links between the story of Noah and how we live today (in school and wider world)</i></p> <p>Summer 2: Concept Symbol Context: <i>Trees</i> Contextualise <i>Explain how the symbol of a tree is used in Christianity</i></p>		<p>DT – Escape from Pompeii. Design and make a boat for Tranio and Livia to escape Pompeii in. Think carefully about the materials you will use to ensure your boat is fit for purpose. Generate: Generate ideas and recognise that designs have to meet a range of different needs. Design: Make realistic plans to achieve aims. <ul style="list-style-type: none"> Recognise quality depends on how something is made and if it meets its intended use. Make: Describe the qualities of materials and say why it will be the most suitable choice. <ul style="list-style-type: none"> Carry out appropriate tests first. Come up with solutions to problems as they happen. Select the most appropriate tools and techniques to make the product. Join materials to make products using both permanent and temporary fixings. Combine materials to add strength and visual appeal. Evaluate: <ul style="list-style-type: none"> Reflect on work in relation to intended use and identify improvements needed. Evaluate products and suggest improvements. Technical Knowledge: <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Understand and use mechanical systems in their products (for example, gears, pulleys, cams levers and linkages) </p>