



Year Group	Term (Autumn/Spring/Summer)	Theme	Subject	Learning Objective	Key Skills	Key Vocab
Year 3	Summer	Emperors and Empires	History	<p>To understand where the Romans fit on the timeline of history, and was after the Stone, Bronze and Iron Ages.</p> <p>To know how did the Roman Empire become so powerful.</p> <p>To know who was Julius Caesar, and his attempted invasion.</p> <p>To know what was Britain like before the Romans.</p> <p>To know how did the Romans conquer Britain by Claudius.</p> <p>To know why did Boudicca lead a revolt against the Romans.</p> <p>To know how did the Romans change Britain.</p> <p>To know what did the Romans believe?</p> <p>To know how were Roman beliefs similar to those of the Ancient Greeks concerning their Gods?</p> <p>To know why the Romans left Britain in 410 CE.</p> <p>To know in what ways did life in Britain remain the same after the Roman invasion?</p> <p>To know why the Roman Empire collapsed.</p> <p>To know that information we get from books, people and the internet may be biased and where possible checked with trusted sources.</p> <p>To know the meanings of these substantive concepts, trade, migration, immigration, trade routes, enemy, power, peace, society, rules/law, frontier, public.</p>	<p>To be able to place the time studied on a timeline.</p> <p>To be able to use terms and dates related to the topic.</p> <p>To be able to sequence several events and artefacts.</p> <p>To be able to find out about everyday lives of the people in the topic.</p> <p>To be able to compare to our lives today.</p> <p>To be able to identify the reasons for and the results of people's action.</p> <p>To be able to identify and give reasons for different ways in which the past is represented.</p> <p>To be able to distinguish between different versions of the same story and why they are different.</p> <p>To be able to use a wide range of resources to find out about the period.</p> <p>To be able to observe small details in pictures and artefacts.</p> <p>To be able to select and record information relevant to the topic.</p> <p>To be able to start researching using the library and technology</p>	<p>Empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, Julius Caesar, invasion, Claudius, conquest, Hadrian's Wall, Boudicca, Romanisation, Caerwent, Empire</p>
Year 3	Summer	Emperors and Empires	Geography	<p>To know a range of facts about Italy, including its climatic conditions, location, population, capital city, names of Italian islands (Sicily and Sardinia).</p>	<p>To be able to explore key facts of a country within Europe.</p>	<p>Greece, Europe, climate, map, population, language, Islands, Ionian Sea, Mediterranean Sea, Aegean Sea.</p>

Year 3	Summer	Emperors and Empires	RE	<p>To understand what followers of Islam believe in and how do they worship (Extend to amount of times they pray, the call to prayer and prayer mats).</p> <p>To understand whose world it is (Link to creation story from Christianity and Judaism). To understand how religions help people, spiritually, physically and mentally (Yr 2 looked at how the stories and texts helped people). To understand what a symbol is and the various religious ones (EYFS looked to the cross).</p>	<p>To be able to use religious keywords, to explain what religious people believe about the nature of God. To be able to use religious keywords, to explain why scripture and the lives of founders are so meaningful to the lives of believers today. To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to God. To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to each other. To be able to describe what a believer might learn from a religious story. To be able to begin to make links between the different religions and their similarities. To be able to use religious keywords and references to scripture, to explain why religious believers celebrate and practise their way of life and why they freely choose to observe religious rules. To be able to understand the religious teaching from scripture or a religious teaching from a religious leader, explain how this teaching has changed their mind in some way. To be able to use religious vocabulary to explain ways of life. To be able to compare the understanding that religions give people a sense of longing and identify the similarities and differences. To be able to consider a whole range of ideas and beliefs about meaning, purpose and truth from different religions and relate these ideas to your own. To be able to explain, referring to a variety of religious and moral teachings and points of views, why some questions about right and wrong are a challenge to answer. To be able to show how one teaching can be interpreted in a number of different ways by people of the same religion and by people in different religions. To be able to ask important questions about life and compare with others.</p>	<p>Kuran, Hajj, pilgrimage, respect, 5 pillars, Holy Place, God, prayer, Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada</p> <p>Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule,</p>
Year 3	Summer	Emperors and Empires	Art	<p>To know that geometric patterns can create art. To know that lines and shapes can create geometric patterns. To know that a geometric pattern is repeated. To know how to shape and mold clay using the correct tools. To know that modelling is an art process. To know that artists use different techniques in their artwork (Mosaic, collage, sculpture, paint).</p>	<p>To be able to draw simple repeating shapes to create a geometric pattern. To be able to create mosaic art using geometric patterns. To be able to identify artists who create mosaic art (Sonia King, Antoni Gaudi). To be able to identify more famous pieces of geometric art (Mondrian, Georgia O'Keefe, Pablo Picasso) and compare these to artists Sonia King and Antoni Gaudi's work. To be able to use impressed printing (carving out shapes) to create geometric shapes. To be able to use clay tools effectively to shape and mold clay to create a 3d form. To be able to add materials or marks to provide interesting detail. To be able to attach pieces of clay together by scoring each side, adding slurry (wet clay). To be able to identify the techniques in artwork as above.</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book</p>
Year 3	Summer	Emperors and Empires	Computing	<p>To know how to use a range of editing techniques to alter an original image. To know how set and achieve goals when manipulating media or data. To know how to input and manipulate data on a program, e.g. Microsoft Excel. To know how to use technology safely, respectfully and responsibly.</p>	<p>To be able to use a photo editing app to alter an original image (photo or other image) in two or three ways independently. To be able to set a specific goal, e.g. 'I want my image to be more eye-catching, brighter and bolder' and evaluate its successes. To be able to present data on a laptop, e.g. create a bar graph in Excel. To be able to identify risks of being online and how to prevent this.</p>	<p>Photograph(y), data, manipulate, edit, editing, media, image, input, output, analyse, evaluate, present, problem solve, digital content, goal, safety, privacy, risk, benefit.</p>

Year 3	Summer	Emperors and Empires	DT and Cooking and Nutrition	<p>To know how to develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>To know which tools to use for specific functions of a product.</p> <p>To know the purpose of their product and use this to inform the design.</p> <p>To know which ingredients are needed for certain dishes.</p> <p>To know the principles of a healthy and varied diet.</p> <p>To know which tools are needed for preparing dishes and explain how to use them safely.</p> <p>To know the different joins for constructing.</p>	<p>To be able to strengthen, stiffen and reinforce more complex structures.</p> <p>To be able to plan their design, using diagrams and labels?</p> <p>To be able to plan the equipment/ tools needed and give reasons why.</p> <p>To be able to measure and cut out using centimetres.</p> <p>To be able to use design techniques to create: scoring and folding for precision.</p> <p>To be able to join materials together in a range of ways - split pin, flange, brace, tabs, slot.</p>	<p>innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control</p>
Year 3	Summer	Emperors and Empires	Music	<p>To know about a typical Roman instruments and how to compare this to another instrument.</p> <p>To know the features of Roman music.</p> <p>To know how to use musical vocabulary to describe a piece of music.</p>	<p>To be able to compare a Roman instrument to a contrasting instrument (e.g. a bagpipe or lyre to a guitar or piano).</p> <p>To be able to listen to Roman music (such as Roman battle music, Aetas Romana or music from Gladiator composed by Hans Zimmer) and identify its features.</p> <p>To be able to describe a piece of Roman-inspired music using musical language, e.g. pitch, tempo, timbre or rhythm.</p>	<p>Percussion, beat, tempo, pace, dynamics, pitch, timbre, duration: long, short and sustained, rest, rehearse, perform, collaborate, comparison, contrasting, instrument(s).</p>
Year 3	Summer	Emperors and Empires	Science	<p>To know different surfaces create different amounts of friction and the amount of friction created by an object moving over a surface depends on the roughness of the surface, object and force.</p> <p>To know some forces need contact between two objects (ball on concrete) but magnetic forces can act at a distance (Magnet and certain metals, including iron, nickel and cobalt).</p> <p>To know some magnets attract or repel each other and attract some materials and not others.</p> <p>To know and describe magnets as having two poles (North and South) and understand two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>To record findings using simple scientific language, drawings, labelled diagrams, keys, and tables. (Objects that are and are not magnetic.)</p> <p>To report findings from enquiries including oral and written explanations, displays or presentations of results and conclusions. (Orally explaining what happens with magnets and objects, using key vocabulary).</p> <p>To be able to raise questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions.</p>	<p>North Pole, South Pole, polarity, Earth (has magnetism - North Pole and South Pole) attract, repel, force, magnetism, magnetic, non-magnetic, iron, steel, nickel, cobalt, stainless steel, aluminium (not magnetic), gold (not magnetic) silver (not magnetic) strong, weak, attraction, repel, push, pull, gravity, friction.</p>
Year 3	Summer 1	OOA	PE		<p>To orientate themselves with increasing confidence and accuracy around a short trail</p> <p>To be able to communicate with others.</p> <p>To be able to identify and use effective communication to begin to work as a team.</p> <p>To be able to identify symbols used on a key.</p> <p>To be able to choose equipment that is appropriate for an activity.</p> <p>To be able to complete activities in a set period of time.</p>	<p>Orientate, Teamwork, Communication, Symbols</p>
Year 3	Summer 1	Athletics	PE		<p>Running:</p> <p>To be able to identify and demonstrate how different techniques can affect their performance.</p> <p>To focus on arm and leg action to improve their sprinting technique.</p> <p>To begin to combine running with jumping over hurdles.</p> <p>To focus on lead leg action when running over hurdles.</p> <p>To understand the importance of adjusting running pace to suit the distance being run.</p> <p>Jumping:</p> <p>Use one and two feet to take off and to land with.</p> <p>Land safely and with control.</p> <p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Throwing:</p> <p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>To be able to perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	<p>Disciplines, Sprinting, Hurdles, Long Jump, Increased distance</p>

Year 3	Summer 2	Tennis	PE		<p>To be able to hit the ball and return to the ready position.</p> <p>To hit a forehand with a drop feed.</p> <p>To hit a backhand with a drop feed.</p> <p>To hit a ball either dropped by them or a partner and hit over a net.</p> <p>To be able to move towards a ball being fed in and strike with some accuracy.</p>	Forehand, Backhand, Ready position, Feed, Net
Year 3	Summer 2	Functional Fitness	PE		<p>To begin to demonstrate the ability to run at a consistent pace for a long duration of time.</p> <p>To improve muscular endurance by participating in fitness exercises.</p> <p>To show a basic understanding of agility and power when moving.</p> <p>To improve on cardiovascular endurance by participating in fitness exercises.</p>	Consistent pace, Cardiovascular, Endurance, Muscular, Agility, Power
Year 3	Summer	Emperors and Empires	NOTES	<p>Our Summer project is called 'Emperors and Empires.'</p> <p>The environment will focus on a Roman villa: Pillars and vines, soft colours, Italian flags / bunting.</p> <p>An area for weaponry display, shields, helmets and swords.</p> <p>The reading area will be a Roman villa: Pillars and soft cushions, backdrops of a colosseum and Italian views.</p> <p>Books - Empires End - A Roman Story, Roman Diaries, Julius Zebra, Escape from Pompeii, Ilona, non-fiction texts about Rome, Italy and Pompeii.</p> <p>Superb Starter - Designing and creating our own Roman shields.</p> <p>Mix it up Middle - Designing and creating a Roman tile or pot. Entrhralling Ending - Roman feast day, preparing and cooking food for our feast.</p> <p>We will also have a trip to The Milton Keynes Discovery Centre to take part in a Roman Day.</p> <p>Science - forces and magnets. We will look at how magnets work; how magnetism helps the Earth. We will also be looking at classifying materials into magnetic and non-magnetic and looking for patterns and similarities between these.</p> <p>History - an in-depth study of The Roman Empire. This will include: Julius Caesar, Boudicca, Famous Roman Landmarks (Colosseum), how the rich and the poor lived during the Roman Empire, the start of the Roman Empire in the UK, the size of the Roman Empire, Roman Gods and religion in the Roman Empire.</p> <p>Music - listen to early Roman music and compare this to modern day, more complex melodic music. We will learn a Roman song and perform it.</p> <p>Art - clay: designing and creating Roman inspired tiles and pots. We will be focussing on the skills of joining clay, imprinting on clay and layering clay to create a design. We will also be looking at mosaics and the repeated patterns created by the Romans.</p> <p>Geography - Italy and the scale of the Roman Empire, understanding where in the world the Roman empire was located at its biggest. We will also study Sardinia and Sicily and look at their physical and human features.</p> <p>Computing - editing and improving photography. Internet safety.</p> <p>DT and Cooking and Nutrition - Designing a menu and preparing food for the feast day. Understanding the correct tools to use when making a product. Evaluating our end products.</p> <p>RE - Islam and Big Questions. We will be looking at what followers of Islam believe and how they worship. The 'Big Questions' we will be looking at are: Whose World is it? How do religions help people spiritually, physically and mentally? What are the various religious symbols and why are they significant?</p>		