



Year Group: 3

Term: Summer 2

Subject	Learning
History	<p><b>History: The Roman Empire</b></p> <ul style="list-style-type: none"> <li>● Pupils can understand the impact of the Roman Empire and its impact on Britain</li> </ul> <p>Investigate and Interpret the past</p> <ul style="list-style-type: none"> <li>● Children can begin to understand the concept of change over time using evidence.</li> <li>● Children can begin to use multiple sources to gain an accurate insight into historical events.</li> <li>● Children can begin to present different accounts of events, and discuss why they differ.</li> <li>● Children can begin to explore the reasons for some of the events and changes in history.</li> </ul> <p>World history People</p> <ul style="list-style-type: none"> <li>● Children can begin to describe the characteristic features of the past, including: ideas, beliefs and attitudes of men/women/children.</li> <li>● Children can begin to understand the social, ethnic, cultural, and religious diversity of past societies.</li> </ul> <p>Understanding Chronology</p> <ul style="list-style-type: none"> <li>● Pupils can begin to place events, artefacts and historical figures on a timeline using dates.</li> <li>● Children can begin to use dates and describe periods of time.</li> <li>● Children realise that the past can be split into different periods of time and begin to use the correct historical terms.</li> </ul> <p><b>Key Vocabulary</b></p> <p>Source, evidence, historical enquiry, Roman Empire, territory, frontiers, Rome, myths, economy, trade, emperor, Queen Boudicca</p>
Geography	Taught in Summer 1
MFL	<p>French - Pets</p> <ul style="list-style-type: none"> <li>● Know the nouns and indefinite articles for 8 common pets.</li> <li>● Ask somebody if they have a pet and give an answer back.</li> <li>● Say in French what pet we have/do not have and give our pet's name.</li> <li>● Start to use the simple connectives et (and) and mais (but) to make more complex and interesting sentences.</li> </ul>
Art	Taught in Summer 1
RE	<p><b>Sikhism</b></p> <ul style="list-style-type: none"> <li>● How does the teaching of the <a href="#">gurus</a> move Sikhs from dark to light?</li> </ul> <p><b>Key Vocabulary</b></p> <p>disciple, Sikhi, Guru, Guru Nanak, Guru Granth Sahib, Waheguru</p>

<p>Science</p>	<p><b>Light</b></p> <ul style="list-style-type: none"> <li>● Recognise that they need light in order to see things and that dark is the absence of light</li> <li>● Notice that light is reflected from surfaces</li> <li>● Recognise that light from the sun can be dangerous and that there are ways to protect eyes</li> <li>● Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>● Find patterns in the way that the size of shadows change</li> </ul> <p><b>Key Vocabulary</b> light source, mirror, reflect, reflective, reflection shadow, blocked transparent, translucent, opaque</p>
<p>Working Scientifically</p>	<ul style="list-style-type: none"> <li>● Asking relevant questions and using different types of scientific enquiries to answer them.</li> <li>● Setting up simple practical enquiries, comparative and fair tests.</li> <li>● Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>● <b>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. (TAPS 'Do' – Can everything make a shadow?)</b></li> <li>● Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>● Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>● Identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>● Using straightforward scientific evidence to answer questions or to support their findings</li> </ul> <p><b>Key Vocabulary</b> gather, standard units, record, classify, present, drawings, labelled diagrams, keys, bar charts, tables</p>
<p>PE</p>	<p>Swimming</p> <p>The following statements are from the Star Swimming Award Scheme Level 2:</p> <ul style="list-style-type: none"> <li>● Answer a question on pool safety</li> <li>● Enter the pool correctly</li> <li>● Bob up and down submerging and exhaling 6 times consecutively</li> <li>● Sit on the bottom of the pool</li> <li>● Pick up two objects from the bottom of the pool</li> <li>● Swim 5 metres unaided</li> <li>● With a float, swim 5 metres with an alternating leg kick on their front</li> <li>● With a float, swim 5 metres with a simultaneous leg kick on their front</li> <li>● With or without aids, swim 5 metres on their back</li> <li>● Demonstrate a push and glide prone, face in the water and holding a streamlined position</li> <li>● Perform a safe self-rescue</li> </ul> <p>All of the children are swim tested at the beginning of the unit and may be assessed on other statements. The statements range from Level 1-5.</p>

	<p><b><u>Key vocabulary</u></b></p> <p>Backstroke, front crawl, stroke, technique, breaststroke, HELP position, surface, treading water, floating, sinking and water safety.</p> <p><b>School games value: self-belief</b></p>
PE with Total Sports	<p>Cricket</p> <ul style="list-style-type: none"> <li>● Use a variety of throwing techniques in game situations.</li> <li>● Catch a ball passed to them using one and two hands with some success.</li> <li>● Strike a ball with varying techniques.</li> <li>● Change direction with increasing speed in game situations.</li> <li>● Use space with some success in game situations.</li> <li>● Use simple tactics individually and within a team.</li> </ul> <p><b><u>Key vocabulary</u></b></p> <p>Strike, grip, wicket keeper, bowl, wicket, batting and fielding.</p> <p><b>School games value: self-belief</b></p>
Computing	<p><b>Over the course of two half terms:</b></p> <p><b>Switched On Computing 3.6 – We are pollsters - surveys - present data</b></p> <ul style="list-style-type: none"> <li>● understand some elements of survey design</li> <li>● understand some ethical and legal aspects of online data collection</li> <li>● gain skills in using charts to analyse data</li> <li>● gain skills in interpreting results.</li> </ul> <p><b><u>Key Vocabulary</u></b></p> <p>data, survey, chart, permission, interpret</p> <p>Teach Computing Networking and Computer Systems focus: Year 3– Connecting computers: Lesson 4 –How am I connected?</p> <ul style="list-style-type: none"> <li>● I can recognise different connections</li> <li>● I can explain how messages are passed through multiple connections</li> <li>● I can discuss why we need a network switch</li> </ul> <p>Lesson 6 – What does our school network look like?</p> <ul style="list-style-type: none"> <li>● I can identify how devices in a network are connected together</li> <li>● I can identify networked devices around me</li> <li>● I can identify the benefits of computer networks</li> </ul> <p><b><u>Key Vocabulary</u></b></p> <p>Connection, network, network switch, Network cables, network sockets</p> <p><b>Ongoing E-safety discussions: –</b></p> <ul style="list-style-type: none"> <li>● Use technology safely and respectfully, keeping personal information private.</li> <li>● Use technology safely and recognise acceptable and unacceptable behaviour.</li> </ul>
Music	<p><b>Charanga unit:</b> Bringing us Together</p> <p><b>Style of main song:</b> Disco</p> <p><b>Unit theme:</b> Disco, Friendship, Unity and Hope</p> <p><b>Performance focus:</b> Singing and dancing.</p> <p><b>Listening:</b> Discuss and recognise the structure of a song. Identify the instruments and voices they can hear in a song e.g. keyboards, drums, bass, a female singer. Find the</p>

	<p>pulse, whilst listening to a song, in a way that they choose e.g. dance, clap, march, be an animal. Reflect upon the meaning of the song and how the words of the song tell a story. (Does the music create a story in your imagination?) Find the pulse and identify funky rhythms, tempo changes and dynamics. Know the style indicators for Disco music.</p> <p><b>Rhythms:</b> Copy back, play, invent rhythmic and melodic patterns, on a glockenspiel using up to 2 notes (C + A).</p> <p><b>Sing:</b> In two parts.</p> <p><b>Play instruments:</b> With the song by ear, or from notation. Using up to 3 notes (C, A + G).</p> <p><b>Improvise:</b> using the up to 2 notes (C + A).</p> <p><b>Compose:</b> a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A (Pentatonic scale). Know how pulse, rhythm and pitch work together to create a song.</p> <p><b>Key Vocabulary</b>  structure, introduction, verse, chorus, disco music, keyboards, drums, bass, vocals, backing vocals, imagination, pulse, rhythm, pitch, compose, improvise, perform, audience, melody, texture, hook, riff, dynamics, tempo, pentatonic scale.</p>
<p>PSHE and RSE</p> <p>(highlighted objectives are statutory)</p>	<p>Core Theme 1: Health &amp; Wellbeing</p> <p>Healthy Lifestyles (physical wellbeing).</p> <ul style="list-style-type: none"> <li>● H1. how to make informed decisions about health</li> <li>● H2. about the elements of a balanced, healthy lifestyle</li> <li>● H3. about choices that support a healthy lifestyle, and recognise what might influence these</li> <li>● H4. how to recognise that habits can have both positive and negative effects on a healthy lifestyle</li> </ul> <ul style="list-style-type: none"> <li>● Mental Health</li> <li>● H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</li> <li>● H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</li> </ul> <p>Ourselves, growing &amp; changing</p> <ul style="list-style-type: none"> <li>● H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> <li>● H27. to recognise their individuality and personal qualities</li> <li>● H36. strategies to manage transitions between classes and key stages</li> </ul> <p><b>Key Vocabulary</b>  lifestyle, habit, balanced, qualities</p>
<p>DT</p>	<p>Textiles - design, print and embellish cushion covers</p> <ul style="list-style-type: none"> <li>● Know how to strengthen, stiffen and reinforce existing fabrics.</li> <li>● Understand how to securely join two pieces of fabric together.</li> <li>● Understand the need for patterns and seam allowances.</li> <li>● Know and use technical vocabulary relevant to the project.</li> </ul> <p><b>Key Vocabulary</b></p>

	fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance
British Values	Protected characteristics <ul style="list-style-type: none"> <li>● What is discrimination?</li> <li>● Understanding different types of discrimination.</li> <li>● We are all different – linked to the protected characteristics within Werrington Primary School</li> </ul>
SMSC	<ul style="list-style-type: none"> <li>● Awareness of other people’s mental health linked to PSHE</li> </ul>