

Theme:

**Bronze Age to Iron Age -
Year 3 Term 3**



Breadth:

As writers:

Plan a piece of writing based on a familiar structure.
 In narratives, create settings, characters and plot.
 Indicate possession by using the possessive apostrophe with plural nouns.
 Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
 Proof-read for spelling and punctuation errors.
 Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
 Participate in discussions, presentations, performances, role play, improvisations and debates.

Text -Mouse, Bird, Snake, Wolf by David Almond
 Instruction Writing linked to D.T
 Write to our pen pals in Canada.

Being physically active:

Focus: Dance
 Improvise freely and translate ideas from a stimulus into movement.

Focus: Hockey
 Develop knowledge and understanding of safety in hockey.
 Develop control and movement with the ball.
 Gain an understanding of how the game works and some basic rules.

Our PE days are: Tuesdays and Thursdays. However, please can children have their PE kit in school **every day** due to other sporting events. This should include **trainers** and **house coloured t-shirt**.

As computer Experts: Sequencing

Sounds
 Explore a new programming environment
 Identify that commands, have an outcome
 Explain that a program has a start
 Recognise that a sequence of commands can have an order
 Change the appearance of my project
 Create a project from a task description

As scientists: Forces and magnets

Compare how things move on different surfaces
 Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
 Observe how magnets attract or repel each other and attract some materials and not others
 Compare and group together everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
 Describe magnets as having 2 poles
 Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

As readers:

Develop positive attitude to reading and develop understanding of what they have read.
 Listen to and discuss a wide range of texts.

As Historians:

Explain when the Bronze Age was in Britain.
 Describe what makes the Bronze Age significant.
 Explain what a barrow and hoard are.
 Describe some artefacts found in Bronze Age burial sites.

Religious Education: Could Jesus heal people? Were these miracles or is there some other explanation?

To retell Bible stories when miracles have happened and question whether Jesus really did perform miracles.

As citizens (PSHCE): Dreams and Goals

Identify a dream/goal that is important to me
 Enjoy facing new challenges and working out ways to achieve them
 Be motivated and enthusiastic about a new challenge

<p>Identify themes and conventions in a wide range of books. Ask questions to improve their understanding of a text. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Predict what might happen from details stated and implied. Identify how language, structure, and presentation contribute to meaning</p> <p>Text: Blue John by Berlie Doherty</p>	<p>Explain who the 'Amesbury Archer' is. Describe when the iron age was. Describe a roundhouse. Explain why blacksmiths were important in iron age societies. Summarise the key features of an iron age settlement. Explain why settlements needed to be fortified. Explain why a hill was a good place for a fort.</p>		<p>Recognise obstacles and take steps to overcome them Evaluate my own learning</p>
<p>As musicians: Ballads Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions.</p>	<p>As Mathematicians:</p> <p>Multiplication and Division: Multiplication - equal groups and arrays Multiples of 2, 5 and 10 Sharing and grouping Multiplying and dividing by 3, 4 and 8 Related calculations Multiply and divide a 2-digit number by a 1-digit number Scaling</p> <p>Length and Perimeter Measure in mm and cm - equivalent lengths Add and subtract lengths Measure and calculate perimeter</p>	<p>Food Technology - Vegetable Soup</p> <p>Describe the safety features to be taken into account when preparing dishes. List the ingredients that soups are made from. Understand seasonality of ingredients. Use the claw and bridge hold and experiment with chopping different foods. Experiment with recipes that include chopped and diced foods, juiced foods and blending. Design and make a vegetable soup of your choice.</p>	<p>As French speakers: Learn parts of the body, colours and clothes</p>
<p>Key Vocabulary:</p>	<p>Scratch, programming, commands, code, sprite, sequence, event, algorithm, bug, debug, dreams, goals, ambitions, obstacles, ballad, ensemble, compose, multiply, divide, array, group, share, equal, length, perimeter, seasonality, nutrition, claw grip, dice, simmer, fry, boil, miracles, force, friction, motion, texture, magnet, attract, repel, magnetic field, magnetism, non-contact force, orienteering, compass</p>		

<p>Curriculum Drivers:</p>	<p>Curiosity: What sources of evidence are available to tell us about the Bronze and Iron Ages? What are seasonal vegetables?</p>	<p>Knowledge of the wider world: Understand how early civilisations have helped shape society and contributed to the world we live in today. Where do the different ingredients in our food originate from?</p>	<p>Aspirations: What skills are needed to be a historian? What is my dream or goal? How can I achieve this?</p>
-----------------------------------	--	--	--

