

<u>Summer 1</u> <u>Year 3</u>	History: Romans	Art:- Formal Elements of Art	Science :- Plants	RE: Being open, honest and truthful Being silent and attentive to the sacred transcendent	PSHE Relationships	PE:- Hockey and athletics	DT	Languages: Fruits and vegetables	Computing :-	Geography:-	Music: Djembe Drums and Steel Pans
Week 1 - 28/4/25		To recognise and draw simple geometric shapes found in everyday objects To recognise and apply geometry when drawing	<ul style="list-style-type: none"> Identify the functions of different parts of flowering plants including roots, stem/trunk, leaves and flowers Describe the function of different parts of flowering plants including roots, stem/trunk, leaves and flowers 	Explore the injustices that can arise because lies are told.	LI:- identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and female	L.O 1 – Develop pupil’s control of the hockey ball L.O 1 – To develop children’s ability to jump as far as they can!		LI: Introduce vocab for 5 fruits	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Know that Rome is the capital city of Italy. Know other key cities in Italy - Venice, Milan, Naples, Florence, Pisa Identify key landmarks in Italy. Know that Italy imports more than it exports	Outside agency Djembe drums and steel pans
Week 2 – 05/5/25		To create and form shapes using soft modelling wire To apply even layers of pencil tone when shading To show tone by shading	<ul style="list-style-type: none"> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) -Understand the requirements vary from plant to plant 	Begin to understand that God knows everything about us	LI:- identify and put into practice some of the skills of friendship.	L.O 2 – Develop pupil’s ability to dribble with stick L.O 2 – To develop pupils knowledge of how they can use their body to maximise performance		LI: Introduce vocab for 5 fruits	Design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts	Compare the physical and human features of the UK and Italy Know there are different climate zones and what these are	Outside agency Djembe drums and steel pans
Week 3 - 12/5/25	LI: Know when Rome was built and that the		-Investigate the way in which water is	To begin to understand that Muslims believe that Allah knows	LI;-know and use some strategies for keeping	LO 3 - Develop pupils		LI: Introduction of a positive	Use logical reasoning		Outside agency

	<p>Empire grew over the years that followed.</p> <p>Understand how we know about this and use historical sources of evidence</p>		transported within plants	everything, irrespective of whether a person is honest and truthful about their actions or not.	<p>myself safe online</p> <p>LI:-explain how some of the actions and work of people around the world help and influence my life</p>	<p>knowledge of how they can use their body to maximise performance</p> <p>L.O 3– Develop pupil's ability to pass the Hockey ball to teammates</p>		<p>opinion using "J'aime..." (I like...)</p>	to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		Djembe drums and steel pans
Week 4 - 19/5/25	<p>Understand the chronology of the different leaders of the Roman Empire, with a focus on some key historical figures such as Octavian, Marc Anthony and Cleopatra.</p>		<p>-</p> <ul style="list-style-type: none"> • Explain how water is transported in plant <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Exploring the idea, reason and purpose for being quiet and reflective through the story of Elijah</p> <p>Understand why Christians value silence and times of reflection.</p>	<p>LI:-Understand how my needs and rights are shared by children around the world and to identify how our lives may be different</p> <p>LI:-know how to express my appreciation to my friends and family</p>	<p>L.O 2 – Develop pupil's ability to apply skill in a competitive environment</p> <p>L.O 2 – To develop pupils knowledge of how they can use their body to maximise performance</p>		<p>LI: Introduction of a negative opinion using "Je n'aime pas..." (I do not like...)</p> <p>LI: To introduce vocab for 5 vegetables.</p>	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs		<p>Outside agency</p> <p>Djembe drums and steel pans</p>

<u>Summer 2</u>	History	Art:	Science: Light	RE:- Being courageous and confident Being hopeful and Visionary	PSHE: Changing Me	PE:- Rounders and outdoor adventures	DT: Food: Eating Seasonally	Languages: Musical instruments	Computing:-	Geography –	Music: Djembe Drums and Steel Pans
Week 1 - 02/6/25	<p>Know about the first emperor of Rome, Emperor Augustus and his Imperial Army</p> <p>Know how powerful this army was and why.</p> <p>Know about Roman soldiers' armour, uniform and weaponry.</p>			Explore courage through the Christian story of Gideon.	LI:-understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby	<p>1 – To get in to the best body position to field a ball</p> <p>L.O 1 – Can children list the different points on a compass</p> <p>L.O 2 – Can children show knowledge of what a 'key' is on a map!</p>	<p>To know that climate affects food growth</p> <p>To understand the advantages of eating seasonal foods grown in the UK</p> <p>To create a recipe that is healthy and nutritious using seasonal vegetables</p> <p>To safely follow a recipe when cooking</p>	<p>Lesson 1: Introduce nouns and article for first 5 instruments</p>	<p>Lesson 1: Design, write and debug programs that accomplish specific goals,</p> <p>solve problems by decomposing them into smaller parts</p>		<p>Outside agency</p> <p>Djembe drums and steel pans</p>
Week 2 - 09/6/25	<p>Understand the chronology of events that led up to the successful Roman invasion of Britain under the leadership of Emperor Claudius</p>		LI-to recognise that you need light to be able to see things and dark is the absence of light To know that light travels in straight lines	Develop an understanding of the aspirations for society of a committed Christian.	LI:- understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow	<p>2. To bowl with some consistency in a game</p> <p>L.O 1 – Can children use the key to help them find where they are on a map</p> <p>L.O 2 – Can children move their thumb & map to display where they are, and which way they are facing?</p>		<p>Lesson 2: Introduce noun and article for next 5 instruments</p>	<p>Lesson 2: Design, write and debug programs that accomplish specific goals,</p> <p>solve problems by decomposing them into smaller parts</p>		<p>Outside agency</p> <p>Djembe drums and steel pans</p>

Week 3 - 16/6/25	Know about the Roman cities that were built in Britain after the invasion; what these cities looked like and how they differed from the Celt villages already in Britain at the time		LI:-to notice and investigate how light reflects from different surfaces	Encourage the children to explore their own aspirations for the future of society.	LI:-start to recognise stereotypical ideas I might have about parenting and family roles	3. To hit a moving ball with one hand L.O 1 – Can children list the different points on a compass L.O 2 – Can children show knowledge of what a 'key' is on a map!		Lesson 3: Consolidation of all 10 instrument nouns but this lesson concentrates particularly on the article and its correct use	Lesson 3: Use sequencing to create algorithms and identify patterns when drawing a simple polygon. Make the algorithm more efficient by using repetition where patterns have been identified. Encode algorithm to block based programming		Outside agency Djembe drums and steel pans
Week 4 - 23/6/25	Know who Boudicca was, why she was significant, the impact she had at the time and how she is remembered today.		LI-to investigate the nature of reflections in mirrors	Encourage the children to explore their own aspirations for the future of society.	LI:- To identify what I am looking forward to when I move to my next class	4. To stop a ball using the long barrier technique L.O 1 – Can children use the key to help them find where they are on a map L.O 2 – Can children move their thumb & map to display where they are, and which way they are facing?		Lesson 4: Introduction of je joue... (I play...)	Lesson 4: Use sequencing to create algorithms and identify patterns when drawing a more complex polygon. Make the algorithm more efficient by using repetition where patterns have been identified. Encode algorithm to block based programming.		Outside agency Djembe drums and steel pans
Week 5- 30/6/25	To know about the role of a Roman Governor and how they helped to protect the		LI:- to recognise that light from the sun can be dangerous Li to know how to protect your eyes from the sun			5. To throw longer distances using the overarm throw technique		Lesson 5: Consolidation of je joue... (I play...)	Lesson 5 Use coding blocks that draw single polygons and embed these within a nested loop to extend the use		Outside agency Djembe drums and steel pans

	land; how important Roman Forts were to help in the defence, and what archaeological evidence is available to help us understand this.					L.O 1 – Can children use the key to help them find where they are on a map L.O 2 – Can children move their thumb & map to display where they are, and which way they are facing?			of repetition to draw repeated shape patterns.		
Week 6-07/7/25	Know about the events that led up to the fall of the Roman Empire and a look at what happened next when a new group of people arrived on Britain's shores, called the Angles, Saxons and Jutes. Explain how the Roman Empire impacted Britain		LI-to recognise that shadows are formed when the light from a light source are blocked by an object			6. To select and apply new skills in a competition L.O 1 – Can children use the key to help them find where they are on a map L.O 2 – Can children move their thumb & map to display where they are, and which way they are facing?		Lesson 6: End of unit assessments	Lesson 6: Use coding blocks that draw single polygons and embed these within a nested loop to extend the use of repetition to draw repeated shape patterns.		Outside agency Djembe drums and steel pans
Week 7 - 14/7/25			LI- to find patterns in the way that the size of shadows change			To select and apply new skills in a competition. Can children use the key			Lesson 7: Use coding blocks that draw single polygons and embed these within a		

						to help them find where they are on a map			nested loop to extend the use of repetition to draw repeated shape patterns.		
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