## Understanding the World- Science

- Recognise that they need light in order to see things.
- -That dark is the absence of light
- -Notice that light is reflected from surfaces -Recognise that light rfom the sun can be dangerous and that there are ways to protect their eyes.
- -Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- -Find patterns in the way size of shadows change.

#### Literacy, communication and language-Computing

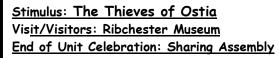
- Use a range of digital tools to communicate, e.g. contributing to chats and/or discussion forums, in school's VLE, blog or text messages, making purposeful contributions to respond to another pupil's question or comment.
- Investigate the different styles of language, layout and format of different electronic communications and how these vary depending on the audience.
- Continue to use webcams and / or video conferencing as a class, if appropriate and available, e.g. with external providers, another class or school, or abroad as part of a wider topic.
- Begin to publish their work to a wider audience, e.g. using VLE or podcasting tools.

#### Expressive Arts and Design- Art

To create sketch books to record their observations and use them to review and revisit ideas \* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] \* about great artists, architects and designers in history.



# Year 3 What The Romans Did For Us Summer 1



<u>Local/National/Global Links:</u> Roman Links in Lancaster Roman Links in the rest of the country Rome – evidence of Ancient Rome

#### <u> Understanding the World- History/Geography</u>

To know about the Roman Empire and its impact on Britain. This could include: \* Julius Caesar's attempted invasion

- in 55-54 BC
- \* the Roman Empire by AD 42 and the power of its army

\* successful invasion by Claudius and conquest, including Hadrian's Wall

- \* British resistance, for example, Boudica
- \* 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

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, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

#### Personal, Social and Emotional Development

<u>– R.E.</u>

- -give pupils an opportunity to consider the value and purpose of rules.
- -examine Christian rules for living and the source of these rules. -Encourage pupils to reflect upon their own lifestyle and the influences upon it.
- -consider the rules followed by other faiths and the ways in which the rules influence behaviour and decisions.
- -Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.

## Expressive Arts and Design- Music

To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  $\clubsuit$  improvise and compose music for a range of purposes using the inter-related dimensions of music

## <u> RE Modern Foreign Languages – French</u>

- Identify the meaning of simple words and phrases they hear by matching to an object / picture/ person etc.
- Say or repeat some familiar words and short simple phrases Year 3.

## Physical Development- PE

To take part in outdoor and adventurous activity challenges both individually and within a team

To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

# Please see links to National Curriculum Maths

Please see links to National Curriculum English.

# Skerton St Luke's – Curriculum Teams 2018/2019



- Understanding The World
- History, Geography and Science
   Teacher/s: Mrs Billington, Mrs Patterson and Mrs Heywood
   Teaching Assistant: Miss Dunkeld and Miss Grime
   Governor: Sandra Thornberry

Literacy, communication and language
 - English, French and Computing
Teacher/s: Mrs Goodwin, Miss Garnett and Ms Leong

Teaching Assistant: Miss Cokell

Governor: Kath Foster



- Physical Education

Teacher/s: Miss Garnett

HLTA/Teaching Assistant: Miss Baldock, Mr Parkinson Governor: Steve Hunt



# Expressive Arts and Design

Art, Design Technology and Music
 Teacher/s: Ms Leong. Miss Butler and Miss Thompson
 Teaching Assistant: Mrs Pace and Ms Mullineux
 Governor: Helen Smith

Personal, Social and Emotional Development

 PSHE, P4C and RE

 Teacher/s: Mrs Patterson, Mrs Billington and Miss Butler
 Teaching Assistant: Miss Stephenson and Miss Lund
 Governor: Maxine Kneeshaw



- SEN, AGT, PPG and Pupil Progress

**Teacher/s:** Mrs Armistead, Miss Thompson, Mrs Walling-Lewis and Mrs Stephenson

Teaching Assistant: Mrs Holroyd

Governor: Lucy Ellis



Mathematics

- Maths

Teacher/s: Mrs Patterson Teaching Assistant: Mrs Plevey Governor: Marcus Harding