

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 from 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.



Year 3 **What The Romans** **Did For Us** **Summer 1**



Stimulus: The Thieves of Ostia
Visit/Visitors: Ribchester Museum
End of Unit Celebration: Sharing Assembly

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

Understanding the World- History/Geography

- 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

– R.E.

- 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 ✦ improvise and compose music for a range of purposes using the inter-related dimensions of music

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.

RE Modern Foreign Languages – French

- ✦ 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 Development

- 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



Inclusion

- 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 Plevy

Governor: Marcus Harding

