

	Autumn 1 & 2: What did the Romans do for us?	Spring 1 & 2: The Iron Man	Summer 1 & 2: The Amazing Amazon/ Deadly 60 - Steve Backshall
Trips/ experiences	Opener: The Roman Box / Roman invasion Trip: Roman Villa Closer: Roman Battle	Opener: The Discovery of The Iron Man Trip: @Bristol/Programming Robot Workshop Closer: Roaming Robots Project/Dragon's Den	Opener: Mysterious Plant Discovery Trip: Closer: Open Rainforest
English Texts	Fiction- 'Escape to Pompeii' - Christina Balit 'Romans on the Rampage' Jeremy Strong Non-Fiction - 'The Usbourne Official Roman Soldier's Handbook' - Lesley Sims 'What the Romans did for us' - Alison Hawes Poetry - 'The Roman Soldier' Alan Short	Fiction - 'The Iron Man' - Ted Hughes 'Monster Machine' - Nicola L Robinson Non-Fiction - 'Until I met Dudley' - Roger McGough Poetry - 'Machine Poems' - Jill Bennet 'The Coming of the Ironman' - Brenda Williams	Fiction- 'The Great Kapok Tree' - Lynne Cherry Non-Fiction - 'Rainforest (Smart Kids)' - Roger Priddy Poetry - 'Poems for the Geography Classroom' - Mark Cowan
<p>Science</p> <p>Scientific Enquiry I can ask simple scientific questions. I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things. I can suggest what I found out. I can use simple data to answer questions</p> <p>Working scientifically throughout</p>	<p><u>Rocks</u> <i>I can compare and group rocks based on their appearance and physical properties, giving a reason</i> <i>I can describe how fossils are formed</i> <i>I can describe how soil is made</i> <i>I can describe and explain the difference between sedimentary and igneous rock</i></p>	<p><u>Light</u> <i>I can describe what dark is (the absence of light)</i> <i>I can explain that light is needed in order to see</i> <i>I can explain that light is reflected from a surface</i> <i>I can describe and explain how shadows are formed</i> <i>I can explore shadow size and explain</i> <i>I can explain the dangers of direct sunlight and describe how to keep protected</i></p> <p><u>Forces and magnets</u> <i>I can explore and describe how objects move on different surfaces</i> <i>I can explain how some forces require contact and some do not</i> <i>I can explore and explain how objects attract and repel in relation to objects and other magnets</i> <i>I can predict whether objects will be magnetic and carry out an enquiry to test this out</i> <i>I can describe how magnets work</i> <i>I can predict whether magnets will attract or repel and give a reason</i></p>	<p><u>Plants</u> <i>I can describe the function of different plants</i> <i>I can explore and describe the needs of different plants for survival</i> <i>I can explore and describe how water is transported within plants</i> <i>I can describe the plant life cycle especially the importance of flowers</i></p> <p><u>Animals including humans</u> <i>I can explain the importance of a nutritious balanced diet (comparing diets)</i> <i>I can describe and explain the skeletal system of a human.</i> <i>I can describe and explain the muscular system of a human</i> <i>I can describe the purpose of the skeleton in humans and animals</i> <i>I can explain how nutrients, water and oxygen are transported within animals and humans</i></p>

<p>Geography</p>	<p><i>I can name and locate the capital cities of neighbouring European countries.</i> <i>I can name a number of countries in the northern hemisphere</i></p> <p><i>I can describe how volcanoes are created</i> <i>I can locate and name some of the world's most famous volcanoes</i> <i>I can describe how earthquakes are created</i></p>	<p><i>I can use the correct geographical words to describe a place.</i> <i>I can use some basic Ordnance Survey map symbols.</i> <i>I can use grid references on a map.</i></p>	<p><i>I can use geographical words to describe a place</i> <i>I can use an atlas by using the index to find places</i></p>
<p>History</p>	<p><i>I can describe events from the past, using dates when things happened.</i> <i>I can use a timeline within a specific period of history to set out the order that things may have happened.</i> <i>I can use research skills to find answers to specific historical questions.</i> <i>I can explain some of the times when Britain has been invaded.</i></p>	<p><i>I can use research skills to find answers to specific historical questions.</i> <i>I can research in order to find similarities and differences between two or more periods of history.</i></p>	<p><i>I can use my mathematical knowledge to work out how long ago events happened.</i></p>
<p>Art</p>	<p><i>I can recognise when art is from different historical periods.</i> <i>I can recognise when art is from different cultures</i> <i>I can use different grades of pencil to shade and to show different tones and textures</i> <i>I can use a range of brushes to create different effects in my painting</i></p>	<p><i>I can use sketches to produce a final piece of art</i> <i>I can create a background using a wash</i> <i>I can identify the techniques used by different artists</i> <i>I can compare work from different artists</i></p>	<p><i>I can show facial expressions in my art</i> <i>I can use digital images and combine with other media in my art</i> <i>I can use IT to create art which includes my own work and that of others</i> <i>Henri Rousseau - 'Tiger in a Tropical Storm'</i></p>
<p>DT</p>	<p><i>I can follow a step by step plan, choosing the right equipment and materials</i> <i>I can choose a textile for both its suitability and its appearance</i> <i>I can prove that my design meets some set criteria</i> <i>I can describe how food ingredients come together</i></p>	<p><i>I can design a product that uses both electrical and mechanical components</i> <i>I can work accurately to measure, make cuts and make holes</i> <i>I can design a product and make sure that it looks attractive</i> <i>I can select the most appropriate tools and techniques for a given task</i></p>	<p><i>I can prove that my design meets some set criteria</i> <i>I can design a product and make sure that it looks attractive</i></p>
<p>PE</p>	<p><i>I can adapt sequences to suit different types of apparatus and criteria</i> <i>I can follow a map in a familiar context</i> <i>I can use clues to follow a route</i> <i>I can follow a route safely</i> <i>I can share and create phrases with a partner or</i></p>	<p><i>I can improvise freely and translate ideas from a stimulus into a movement</i> <i>I can share and create phrases with a partner or small group</i> <i>I can repeat, remember and perform phrases</i> <i>I can compare and contrast gymnastic sequences</i></p>	<p><i>I can throw and catch with control</i> <i>I am aware of space and use it to support team mates and to cause problems for the opposition</i> <i>I know and use rules safely</i> <i>I can run at fast, medium and slow speeds: changing speed and direction</i></p>

	<p><i>small group</i> <i>I can repeat, remember and perform phrases</i></p> <ul style="list-style-type: none"> - <i>Football</i> - <i>Orienteering</i> 	<p><i>I can explain how strength and suppleness affect performance</i> <i>I can follow a map in a familiar context</i></p> <ul style="list-style-type: none"> - <i>Swimming</i> <p><i>I can 25m swim, unaided</i></p> <ul style="list-style-type: none"> - <i>Health week, Hockey and Dance Festival</i> - <i>Tag .Rugby</i> 	<p><i>I can take part in a relay, remembering when to run and what to do</i> <i>I can throw and catch with control</i> <i>I am aware of space and use it to support team mates and to cause problems for the opposition</i> <i>I know and use rules safely</i> <i>I can run at fast, medium and slow speeds: changing speed and direction</i> <i>I can take part in a relay, remembering when to run and what to do</i></p> <ul style="list-style-type: none"> - <i>Athletics and Tennis</i> - <i>Athletics, Games & Sports Day</i>
<p>IT - I can use technology respectfully and responsibly - I know different ways I can get help if I am concerned - Safe computing - I can present information</p>	<p><i>I can collect information</i> <i>I can design and create content</i> <i>I can search for information on the web in different ways</i></p>	<p><i>I can design a sequence of instructions, including directional instructions</i> <i>I can write programmes that accomplish specific goals</i></p>	<p><i>I can work with various forms of input and output</i> <i>I can use a range of software for similar purposes</i> <i>I can manipulate and improve digital images</i> <i>I can discern where it is best to use technology and where it adds little or no value</i></p>
<p>RE</p>	<p>- <i>Why are festivals important to religious communities?</i> - <i>Eid-al-Fitr / Rosh/ Hashana/ Succot/ Yom Kippur/ Harvest</i> - <i>Why is Jesus inspiring to so many people? - Hannukka & Christmas</i></p>	<p>- <i>Why do some people think that life is a journey and what significant experiences mark this?</i> - <i>What does it mean to be a Christian n Britain today?</i> - <i>Easter</i></p>	<p>- <i>Why do people pray?</i> - <i>What does it mean to be a Hindu in Britain today?</i></p>
<p>PSHE</p>			
<p>Music</p>	<p><i>I can play notes with instruments</i> <i>I can improve my work, explaining how it has been improved</i> <i>I can use musical words to describe what I like and don't like about a piece of music</i></p>	<p><i>I can recognise the sound of at least one famous composer</i> <i>I can compose melodies and songs</i> <i>I can use musical words to describe a piece of music and compositions</i></p>	<p><i>I can sing tune with expression</i> <i>I can use different elements in my composition</i> <i>I can combine different sounds to create a different sound or meaning</i> <i>I can create accompaniments for tunes</i> <i>I can create repeated patterns with different instruments</i></p>

Story time
texts to be
shared by the
end of Year 3

The Iron Man
The day the crayons quit
Hansel and Gretel
The Sheep-pig
Leon and the place between
Gangsta Granny
Voices in the Park
The Lorax