

YEAR 3																			
										Assessment Week/STEM Week									
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6		Wk7	Wk8	Wk9	Wk10	Wk11	Wk12	Wk13					
History	Who are the Romans and where did they come from?		How the Romans built their Empire			Julius Caesar and his attempted invasion in 55BC	Half Term	Julius Caesar and his attempted invasion in 55BC			What is the lasting impact of Roman roads and Hadrian's Wall.		Who was Boudicca? Her rebellion and how to claim your rights respectfully						
Geography	Who are the Romans and where did they come from? Where did the Romans conquer?																		
Science	Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance	Observe how magnets attract or repel and attract some materials and not others. Compare and group everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. Describe magnets as having two poles	Predict whether two magnets will attract or repel each other, depending on which poles are facing					Recognise that you need light in order to see things and 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. Find patterns in the way that the size of shadows change						
RE	To understand what Christians have and do at home and at Church to show their faith.	To understand that Christians express their faith through hymns and modern worship songs	To understand at least two reasons why being a Christian is a good thing in Britain today and two reasons why it may be hard sometimes					To understand links between the actions of Christians in helping others and ways in which people of other faiths and beliefs help others			To understand similarities and differences between two different ways of worshipping in two different Christian churches								
PSHE	Respect, care and confidence to have a voice (2R10)		People who keep us keep healthy and safe and our responsibility (2H23) Recognising when we need help and skills to ask for help (2H14)					How actions affect themselves and others (2R7)			Recognising opportunities to develop skills to make own choices about food (2H3)		Affects of bacteria and viruses on health and taking responsibility (2H12)	School rules about health and safety, basic emergency and procedures, where and how to get help (2H15)					
Computing	Work with various forms of input and output			Edit digital content in response to feedback						Understand when to share personal information and when not to.		Pulse, Rhythm, Tempo & Metre: Read and write short rhythm patterns using ta (crotchet) and te-te (paired quavers).							
Music	Pitch: Represent and reproduce high and low sounds to perform from a score.																		
PE	Cycle 2 assessment	Striking and fielding																	
Spanish	Spanish School Easter Eggschange Project	L1 Days of the Week, speaking, listening and reading	L2 Days of the week, speaking, reading and writing	L3 What is school like in different Spanish speaking countries?	L4 Pencil case items - masculine or feminine?	L5 Ask for pencil case items using QUIERO . Adding colour words		Video call with Spanish School	L6 Spy story Use 'Tengo' to say what items you have Reading sentences.	L7 Writing using a sentence builder. What do you have in your spybag?	MEXICO DAY	L8 Uplevel writing. Assessment	L9 Reading a poem using Tengo and Tienes	L10 Performing a poem. Review games					
Art	Spanish traditional art project for Easter celebration.	Celebration of the Queens Platinum Jubilee. Design a bunting triangle	Printing - investigate printmaking. Try out different surfaces for texture and patterns.	Create a print plate for a union jack triangle. Create a crown stencil.	Printing on to paper and cloth to make bunting.	Put bunting onto string. Evaluate.		Create a pinch pot.	Create a pinch pot.	Look at Mexican folk art and design a pattern to apply to the pot.	Add the design to the pot.	Evaluate.							
DT	Analyse examples of Roman catapults and identify common features	Design Roman catapult with measurements		Make Roman catapult				Evaluate Roman catapult and pitch to Caesar											
Forest Schools	Recap Cycle 2 learning - parts of a plant, the requirements for life and growth etc.		Roman shield making with natural resources		Roman Army battle formations and marching commands			Recognise that you need light in order to see things and 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. Find patterns in the way that the size of shadows change						
British Values	Who are our local MPs? What do they do?			What is democracy? How does democracy apply to us? Using democracy as a force for good				What is freedom of choice? How can it make positive changes			How people of different faiths live their daily lives differently?								