

# Year Three - Topic Planner - Summer Term

## Invaders and Settlers - Collaboration

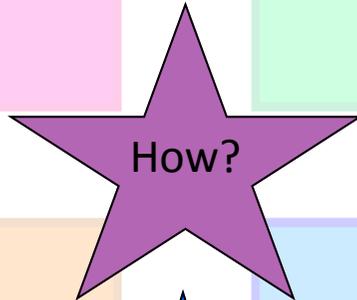


### Project Synopsis:

The summer term sees the invasion of the Romans in year three. The children engage in activities that promote the concept of collaboration and effective teamwork, learning from the success of the Romans. Whilst gaining an insight into the lives of people living in Romans times, the children enhance their skills for getting along in group situations in order to create a positive outcome.

### Project Aims:

The Great Roman Chariot race provides an opportunity for the children to rehearse and refine skills for getting along, developing a sense of self-worth within a group as well as recognising the skills of others around them, whilst utilising science and design skills to build the best chariot to win the race.



### Project Launch:

The children will be introduced to the summer term concept of collaboration through a series of team challenges, where they extend their team work skills from last term, utilising the Ranvilles Roles.

### Project Outcome:

The final outcome to the project will be an art collage show casing the children learning and response to their key question 'How does effective teamwork ensure positive outcomes?'

## National Curriculum Coverage and Key Skills

### ENGLISH:

#### Milestone Focus:

Teachers identify and personalise the key English skills that the children need to rehearse across the curriculum.

### MATHS:

#### Milestone Focus:

Teachers identify and personalise the key English skills that the children need to rehearse across the curriculum.

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## Invaders and Settlers - Collaboration



**UNICEF ARTICLE 15** – Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

**SCIENCE:** Forces / Using Materials

**NC Links:** yr3 5a, 5b, 5c, 5d, 5e, 5f

**Key Milestones:**

- **S1** – Notice that forces need contact between two objects and some forces act at a distance
- **S2** - Observe how magnets attract or repel each other and attract some materials and not others.
- **S3** - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.
- **S4** - Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- **S5** - Distinguish between an object and the material from which it is made.
- **S6** - Describe the simple physical properties of a variety of everyday materials.

**HISTORY:** Roman Britain / Locational Geography

**NC Links:** History – 1b / Geography – 1a, 1b, 4a

**Key Milestones:**

- **H1** - Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
- **H2** - Suggest causes and consequences of some of the main events and changes in history.
- **H3** - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- **H4** - Understand the concept of change over time, representing this, along with evidence, on a time line.
- **H5** - Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- **G1** - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- **G2** - Name and locate counties and cities of the United Kingdom
- **G3** - Name and locate the countries of Europe

**ART AND DESIGN:** Collage

**NC Links:** 1a, 1b, 1c

**Key Milestones:**

- **A1** - Select and arrange materials for a striking effect.
- **A2** - Ensure work is precise.
- **A3** - Use coiling, overlapping, tessellation, mosaic and montage.
- **A4** - Develop ideas from starting points throughout the curriculum.
- **A5** - Comment on artworks using visual language.
- **A6** - Replicate some of the techniques used by notable artists, artisans and designers.
- **A7** - Create original pieces that are influenced by studies of others.

**DESIGN AND TECHNOLOGY:** Mechanics, Materials and Construction

**NC Links:** 1a, 1b, 2a, 2b, 3a, 3b, 3c, 4a, 4b

**Key Milestones:**

- **DT1** - Choose suitable techniques to construct products or to repair items.
- **DT2** - Strengthen materials using suitable techniques.
- **DT3** - Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).
- **DT4** - Cut materials accurately and safely by selecting appropriate tools
- **DT5** - Measure and mark out to the nearest millimetre
- **DT6** - Select appropriate joining techniques
- **DT7** - Strengthen materials using suitable techniques
- **DT8** - Design with purpose by identifying opportunities to design
- **DT9** - Refine work and techniques as work progresses, continually evaluating the product design

**RELIGIOUS EDUCATION:** Concept of Rites of Passage and Ceremony (comparison between Christianity and Judaism)

**NC Links:** 1a-e, 3a-e, Christianity – 6d, Judaism – 5c

**Key Milestones:**

- **RE1** - Explain some of the religious practices of both clerics and individuals.
- **RE2** - Identify religious artefacts and explain how and why they are used.
- **RE3** - Show an understanding that personal experiences and feelings influence attitudes and actions.

**LANGUAGES:** En famille

**NC Links:** 1a, 1b, 1c, 1d, 1e, 1g, 1i, 1j, 1k, 1l

**Key Milestones:**

- **L1** - Read and understand the main points in short written texts.
- **L2** - Write a few short sentences using familiar expressions.
- **L3** - Understand the main points from spoken passages.
- **L4** - Ask others to repeat words or phrases if necessary.
- **L5** - Ask and answer simple questions and talk about interests.
- **L6** - Demonstrate a growing vocabulary.

**PHYSICAL EDUCATION:** House Games / Striking and Fielding – Kwik Cricket / Athletics

**NC Links:** 1a, 1b, 1f,

**Key Milestones:**

- **PE1** - Throw and catch with control and accuracy.
- **PE2** - Strike a ball and field with control.
- **PE3** - Choose appropriate tactics to cause problems for the opposition.
- **PE4** - Follow the rules of the game and play fairly.
- **PE5** - Sprint over a short distance up to 60 metres.
- **PE6** - Use a range of throwing techniques (such as under arm, over arm).
- **PE7** - Throw with accuracy to hit a target or cover a distance.
- **PE8** - Jump in a number of ways, using a run up where appropriate.
- **PE9** - Compete with others and aim to improve personal best performances.

**COMPUTING:** Internet Safety and Research / Animation

**NC Links:** 1d, 1e, 1f, 1g

**Key Milestones:**

- **C1** - Know how to search using an age appropriate web browser
- **C2** - Know why it is important to use an age appropriate web browser
- **C3** - Insert existing images to a document
- **C4** - Add and delete frames
- **C5** - Use the text, rubber, felt tip, pencil tools within the main menu

**MUSIC:** Composition – Roman Invasion

**NC Links:** 1a, 1b, 1c, 1d

**Key Milestones:**

- **M1** - Compose and perform melodic songs.
- **M2** - Use sound to create abstract effects.
- **M3** - Create repeated patterns with a range of instruments.
- **M4** - Use drones as accompaniments.
- **M5** - Play notes on an instrument with care so that they are clear.
- **M6** - Perform with control and awareness of others.
- **M7** - Devise non-standard symbols to indicate when to play and rest.
- **M8** - Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.

# Year Three - Summer Term

## Learning Journey

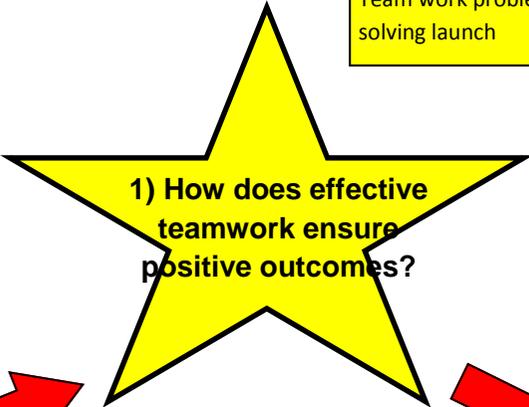
### STARS FOCUS

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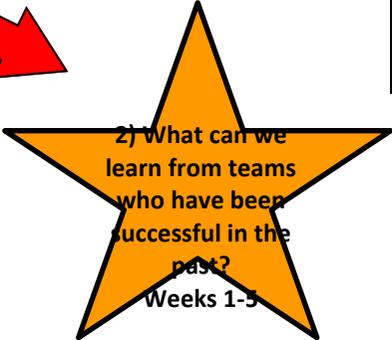


### Invaders and Settlers - Collaboration

Team work problem solving launch

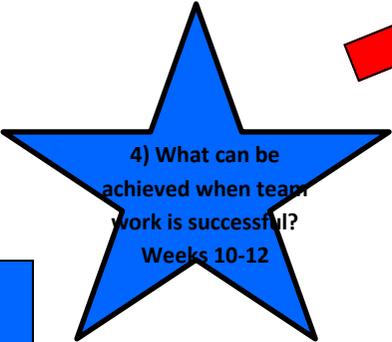


History  
Geography  
Music  
Computing - Internet  
RE  
PSHE



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History  
RE  
Computing - Animation  
Art



DT  
Science  
Computing - Animation