Nurturing a caring community, in which every child learns well.

Driver 1: Citizenship

Enable children to make their own decisions and take responsibility for their own lives and communities.

Develop children's understanding of and responsibilities within their communities from the local (Sheffield) to the national (British) and finally global (World)

Driver 2: Aspiration

Provide children with the necessary skills, knowledge and understanding to succeed irrespective of socio-economic background and/or gender.

Promote self-efficacy, which is an individual's belief in his/her innate ability to achieve goals.

Geography

Name and locate geographical regions and their identifying human and physical characteristics (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time

Use the eight point compases, four grid references, symbols and key (including the use of ordiance survery maps) to build their knowledge of the Uk and the wider world

Music

Children will improvise and compose music for a range of purposes.

Children will play and perform in solo and ensemble contexts
– playing musical instruments with increasing accuracy, fluency, control and expression

Percussion work

Long Term Project Planning: Learning Objectives

Year Group: 3

Term: Summer 2

Project Stimulus (Visit/Visitor/Experience): History Van

Project Outcome: Roman Day

Physical Education

Pupils should be taught to

develop flexibility, strength, technique, control, and balance

Jse running, jumping, throwing and catching in isolation and in combination

Play competitive games and apply basic principles suitable for attacking and defending.

listory

A study of The Roman Empire and its impact on Britain.

Children will learn about

- -Julius Caesar's attempted
 - Hadrian's Wall
- -British resistance eg Boudicca
- -the 'Romanisation' of Britain

Vini, Vidi, Vici

Art and Design

Pupils will be taught to improve their mastery of art and design techniques - clav

Children will make a Roman style clay pot, and decorate it in the style of the period.

DE

Christianity, Hinduism, Buddhism or Islam – The Journey of Life and Death:

Why do some people think life is like a journey? Where do we go? What do people think about life after death?

Why do some people think life is like a journey? Where do we go? What do people think about life after death?

Develop their understanding of beliefs about life after death in two religions through seeking answers to their own questions and articulating reasons for their own ideas and responses in discussion, creative work and debate.

Long Term Project Planning

Year Group: 3

Term: Summer 2

Subjects Taught Discretely

Real PE

Health and fitness

Agility - ball chasing

Static balancestance

D+T - Cooking

To understand and apply the principles of a healthy and varied diet by designing a nutritionally balanced meal

To prepare and cook using a range of cooking techniques

To understand seasonality, and know where and how a variety of ingredients are grown, choosing seasonal ingredients to create own dish

Science – Light Pupils should be taught to

Recognise that they need light in order to see things that dark is the absence of light

Notice that light is reflected from surfaces

Recognize that light from the sun can be dangerous and that there are ways to protect their eyes

Recognize that shadows are formed when the light source is blocked by a solid object

Find patterns in the way that the size of the shadows change

French

Revision of key vocabulary taught over the year

PHSE

Living in the Wider World

Being a responsible

Computin

Computational Thinking and Programming

How do I design a programme in Scratch?

Pupils can use Events to trigger something (a routine) to happen in a computer program and a forever loop to keep checking for an Event.