


<p align="center"><b>English</b></p> <p>Authors and letters - Roald Dahl study: Fantastic Mr Fox. Understand the need to vary tone and content for audience and purpose.</p> <p>Information texts: Decide how to present information and make informed choices by using structures from different text types.</p> <p>Persuasive leaflets: Identifying how language, structure, and presentation contribute to meaning.</p> <p>Tribal Tales: Information texts; Adventure narratives; Fact files; Letters; Poetry.</p>	<p align="center"><b>Mathematics</b></p> <p>Picture graphs and bar graphs: Drawing picture graphs and bar graphs; Reading bar graphs.</p> <p>Fractions: Counting in tenths; Making number pairs; Adding and subtracting fractions; Finding equivalent fractions; Finding simplest fraction; Comparing fractions; Finding part of a set; Finding the fraction of a number; Sharing one and more than one; Solving word problems.</p> <p>Angles: Making and finding angles; Finding right angles; Comparing angles; Making turns.</p> <p>Lines and shapes: Identifying perpendicular, parallel, horizontal and vertical lines; Describing and drawing two-dimensional shapes; Making and describing three-dimensional shapes.</p> <p>Perimeter of figures: Measuring total length around a shape; Measuring and calculating perimeter.</p>	<p align="center"><b>Design and Technology</b></p> <p><b>The Great Bread Bake off:</b> Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques: Preparation techniques for savoury dishes include peeling, chopping, dicing, grating, mixing and skinning. Prepare and cook a simple savoury dish. There are five main food groups that should be eaten regularly as part of a balanced diet: fruit and vegetables; carbohydrates (potatoes, bread, rice and pasta); proteins (beans, pulses, fish, eggs and meat); dairy and alternatives (milk, cheese and yoghurt) and fats (oils and spreads). Foods high in fat, salt and sugar should only be eaten occasionally as part of a healthy, balanced diet. Identify the main food groups (carbohydrates, protein, dairy, fruits and vegetables, fats and sugars). The types of food that will grow in a particular area depend on a range of factors, such as the rainfall, climate and soil type. For example, many crops, such as potatoes and sugar beet, are grown in the south-east of England. Wheat, barley and vegetables grow well in the east of England. Identify and name foods that are produced in different places.</p> <p><b>Tribal Tales: Designing and making tools; Building structures:</b> Design criteria are the exact goals a project must achieve to be successful. These criteria might include the product's use, appearance, cost and target user. Develop design criteria to inform a design. Asking questions can help others to evaluate their products, such as asking them whether the selected materials achieved the purpose of the model. Key inventions in design and technology have changed the way people live. Describe how key events in design and technology have shaped the world.</p>		
<p align="center"><b>Science</b></p> <p><b>Light:</b> recognise that they 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 by an opaque object; find patterns in the way that the size of shadows change.</p>	<div style="text-align: center;">  <p><b>Year: 3</b> <b>Term: Summer</b> <b>Topic: Tribal Tales</b></p> </div>		<p align="center"><b>Starting Point</b></p> <p>Prehistoric cave paintings.</p> <p align="center"><b>End Product</b></p> <p><b>Written outcome:</b> How have humans changed and adapted?</p> <p><b>Creative outcome:</b> Construct a prehistoric monument.</p>	
<p align="center"><b>Italian</b></p> <p>Food: drinks, Italian specialities; Restaurant Role-play: I would like...; I like/I don't like.</p> <p>Summer vocabulary; Revision; Assessments.</p>			<p align="center"><b>Visits/Visitors</b></p>	
<p align="center"><b>Computing</b></p> <p>Stop Motion Animation Programming B- Events and Actions</p>			<p align="center"><b>Art and Design</b></p> <p><b>Van Gogh study:</b> Artists draw, paint or sculpt human forms in active poses. Draw, paint or sculpt a human figure in a variety of poses, using a range of materials, such as pencil, charcoal, paint and clay. Visual elements include colour, line, shape, form, pattern and tone. Use and combine a range of visual elements in artwork. Preliminary sketches are quick drawings that can be used to inspire a final piece of artwork. They are often line drawings that are done in pencil. Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique. Suggestions for improving or adapting artwork could include aspects of the subject matter, structure and composition; the execution of specific techniques or the uses of colour, line, texture, tone, shadow and shading. Make suggestions for ways to adapt and improve a piece of artwork. Examples of contrasting colours include red and green, blue and orange, and yellow and purple (violet). They are obviously different to one another and are opposite each other on the colour wheel. Identify, mix and use contrasting coloured paints. Hatching, cross-hatching and shading are techniques artists use to add texture and form. Add tone to a drawing by using linear and cross-hatching, scumbling and stippling. An urban landscape is a piece of artwork that shows a view of a town or city. Draw, collage, paint or photograph an urban landscape. Similarities and differences between pieces of art, structures and products from the same genre could focus on the subject matter, the techniques and materials used or the ideas and concepts that have been explored or developed. Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time. The work of significant artists, architects, cultures and designers has distinctive features, including the subject matter that inspires them, the movement to which they belong and the techniques and materials they have used. Work in the style of a significant artist, architect, culture or designer.</p> <p><b>Tribal Tales: Neolithic art: Clay beakers; Iron Age jewellery:</b> Malleable materials, such as clay, papier-mâché and Modroc, are easy to change into a new shape. Rigid materials, such as cardboard, wood or plastic, are more difficult to change into a new shape and may need to be cut and joined together using a variety of techniques. Create a 3-D form using malleable or rigid materials, or a combination of materials. Nature and natural forms can be used as a starting point for creating artwork. Use nature and natural forms as a starting point for artwork.</p>	
<p align="center"><b>RE</b></p> <p>How can Brahman be everywhere and in everything? Do Sikhs think it is important to share? Would visiting the River Ganges be special to a non-Hindu? What is the best way for a Sikh to show commitment to God?</p>			<p align="center"><b>History</b></p> <p>Prehistoric Britain - Stone Age to Iron Age.</p> <p>Stone Age life is defined by the use of stone for making tools and weapons and the transition from the hunter-gatherer lifestyle to farming. Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects, and the creation of large settlements and social hierarchy. Iron Age life is defined by the use of metals, including iron, to make stronger, more effective tools and weapons and fine, decorative objects. Farming became more efficient and religion was an important part of life. Describe the everyday lives of people from past historical periods. Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle. Communities created permanent settlements made up of a number of families, farmed to produce food, made and used pottery, developed tools and weapons and created burial mounds and monuments. Describe the roles of tribal communities and explain how this influenced everyday life.</p> <p>The lives of people in the Stone Age, Bronze Age and Iron Age changed and developed over time due to the discovery and use of the materials stone, bronze and iron. These developments made it easier for people to farm, create permanent settlements and protect their land. Describe how past civilisations or lives of people in Britain developed during the Stone Age, Bronze Age and Iron Age.</p>	<p align="center"><b>Geography</b></p> <p>Fieldwork: Human and physical geography: Using maps and aerial images. The term geographical evidence relates to facts, information and numerical data. Gather evidence to answer a geographical question or enquiry. There are three main types of rock found in the Earth's crust. They are sedimentary, igneous and metamorphic. Sedimentary rocks are made from sediment that settles in water and becomes squashed over a long time to form rock. They are often soft, permeable, have layers and may contain fossils. Igneous rocks are made from cooled magma or lava. They are usually hard, shiny and contain visible crystals. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard and often shiny. Name and describe the types, appearance and properties of rocks.</p>
<p align="center"><b>Music</b></p> <p>Pupils should be taught to listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p> <p>Songs: 'Night on a Bare Mountain' by Mussorgsky, 'Hallelujah' from Messiah by G.F.Handel, 'Ja Ho' by A. R. Rahman - compose to modern music.</p>				
<p align="center"><b>PSHE</b></p> <p>Be yourself: Celebrate who you are and where you are from.</p>				
<p align="center"><b>Physical Education</b></p> <p>Fitness Strike and field Athletics Golden Miles</p>				