

Gladstone Primary School Topic Plan : Year 3—Term 1

HISTORY

- Develop a chronologically secure knowledge and understanding of British, local and world history.
- Develop the appropriate use of historical terms.
- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

CONTENT

- Julius Caesar’s attempted invasion in 55-54 BC.
- The Roman Empire by AD 42 and the power of its army.
- Successful invasion by Claudius and conquest, including Hadrian’s Wall British resistance, for example, Boudicca.
- ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.
- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.

Battling Boudicca and the Romans

ENGLISH

Recount

Roman Soldier visit
Westport Lake

Story Writing

Quest story—Atticus
Factual story—Boudicca

Recount

Soup making visit

Newspaper Report

Big J (The assassination of Julius Caesar)

Non chronological report

The Romans

DESIGN and TECHNOLOGY

Roman Mythical Monsters– Making Atticus

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Themed Areas / Book Areas

Roman Fort
Roman Toilet, Gladiator chariot
Fascinating facts
Dressing up
Roman Mysteries website.

Visits / Visitors

Roman soldier—Marcus
Roman food tasting.
Roman day.
Den building—Westport lake (TRIBES–
Boudicca link)
Roman soup making-farm visit

Vocabulary

TOPIC LINKED (Roman vocab)
SCIENCE: Light, Forces/magnets
SPECIFIC vocab—English

Other

Boudicca rebellion.—ICT link.
Poetry performance in
amphitheatre (linked Roman day)

Gladstone Primary School Topic Plan : Year 3—Term 2

We are Detectives

SCIENCE

Moving and Growing

To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

To identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Pupils will learn about the importance of nutrition and will be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.

Pupils will work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They will compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They will research different food groups and how they keep us healthy and design meals based on what they

SCIENCE—Skills

Working Scientifically

Pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

LITERACY

Narrative **IMAGINATIVE**—STORY WRITING/ DESCRIPTION

Mystery and Suspense— TEXT—Feargal Fly—Settings and characters, focus on subordinate clauses, speech, paragraphing , adverbs, similes

Narrative **IMAGINATIVE**—STORY WRITING Text—TUESDAY

Non Narrative - **FUNCTIONAL**—INSTRUCTION TEXTS

Instructions for decorating biscuits

Non Narrative - **RECOUNT**—Police visit.

Non Narrative - **INFORMATION TEXT**— Information booklets—Police, detective focus.

Path 3 focus

- use subordinate conjunctions
- appropriate vocabulary,
- Correct form of ‘a’ or ‘an’
- apostrophes to show the possession
- Direct speech
- Correct organisational devices—sub headings, bullet points, diagrams

Themed Areas / Book Areas

We are detectives....

Police station, jail, Forensics lab, Interview room, Crime scene;

Vocabulary

Lit/Science focus

Topic linked Vocabulary—classroom display

Work banks

Working wall

Long Writing

Adventure/crime story

Descriptions

Police info sheet

Visit recount

Other

Police visit

Themed day –Feargal Fly day

Toby Carvery—healthy life styles

Forensic police visit

Gladstone Primary School Topic Plan : Year 3—Term 3

THE SEASIDE

GEOGRAPHY

Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their countries and major cities.
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use fieldwork to observe physical features including sketch maps, plans and graphs, and digital technologies

LITERACY - Topic Focus

Narrative focus:

Lighthouse keeper's Lunch Series
Characters' Feelings
Adventure stories

Diary Writing

Lighthouse Keeper & Hamish

Functional Letter

Persuasion - Hamish (Lighthouse keeper)

Non-Fiction Focus

Non chronological report - Llandudno
Recount (Journalistic style)
- Visit to Llandudno

Instructions

Writing
Sandwich/Pizza

Poetry

Shape, Haiku, Cinquain - poetry
Similes
List Poems with extended lines

SCIENCE

PLANTS

- To identify and describe the function of different parts of flowering plants: roots, stems, leaves and flowers
- To explore the requirements of plants for life and growth (air, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play the life cycle of flowering plants, including pollination, seed formation and seed dispersal

ROCKS

- To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- To describe in simple terms how fossils are formed when things that have lived are trapped within rock
- To recognise that soils are made from rocks and organic matter

COMPUTING

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Gladstone Primary School Topic Plan : Year 3—Term 3

RE:- BLOCKED UNITS

How was the world created and why should we care about what happens to it now?

To know what it feels like to be a 'creator'
To experience the positive and negative emotions that go with the role of creator
To know the Christian and Jewish answer to the question 'How did the world come to be?'
To be able to recount the seven days of creation
To understand what Christians and Jews believe is the reason why the world was created
To know the Islamic answer to the question, 'how did the world begin?'
To reflect on Muslim belief in Allah as the source of all life
To understand what Muslims believe is the reason why the world was created
To know a non-religious answer to the question of how the world came to be and to understand that not all people answer 'big questions' in terms of a belief in God.
To reflect on scientific ideas about the 'big bang' and how this differs from religious answers
To understand that we don't know the answer to all questions and that sometimes the more we learn, the more questions are raised
To appreciate the wonder of the natural world
To recognise the negative impact that humans can have on the natural world
To reflect on how our world is changing
To understand how a belief in a created world affects the behaviour of the believer
To appreciate that we can have destructive feelings sometimes but we don't have to respond in a negative way
To understand that many believers show their respect for life by their treatment of the smallest creatures
To reflect on the idea that how we treat others impacts on how others treat us
To express personal attitudes to plant life in response to the religious beliefs of Jewish festival of Tu B'Shevat
To reflect on how we should treat plants and trees
That believers consider natural resources to be God-given and worthy of respect
To appreciate that in different parts of the world people respond to rain in different ways
To apply ideas about caring for the environment from their learning within this unit
To express own views about the world around and how to care for it.

THE SEASIDE

MUSIC—Feeling the Beat

BLOCKED UNIT

To recognise a strong beat in a range of music
To respond to music through actions
To feel the strong beat in a song
To listen carefully to and learn to sing a melody accurately and with clear diction
To recognise a strong beat in music heard and respond to this through actions
To respond to the beat by playing instruments to music
To show and awareness of the beat when they chant a rhyme
To respond to and appraise music that has a steady beat

MFL— Spanish

Pronunciation and reading of:

Term 3: Home life - Types of houses, room names, furniture.

Revisit Term 1/2: Birthday, months, numbers (21-31), family members, weather, seasons, transport

Citizenship

Assembly focus
Looking after myself in the sun

PE/ GAMES

Physical Development:
Athletics
Games—Rounders

D&T - COOKING AND NUTITION

- understand and apply the principles of a healthy and varied diet:
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

D&T—Design and Make

Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Make: select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Make: select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate: evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

ART

To create sketch books to record their observations and use them to review and revisit ideas :

- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.