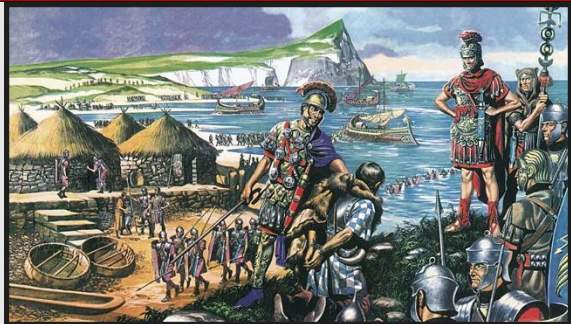


# Lowe's Wong Anglican/ Methodist Junior School

## Topic Overview – Year 3

	Spring 2 Objectives	Vocabulary
<b>Topic</b>	Iron Age Britain and Romans	
<b>Values</b>	Forgiveness	
<b>Enrichment</b> (Visits and visitors)	Visit to Fire Station	
<b>English</b> Quality text	Iron Age Information Texts, A Street through Time by Anne Millard; Anthology of Free Verse including: Bright bursts of colour by Matt Goodfellow Blue balloons and rabbit ears by Hilda Offen My life as a goldfish by Rachel Rooney	
<b>English</b> Writing genres	Non-chronological report; Free Verse poems	See English Progression document.
<b>Maths</b>	Fractions <ul style="list-style-type: none"> <li>• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10</li> <li>• recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</li> <li>• recognise and show, using diagrams, equivalent fractions with small denominators</li> <li>• compare and order unit fractions, and fractions with the same denominators</li> <li>• solve problems that involve all of the above</li> </ul> Measurement <ul style="list-style-type: none"> <li>• Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)</li> </ul>	We follow the White Rose Maths Scheme, as well as Fluency Bee in Year 3, and Mastering Number KS2 in Years 4, 5 and 6 to support children's mathematical fluency.  Therefore, we use the mathematically accurate vocabulary exemplified in the White Rose Maths Schemes.

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<b>Science</b>	<b>Animals, including humans – skeletons and muscles</b> <ul style="list-style-type: none"> <li>• What does our skeleton look like?</li> <li>• How does our skeleton help us?</li> <li>• How are animal skeletons different?</li> <li>• How do our bones affect what we can do?</li> <li>• What are muscles and how do they work?</li> </ul>	Brain Heart Lungs Muscle Relax Skeleton Support	contract invertebrate movement protect ribs skull vertebrate
<b>History</b>	<b>Iron Age and Romans</b> <ul style="list-style-type: none"> <li>• Changes in Prehistory</li> <li>• What was life like in the Iron Age?</li> <li>• Identifying Iron Age weapons</li> <li>• What did the Celts look like?</li> <li>• Where did the Roman Empire start and how far did it spread?</li> <li>• What made the Roman army so successful?</li> <li>• What equipment did the Roman soldiers have?</li> </ul>	Celts druid hill forts iron metal armour and weapons roundhouses shields spear torc warrior woad	Armour army centurion chariots helmet formations gladius planning and training soldier swords testudo
<b>Geography</b>	(Not taught in this topic)		
<b>Art and Design (artist)</b>	(Not taught in this topic)		
<b>Design Technology</b>	<b>Lovely lunches</b> Research – Variety of healthy lunches Design – balanced, savoury lunches based on market research and findings about nutrition and the Eat Well Plate Make – healthy, savoury lunches using a variety of ingredients and skills learnt including slicing and chopping Evaluate – against design criteria and using the input of the home audience	bridge hold chopping board claw grip equipment food safety hygiene ingredients	knife measuring mixing bowl preparation safety utensils

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<b>Computing</b>	<b>Stop Frame Animation</b> (NCCE 3.2) <ul style="list-style-type: none"> <li>• Explain that animation is a sequence of drawings or photographs.</li> <li>• Relate animated movement with a sequence of images and can create an effective stop-frame animation.</li> <li>• Plan an animation using a storyboard.</li> <li>• Identify the need to work consistently and carefully, using onion skinning to help make small changes between frames.</li> <li>• Evaluate the quality of the animation created.</li> </ul>	See separate computing language document	
<b>RE</b>	<b>Salvation</b> <ul style="list-style-type: none"> <li>• To explore Palm Sunday from different perspectives.</li> <li>• To consider how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</li> <li>• To reflect on the emotions of Easter through poetry.</li> </ul>	Christians, Christianity, Easter, Palm Sunday, Good Friday, Easter Sunday, Hosanna, colt, donkey, peace, palm leaves, triumph, eternal life, victory, Religious leaders, Romans, crowd, disciples Last Supper, crucifixion, resurrection Emotions, joy, sadness, hope, salvation	
<b>RSHE/PSHE</b>	<b>Healthy me</b> <ul style="list-style-type: none"> <li>• Have made a healthy choice.</li> <li>• Have eaten a healthy balanced diet.</li> <li>• Have been physically active.</li> <li>• Have tried to keep themselves and others safe.</li> <li>• Know how to be a good friend and enjoy healthy friendships.</li> <li>• Know how to keep calm and deal with difficult situations.</li> </ul>	<i>Oxygen</i> <i>Energy</i> <i>Calories/ Kilojoules</i> <i>Heartbeat</i> <i>Lungs</i> <i>Heart</i> <i>Fitness</i> <i>Labels</i> <i>Sugar</i> <i>Fat</i> <i>Saturated Fat</i> <i>Drugs</i> <i>Attitude</i> <i>Safe</i> <i>Anxious</i> <i>Scared</i> <i>Strategy</i>	<i>Advice</i> <i>Dangerous</i> <i>Emergency</i> <i>Emergency Services</i> <i>Ambulance</i> <i>Fire engine</i> <i>Police car</i> <i>Coastguard</i> <i>Harmful</i> <i>Feelings</i> <i>Complex</i> <i>Appreciate</i> <i>Body</i> <i>Healthy</i> <i>Safe</i> <i>Choice</i> <i>Risk</i>

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<b>PE</b>	<p>High 5</p> <ul style="list-style-type: none"> <li>• Demonstrate changes of direction and speed</li> <li>• Use fundamentals of movement to employ simple tactics in varied environments</li> <li>• Compete in a team game, communicating with others and using tactics</li> </ul> <p>Dance</p> <ul style="list-style-type: none"> <li>• Move in time to music, practicing, improving and performing movements and motifs that express the meaning and mood of the piece.</li> <li>• Begin to create movement patterns in response to stimuli.</li> </ul>	<p>Pass, receive, intercept, chest pass bounce pass, overhead pass pivot, footwork, foot fault dodging, dummy</p>
<b>MFL Spanish</b>	<p><b><u>Foods</u></b> <i>Re-visit colours</i> Learn names of fruit and other food items and discuss which are good or bad for your health.</p> <p><b><u>Speaking and listening</u></b></p> <ul style="list-style-type: none"> <li>• Match phonemes to graphemes</li> <li>• Listen for specific words as they occur in a song</li> <li>• <i>Re-visit and correctly pronounce graphemes z - ll j z and ie</i></li> <li>• Learn letter sounds – c (once, doce),</li> <li>• Use knowledge of sound patterns to devise a short ‘rap’</li> <li>• Listen and respond to an extended text by chorusing repeated phrases and vocabulary</li> </ul> <p><b><u>Reading and Writing</u></b> Record short phrases, stating which foods are good or bad for health, using the correct determiner and correct form of the verb ser</p> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• <i>Re-visit plural of the verb ser</i></li> <li>• Recognise singular and plural items and how they affect the verb – gusta/gustan</li> </ul>	<p style="text-align: center;">Names of fruit: Las naranjas, las peras, las ciruelas, Las fresas, las manzanas, los tomates, los plátanos</p> <p style="text-align: center;">Food items: El chocolate, el helado, las piruletas, las patatas fritas, los caramelos, la pizza</p> <p style="text-align: center;">Numbers 11-12 – once doce</p>

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	<ul style="list-style-type: none"> <li>• Understand the concept of gender linked to determiners of food items: el – masculine La – feminine Los/las – plural</li> <li>Use plural forms of nouns</li> </ul> <p><b><u>Easter and Spring time</u></b></p> <ul style="list-style-type: none"> <li>• Develop an understanding of Spanish traditions and customs across the various regions of Spain</li> <li>• Perform a short finger rhyme using new vocabulary (S&amp;L)</li> <li>• Understand that the letter h is not pronounced at the start of Spanish words (S&amp;L)</li> <li>• Experiment with writing (R&amp;W)</li> </ul>	<p>Vocabulary relating to Spring time: Los corderos, las flores, los huevos, los pájaros Weather conditions Hace sol, está lloviendo</p> <p style="text-align: center;">gusta/gustan</p>
<p><b>Music</b> (one class for half a term, then repeated with other class)</p>	<p><u>Pentatonic melodies and composition</u></p> <ul style="list-style-type: none"> <li>• Learn about the music used to celebrate the Chinese New Year festival</li> <li>• Play a pentatonic melody</li> <li>• Write and perform a pentatonic melody</li> <li>• Perform a group composition</li> <li>• Perform a piece of music as a group</li> </ul>	<p>Pentatonic scale Crescendo Dynamics Timbre Tempo duration</p>

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