

LEYS FARM JUNIOR SCHOOL
Year 3 – Summer Term 2023 Medium Term Plan/Curriculum Overview
Topic: When in Rome...

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> a) Trusted adult list b) Sign Home-School Planners c) Class Charter (including 4 school rules/rights) d) School Council e) Subject Ambassadors f) Curriculum Overview for parents. 	<ul style="list-style-type: none"> • Return to school – Tuesday 18th April • King Charles III Coronation – Sat 6th May • Orienteering Day – Wednesday 17th May • Y3 Tri-golf competition – 25th May • Y4 Multiplication Tables Check – Monday 5th June – Friday 16th June • Visit to Lincoln Collection – 15th June • Sports Day – 3rd July • Girls Games Day – 13th July. 	<ul style="list-style-type: none"> • Class Story – Who let the Gods out? • Homework – given on a Friday • PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers • Science – Explorify.
<u>English (Reading/Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p>Focus: The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <ul style="list-style-type: none"> • Can I apply my knowledge of root words, prefixes and suffixes to read unfamiliar words? • Can I read further exception words? • Can I read a range of books structured in different ways? • Can I use dictionaries to check the meaning of words that they have read? • Can I identify themes and conventions in a wide range of books? • Can I discuss words and phrases that capture the reader’s interest and imagination? 	<p>Focus: The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Can I use diagonal and horizontal strokes needed to join letters? • Can I understand which letters are best left un-joined? • Can I increase the legibility, consistency and quality of my handwriting? <p><u>Genres</u></p> <ul style="list-style-type: none"> - Poetry (Kennings) - Roman Soldier 	<p>Focus: The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><u>Grammar (covered within the writing genres)</u></p> <ul style="list-style-type: none"> • Can I identify nouns? (Revision) • Can I identify verbs? (Revision) • Can I identify and use noun phrases? (2A sentences) • Can I identify the difference between fact and opinion? • Can I use cause and effect conjunctions? • Can I use present tense?

LEYS FARM JUNIOR SCHOOL
Year 3 – Summer Term 2023 Medium Term Plan/Curriculum Overview
Topic: When in Rome...

- Can I ask questions to improve my understanding of a text?
- Can I draw inferences?
- Can I predict what might happen from details stated and implied?
- Can I identify main ideas, drawn from more than 1 paragraph and summarise these?
- Can I retrieve and record information?
-

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

- Can I listen and respond appropriately to adults and their peers?
- Can I ask relevant questions to extend my understanding?
- Can I use relevant strategies to build my vocabulary?
- Can I speak audibly and fluently with an increasing command of Standard English?
- Can I participate in discussions, presentations, performances, role play/improvisations and debates?

- Newspaper report
- Persuasive Leaflet
- Narrative (based on Escape from Pompeii)

Writing

Poetry (Kennings)

- Can I identify the features of a kenning's poems?
- Can I identify verbs?
- Can I identify nouns? (children confident)
- Can I add the suffix –er? (Spelling lesson)
- Can I imitate a Kenning poem? (Animal)
- Can I innovate a Kennings poem? (Shared write) (Animal)
- Can I write a Kennings poem? (independent write) (Royal Family - Coronation)
- Can I edit and up level my writing?

Newspaper Report

- Can I identify the features of newspaper report?
- Can I identify the 5Ws? (Orientation paragraph?)
- Can I identify and use past tense?
- Can I identify and use third person?
- Can I identify and use direct speech?
- Can I identify and use reported speech?
- Can I innovate a newspaper report (shared write)?
- Can I plan and write my own newspaper report (independent write)?
- Can I edit and up level my writing?

Leaflet (Persuasion)

- Can I identify the features of a leaflet?

- Can I use past tense?
- Can I identify the difference between fact and opinion?
- Can I identify and use third person?
- Can I use cause and effect conjunctions?
- Can I use present tense?

Spelling List coverage:

- Words with the '-er' suffix
- Words where the digraph 'ch' makes a /k/ sound
- Words ending in '-gue' and '-que'
- Words where the digraph 'sc' makes a /s/ sound
- Words that are homophones
- Challenge words
- Words ending in '-sion'
- Challenge words
- Revision lists

Exciting sentences:

2A
 Similes
 PC

Phonics:

Phase 5 Rapid Catch Up.

LEYS FARM JUNIOR SCHOOL
Year 3 – Summer Term 2023 Medium Term Plan/Curriculum Overview
Topic: When in Rome...

- Can I identify the difference between fact and opinion?
- Can I use cause and effect conjunctions?
- Can I use present tense?
- Can I imitate a leaflet?
- Can I innovate a leaflet (shared write)?
- Can I plan and write my own leaflet? (independent write)
- Can I edit and up level my writing?

Narrative

- Can I identify the features of a narrative?
- Can I identify and use noun phrases? (2A)
- Can I create and use a simile?
- Can I apply the year 3 grammar and punctuation to my writing?
- Can I plan and write a setting, character description, build up, problem, resolution and ending?
- Can I innovate a narrative? (shared write)
- Can I plan and write a narrative? (independent write)
- Can I edit and up level a narrative? (independent write)

Maths

Focus:

- Ruler Lines
- Setting out/Presentation

Time

Cold Task – Time (Version A)
 Can I read roman numerals 1-12?

Statistics

Cold Task – Statistics (Version A)
 Can I interpret pictograms?

LEYS FARM JUNIOR SCHOOL
Year 3 – Summer Term 2023 Medium Term Plan/Curriculum Overview
Topic: When in Rome...

<p><u>Fractions B</u> Cold Task – Fractions (Version A) Can I add fractions? Can I subtract fractions? Can I partition a whole? Can I find unit-fractions of amounts? Can I find non-unit fractions of amounts? Can I solve fractions of amounts problems? Hot Task – Fractions (Version A)</p> <p><u>Money</u> Cold Task – Money (Version A) Can I count in pounds and pence? Can I convert between pounds and pence? Can I add money? Can I subtract money? Can I solve problems finding change? Hot Task – Money (Version A)</p>	<p>Can I tell the time to 5 minutes? Can I tell the time to the minute? Can I read time on a digital clock? Can I use a.m. and p.m.? Can I understand and compare years, months and days? Can I solve problems which convert between hours, days and weeks? Can I find durations of time between given start and end times? Can I use durations of time to problem solve? Can I convert between seconds and minutes? Can I understand the units of time of familiar activities? Can I solve time problems? Hot Task – Time (Version A)</p> <p><u>Shape</u> Cold Task – Shape Can I understand turns? Can I identify right angles? Can I compare angles? Can I measure and draw lines accurately? Can I understand horizontal and vertical lines? Can I understand parallel and perpendicular lines? Can I recognise and describe 2-D shapes Can I draw polygons? Can I recognise and describe 3-D shapes? Can I make 3-D shapes?</p> <p>Hot Task – Shape</p>	<p>Can I draw pictograms? Can I interpret bar charts? Can I draw bar charts? Can I collect and represent data? Can I read and understand two-way tables? Hot Task - Statistics (Version A)</p> <p><i>Consolidation – Revisit key areas needed.</i></p> <p><u>Additional Maths Teaching</u> Daily:</p> <ul style="list-style-type: none"> ● Counting/ Learn Its ● Fluent – Fluent in Five ● Assessment for Learning ● Problem-Solving and Reasoning <p>Weekly:</p> <ul style="list-style-type: none"> ● Times tables practice ● Arithmetic practice ● Times Tables grids/written questions test ● Rapid recall boards/fact family.
--	---	--

LEYS FARM JUNIOR SCHOOL
Year 3 – Summer Term 2023 Medium Term Plan/Curriculum Overview
Topic: When in Rome...

Art

Design and Technology, Cooking and Nutrition,
including STEM

Science including STEM

LEYS FARM JUNIOR SCHOOL
Year 3 – Summer Term 2023 Medium Term Plan/Curriculum Overview
Topic: When in Rome...

Prior Learning/Knowledge:

In KS1 children use a range of materials creatively to design and make products; use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space; look at the work of a range of artists, craft makers and designers.

Collage:

- Can I research and comment on the artwork of Antoni Gaudi?
- Can I research Roman mosaics and comment on these?
- Can I experiment with mosaic tiles and squares to create a design?
- Can I recreate a well-known Roman design?
- Can I use inspiration to create my own Roman design?
- Can I create a mosaic tile?

Focus:

Printmaking:

- Can I research the artist Pietro Cavallini?
- Antoni Gaudi?
- Can I create my own print block?
- Can I research Roman patterns?
- Can I use research to design my own Roman pattern?
- Can I use more than one colour to produce pattern?
- Can I use different motifs to create different patterns?

Prior Learning/Knowledge:

Have an awareness of designing linked to past topics including the photo frames. Be able to make simple joins using glue. Understand how to strengthen some materials. Know some properties of materials.

Focus:

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

Vocabulary:

Pneumatic, design, plan, develop, analyse, evaluate.

Cooking and Nutrition

- Can I understand where food comes from?
- Can I understand how food is grown and processed?
- Can I understand seasonality?
- Can I measure ingredients with the correct quantity?
- Can I crack an egg?
- Can I mix a mixture?
- Can I sift flour?
- Can I use a rolling pin?
- Can I use a cooker cutter?

Prior Learning/Knowledge:

Forces and Magnets

Explore how things work. (Nursery - Forces)
 Explore and talk about different forces they can feel. (Nursery - Forces)
 Talk about the differences between materials and changes they notice. (Nursery - Forces)
 Explore the natural world around them. (Reception - Forces)
 Describe what they see, hear and feel whilst outside. (Reception - Forces)
 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)

Animals including Humans
 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals, including humans)
 Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals, including humans)
 Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans)
 Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Y2 - Animals, including humans)

LEYS FARM JUNIOR SCHOOL
Year 3 – Summer Term 2023 Medium Term Plan/Curriculum Overview
Topic: When in Rome...

Vocabulary:

Collage:

Dying, Quilting, Paper and plastic trappings, Textiles, Stitch, Cut, Join, Look, Explore, Play, Enjoy, Discover, Experiment, Try, Share, Know, Collect, Fold, Cut, Tear, Stick, Collage, Combine, Transform, Manipulate, Dissect, Reconstruct, Animate.

Printing:

Monotype, printing plate, inking up, Water-based, Oil-based, Overlap, Intaglio, Relief, Etching, Engraving, Indentation, Collagraph, Pressure, Aesthetic, Pattern, Motif, Victorian, Islamic, Rotation, Reflection, Symmetrical, Repetition.

- Can I use a heat source with support?
- Can I understand and apply the principles of a healthy and varied diet to plan my own dish? (See science and then packaging)

Packaging

- Can I investigate a range of packaging?
- Can I construct nets for 3-D shaped packages?
- Can I explore the use of graphics on packaging?
- Can I make a packaging box by following a design?
- Can I evaluate a finished product?

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2 - Animals, including humans)

Focus:

Biology – Animals including Humans

- Can I explore how animals get the right type of nutrition through their food?
- Can I identify the nutrients contained in food?
- Can I recognise that skeletons and muscles are for support, protection and movement?
- Can I identify and name bones within the skeleton?
- Can I compare different skeletons?
- Can I give reasons why different animals have different skeletal structures? (Compare and contrast different animals)
- Can I investigate patterns? (WS)

Physics – Magnets and Forces

- Can I identify different types of forces acting on objects? (Push and pull)
- Can I compare how things move on different surfaces?
- Can I sort magnetic and non-magnetic materials?
- Can I observe how magnets attract or repel?
- Can I identify magnetic poles?

LEYS FARM JUNIOR SCHOOL
Year 3 – Summer Term 2023 Medium Term Plan/Curriculum Overview
Topic: When in Rome...

Vocabulary:

Animals incl Humans: Eatwell, carbohydrate, protein, fibre, fats, dairy, sugars, fruits, vegetables, nutrients, oxygen, skeleton, invertebrate, vertebrate, exoskeleton, endoskeleton, muscle, joints, tendons

Magnets and Forces: force, push, pull, surface, friction, magnetic, non-magnetic, attract, repel.

LEYS FARM JUNIOR SCHOOL
Year 3 – Summer Term 2023 Medium Term Plan/Curriculum Overview
Topic: When in Rome...

<u>French (Modern Foreign Languages)</u>	<u>Geography</u>	<u>History</u>
<p><u>Prior Learning/Knowledge:</u> Children will use their basic pronunciation and French alphabet and number knowledge to support their learning.</p> <p><u>Focus:</u> <u>Ice Creams</u></p> <ul style="list-style-type: none"> • Can I name 5 ice cream flavours? • Can I name 5 more ice cream flavours? • Can I use the structure ‘je voudrais’ and conjunction ‘et’ when listing more than one flavour? • Can I develop further linguistic progression to ask for a pot or tub of ice cream? • Can I use my learning to present a short role play? <p><u>Seasons</u></p> <ul style="list-style-type: none"> • Can I name the 4 seasons with the correct article/determiner? • Can I explore winter in France and say a short sentence about this in French? • Can I explore spring in France and say a short sentence about this in French? • Can I explore summer in France and say a short sentence about this in French? • Can I explore autumn in France and say a short sentence about this in French? <p><u>Vocabulary:</u></p> <p><u>Ice Creams:</u></p>	<p><u>Prior Learning/Knowledge:</u> Year 2: Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map.</p> <p><u>Vocabulary:</u> Amphitheatre, aqueduct, villa, infrastructure, settlement, surface, camber, agger, Pompeii, Pyroclastic flow, eruption.</p> <p><u>Key Questions:</u> EQ: Where did the Romans settle in Britain? EQ: What significant geographical events occurred during the Roman period?</p> <p><u>Lesson Focus:</u></p>	<p><u>Prior Learning/Knowledge:</u> Ancient Greece.</p> <p><u>Focus:</u> This unit will focus on the Romans. The successful invasion by Claudius and conquest including Hadrian’s Wall. It will also focus on the British Resistance (Boudicca). The unit will develop children’s understanding of how our knowledge of the past is constructed from a range of sources.</p> <p><u>Vocabulary:</u> Roman empire, invade, explore, Celtic, armour, culture, soldier, Boudicca, Vindolanda, Hadrian’s Wall, tribe, settlement, Iceni, calendar, worship, chronological order, timeline, conquer/conquest, law, myths, trade, economy, garrison, sacrifice, amulet. Javelin, tunic, archaeologist, resistance, Calvary, centurion, dictatorship, gladiator, legion, republic, invasion, rebellion, gods, empire, assassination, Latin, etymology, slave and toga.</p> <p><u>Key Questions:</u> EQ: When did the Romans invade and why? EQ: Did the Britons welcome or resist the Romans and why? EQ: How did the Romans influence the culture of people already here?</p>

LEYS FARM JUNIOR SCHOOL
Year 3 – Summer Term 2023 Medium Term Plan/Curriculum Overview
Topic: When in Rome...

<p>Les glaces; vanilla, banana, fraise, menthe, pistache, chocolat, caramel, café, citron, cassis, je voudrais, et, cornet, potx, boule, boules</p> <p><u>Seasons:</u> Saison, l’hiver, printemps, l’ete, ll’automne, Il y a quatre saisons, froid, neige, flours poussent, oiseaux chantant, soleil, chaud, arbres perdent leurs feuilles.</p>	<ul style="list-style-type: none"> • Can I use maps to identify Roman settlements in Britain? • Can I identify the Roman infrastructure of the UK? • Can I compare and contrast Roman infrastructure with Italy and the UK? • Can I identify the effects of a volcanic eruption on a city? • Can I describe key aspects of physical and human geography? (Volcanoes) 	<p><u>Lesson focus:</u></p> <ul style="list-style-type: none"> • Why did the Romans invade Britain? • What kind of men could join the Roman Army? • Can I understand the life of a Roman Soldier? • How do we know about life on Hadrian’s Wall? • Who was Boudicca and why do we remember her? • What did Boudicca really look like? • How did Celtic people live? • Why did the Romans build Hadrian’s Wall in the north of England?
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education</u>
<p><u>Prior Learning/Knowledge:</u> Recognise and use accurately musical vocabulary, appraise and evaluate musical pieces from a variety of genres, name basic notes and rests, understand differences between tempo and beat, record a simple composition using musical notes.</p> <p><u>Focus:</u> In each unit, children are asked a question, intended as an entry point for exploring one of six broad Social Themes. These six themes are overlapping. The exploration of each theme accompanies them on their musical journey throughout this Scheme, and hopefully beyond! As the learners grow, the questions and entry points for the Social</p>	<p><u>Prior Learning/Knowledge:</u></p> <p><u>Focus:</u></p> <p><u>Athletics:</u> Can I develop the sprinting technique and improve on my personal best? Can I develop changeover in relay events? Can I develop jumping technique in a range of approaches and take off positions? Can I develop throwing for distance and accuracy? Can I develop throwing for distance in a pull throw? Can I develop officiating and performing skills?</p>	<p><u>Prior Learning/Knowledge:</u> Jigsaw Year 1 and 2 Curriculum</p> <p><u>Focus:</u></p> <p><u>Jigsaw Piece: Relationships</u> a) PSHE b) Social and Emotional Development Learning</p> <p><u>Jigsaw Piece 1:</u> a) Can I identify the roles and responsibilities of family members and reflect on male and female expectations?</p>

LEYS FARM JUNIOR SCHOOL
Year 3 – Summer Term 2023 Medium Term Plan/Curriculum Overview
Topic: When in Rome...

Themes evolve. All the while, they are encouraged to be responsible and kind citizens of the world and constructive but critical thinkers. The unit question can be discussed throughout each unit up to and including the final unit performance.

Prior Learning/Knowledge:

Focus:

Charanga – Bringing us Together/Reflect, Rewind and Replay

- Can I sing a song?
- Can I sing a song and play instrumental parts within the song?
- Can I sing a song and improvise using voices and/or instruments within the song?
- Can I sing a song and perform compositions within the song?
- Can I prepare a piece for performance?
- Can I perform a composition to an audience?

Vocabulary:

Introduction, chorus, verse, bass, drums, electric guitar, keyboard, organ, male, backing vocals, dance, clap, sway, march, notes

Golf:

- Can I explore hitting technique and aiming towards a target?
- Can I explore shot accuracy?
- Can I explore the technique for putting?
- Can I explore the technique for chipping?
- Can I explore the techniques used for a short game?
- Can I explore the technique for a long game?

Tennis

- Can I develop racket and ball control?
- Can I develop returning the ball using a forehand groundstroke?
- Can I rally using a forehand?
- Can I develop the two handed backhand?
- Can I learn how to score?
- Can I develop playing against an opponent?
- Can I work collaboratively with a partner and compete against others?

Cricket

- Can I develop overarm throwing and catching?
- Can I develop underarm bowling?
- Can I learn how to grip the bat and develop batting technique?
- Can I field a ball using a two-handed pick up and a short barrier?
- Can I develop overarm bowling technique?
- Can I apply the skills learnt to mini cricket?

Vocabulary:

- b) Can I describe how taking some responsibility in my family makes me feel?

Jigsaw Piece 2:

- a) Can I identify and put into practice the skills of friendship?
- b) Can I know how to negotiate in conflict situations to try to find a win-win solution?

Jigsaw Piece 3:

- a) Can I know and can use some strategies for keeping myself safe online?
- b) Can I know who to ask for help if I am worried or concerned about anything online?

Jigsaw Piece 4:

- a) Can I explain how some of the actions and work of people around the world help and influence my life?
- b) Can I show an awareness of how this could affect my choices?

Jigsaw Piece 5:

- a) Can I understand how my needs and rights are shared by children around the world and how our lives may be different?
- b) Can I empathise with children whose lives are different to mine and appreciate what I may learn from them?

Jigsaw Piece 6:

- a) Can I know how to express my appreciation to my friends and family?
- b) Can I enjoy being part of a family and friendship groups?

LEYS FARM JUNIOR SCHOOL
Year 3 – Summer Term 2023 Medium Term Plan/Curriculum Overview
Topic: When in Rome...

Net and Wall Games:

Serve, accurately, track, racket, control, rally, opponent.

Target Games

Rules, dodge, drive, receiver, putt, course, block

Athletics

Speed, power, strength, accurately, higher, pace, control, faster, further.

Jigsaw Piece: Changing me

a) PSHE

b) Social and Emotional Development Learning

Jigsaw Piece 1:

a) Can I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby?

b) Can I express how I feel when I see babies or baby animals?

Jigsaw Piece 2:

a) Can I understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow?

b) Can I express how I might feel if I had a new baby in my family?

Jigsaw Piece 3:

a) Can I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies?

b) Can I identify how boys' and girls' bodies change on the outside during puberty?

c) Can I recognise how I feel about these changes happening to me and know how to cope with those feelings?

Jigsaw Piece 4:

LEYS FARM JUNIOR SCHOOL
Year 3 – Summer Term 2023 Medium Term Plan/Curriculum Overview
Topic: When in Rome...

- a) Can I identify how boys' and girls' bodies change on the inside during puberty and can tell you why these changes are necessary?
- b) Can I recognise how I feel about these changes happening to me and know how to cope with these feelings?

Jigsaw Piece 5:

- a) Can I start to recognise stereotypical ideas I might have about parenting and family roles?
- b) Can I express how I feel when my ideas are challenged and might be willing to change my ideas sometimes?

Jigsaw Piece 6:

- a) Can I identify what I am looking forward to when I move to my next class?
- b) Can I start to think about changes I will make next year and know how to go about this?

Relationships Vocabulary:

relationships, men, women, male, female, unisex, role, job, responsibilities, differences, similarities, respect, stereotype, conflict, solution, problem solving, friendship, win-win, safe, unsafe, risky Internet, social media, private messaging (pm), gaming, global, communications, transport Interconnected, food journeys, climate, trade, inequality, needs, wants, rights, deprivation united nations, equality, justice, happiness, celebrating, relationships, friendship, family appreciation.

LEYS FARM JUNIOR SCHOOL
Year 3 – Summer Term 2023 Medium Term Plan/Curriculum Overview
Topic: When in Rome...

		<p><i>Changing Me Vocabulary</i> male, female, changes, birth, animals, babies, mother, growing up, baby, grow, uterus, womb nutrients, survive, love, affection, care, change, puberty, control, breasts, puberty, male, female, testicles, sperm, penis, ovaries, egg, ovum/ova womb/uterus, vagina, breasts, stereotypes, task, roles, challenge, change, looking forward, excited, nervous, anxious, happy</p>
<u>Religious Education</u>	<u>Computing</u>	<u>Meta-Cognition Session</u>
<p><u>Prior Learning/Knowledge:</u> Children should develop their knowledge and understanding of principal religions and worldviews. They learn to use subject-specific vocabulary, ask questions and begin to express their own views in response to what they're taught. They should use their knowledge of Hinduism from Spring to build upon.</p> <p><u>Vocabulary:</u> beliefs, values, Brahman, Trimurti, Samsara, Vishnu, Shiva, Atman, moksha, Dharma, Karma, duties, actions, Rama, Sita, mandir.</p> <p><u>Lincolnshire Syllabus – Being Human – Hinduism</u></p> <ul style="list-style-type: none"> • Can I explain might a Hindu seek to achieve moksha? • Can I explain how Hindus reflect their faith in the way they live? • Can I explain karma and how it drives the cycle of samsara? 	<p><u>Prior Learning/Knowledge:</u></p> <ul style="list-style-type: none"> • Demonstrate an ability to organise data use a database and can retrieve specific data for conduction simple searches. • Can create, name, save and retrieve content. • Develop an understanding of using email safely and know ways of reporting inappropriate content to a trusted adult. <p><u>Focus:</u></p> <ul style="list-style-type: none"> • Can I stay safe online? (recap start of the term). <p><u>3.6 Branching Databases</u></p> <ul style="list-style-type: none"> • Can I sort objects using just YES/NO questions? • Can I complete a branching database using 2Question? • Can I create a branching database of the children's choice? 	<p><u>WINK-What I Now Know about...</u> Provide an opportunity for children to assemble parts of knowledge into a whole using creative thinking and problem solving. <u>Process-</u>plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...</p> <p><u>Use knowledge and understanding:</u></p> <ul style="list-style-type: none"> • Build a model • Create artwork • Collage • Write a poem • Create a map • Write a song • Design a poster • PowerPoint presentation <p><u>A Double Page Spread (A3) is to also be completed.</u></p>

LEYS FARM JUNIOR SCHOOL
Year 3 – Summer Term 2023 Medium Term Plan/Curriculum Overview
Topic: When in Rome...

3.7 Simulations

- Can I look at what simulations are?
- Can I explore a simulation?
- Can I analyse and evaluate a simulation?

3.8 Graphing

- Can I enter data into a graph and answer questions?
- Can I solve an investigation and present the results in graphic form?

3.9 Presenting: Microsoft PowerPoint

- Can I create a page in presentation?
- Can I add media into a presentation?
- Can I animate a presentation?
- Can I create a presentation linked to a topic?

Vocabulary:

3.6 Branching Databases: Branching database, data, database, question

3.7 Simulations: simulation

3.8 Graphing: graph, field, data, bar chart, block graph, line graph

3.9 Microsoft PowerPoint: animation, audio, design template, entrance animation, font, media, presentation, presentation program, slide, slideshow, stock image, text box, text formatting, transition.