Wells Class Term 1 and 2 2019 - 2020

	Relationships : Danger	
English	**What the Romans did for us / Tiger Tiger**	**Escape Pompeii**
Maths	**AET Stage 3 and 4** 1.Investigating number systems 2.Pattern sniffing 3.Solving calculation problems 4.Generalising arithmetic	**AET Stage 3 and 4** 4.Generalising arithmetic 5.Exploring shape 6.Reasoning with measure
RE	**People of God: What is it like to follow God?** **Understanding Christianity** By the end of this unit, pupils are expected to be able to: * Make clear links between the story of Noah and the idea of covenant. * Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. * Make links between the story of Noah and how we live in school and the wider world.	**What is important for Sikh people?** By the end of this unit pupils are expected to be able to: • Describe things that are important to Sikhs and show how this impact their lives and actions. • Make suggestions about what Sikhs believe about God. • Explain what the 5 K's are and why they are important to Khalsa Sikh's. • Make clear links between the teachings of the Guru Granth Sahib and seva. • Describe some of the same / different things Sikh's do which show equality in the Langar.
Science	**Magnets and forces** **Year 3 Pupils should be taught to:** •Compare how things move on different surfaces •Notice that some forces need contact between two objects, but magnetic forces can act at a distance •Observe how magnets attract or repel each other and attract some materials and not others •Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials •Describe magnets as having two poles •Predict whether two magnets will attract or repel each other, depending on which poles are facing.	**Electricity** -Identify common appliances that run on electricity - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - Recognise some common conductors and insulators, and associate metals with being good conductors.
PSHE	**Relationships** * Recognise a wider range of feelings in others and respond to feelings (1) * what makes a healthy, positive relationship (including friendship) (1) * how actions can affect ourselves and others (1) *acceptable and unacceptable physical contact and how to respond to it (1) * **Keeping and confidence and when we should or shouldn't agree to it (1)**	**Relationships** * listening and responding respectfully to a wide range of people * working collaboratively and sharing goals * solving disputes and conflicts * we are all equal **Kindness week** * to recognise bullying and how to respond to it * recognise and manage dares *What it means to stereo type *personal boundaries and the right to privacy
Computing	**We are programmers** -design, write and debug programs that accomplish specific goals; solve programs by decomposing them in smaller parts. - use sequences… in programs: work with variables and various forms of input and output. Use logical reasoning to detect and correct errors in algorithms and programs - select, use and combine a variety of software… to design, and create… content that accomplishes given goals, including presenting, presenting and information.	**We are bug fixers** **-**debug programs that accomplish specific goals - Use sequence, selection, and repetition in programs: work with variables and various forms of input and output. -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
History	**The Roman Empire and its impact on Britain** -Julius Caesar's attempted invasion in 55-54 BC -the Roman Empire by AD 42 and the power of its army -British resistance, for example, Boudicca -'Romanisation' of Britain, the impact of technology, culture and beliefs including early Christianity.	**The Roman Empire and its impact on Britain** -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, the impact of technology, culture and beliefs including early Christianity.

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	- source materials and historical claims - evidence of the Romans in the local area- Leggs Wood: historical society and urns found in local area	- source materials and historical claims - evidence of the Romans in the local area- Leggs Wood: historical society and urns found in local area
Geography	**Roman Empire / UK** -locate the world's countries using maps to focus on Europe and major cities - name and locate countries and cities of the United Kingdom - understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in a European country. - human geography: settlement and land use, trade links and the distribution of natural resources Physical geography including: climate zones, rivers, mountains and volcanoes	**Roman Empire / UK** -locate the world's countries using maps to focus on Europe and major cities - name and locate countries and cities of the United Kingdom - understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in a European country. - human geography: settlement and land use, trade links and the distribution of natural resources Physical geography including: climate zones, rivers, mountains and volcanoes
Music	**Guitars** - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations	**Guitars** - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - improvise and compose music for a range of purposes using the inter-related dimensions of music - listen with attention to detail and recall sounds with increasing aural memory - use and understand staff and other musical notations
Art and Design	**Sketching (Boudicca)** -To create sketch books to record their observations and use them to review and revisit their ideas - to improve their mastery of art and design techniques, including drawing and painting	
Design Tech	**Designing and making Roman shields** - 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 - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world	**Christmas Crafts** - sewing ornament - making hats - Christmas trees
PE	**Net and Wall games : TENNIS** Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in combination - play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	**Invasion Games** **-**use running, jumping, throwing and catching in isolation and in combination -play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending