





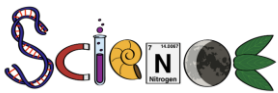






Year 3	Summer Term	2024 - 2025
Subject	Content	
<b>English</b> <b>We are reading ...</b> 	Romulus and Remus Escape from Pompeii	I was there Boudica's Army The Mousehole Cat
<b>English</b> <b>We are writing ...</b> 	A fact file about Roman Gods. Instructional writing for how to make a Roman mosaic.	Biography writing about a Roman Emperor. A persuasive letter requesting Gladiator freedom from slavery.
	At Carlton Road we use the White Rose Scheme for Maths. To see the content by year group by term, please see their website <a href="https://whiteroseeducation.com/resources?year=year-1-new&amp;subject=maths">https://whiteroseeducation.com/resources?year=year-1-new&amp;subject=maths</a> And our maths pages (Carlton Road, Curriculum, Maths), plus our calculation policy <a href="https://www.carltonroadacademy.net/site/data/files/111770AF043AF9C6320754237FB0EE28.pdf">https://www.carltonroadacademy.net/site/data/files/111770AF043AF9C6320754237FB0EE28.pdf</a>	
	<b>Term 5</b> Plants – the different parts of a plant, including the reproductive parts. The life cycle of plants and how they grow. Also carrying out a plants investigation.	<b>Term 6</b> Forces – investigating the different types of forces including friction. Magnets – which materials are magnetic and how magnets work
	<b>Term 5 &amp; 6 – Romans</b> Who are the Romans? When did the Roman live? Who was in charge of the Romans? How powerful was the Roman Army? Who were the Roman Gladiators? Where did they fought?	
	<b>Term 5 &amp; 6 - Romans</b> What events led up to the Empreor Claudis invading Britain? How does the Roman settlements compared to the Celtic villages? How did the Romans protected their land? What happened in the finals years of the Roman Empire? What was life like in Lincolnshire during the Roman era?	
	<b>Term 5</b> Do Christians have to believe in God as Trinity? (Part 1)	<b>Term 6</b> Do Christians have to believe in God as Trinity? (Part 2)
	<b>Term 5</b> Investigating, designing and creating a real Roman mosaic.	<b>Term 6</b> DT – Axels, wheels and frame structures Applying historical learning to design a Roman Chariot.
	<b>Term5</b> Let Your Spirit Fly	<b>Term 6 –</b> Three Little Birds

	<p>Term1 Programming A</p> <p>This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most learners.</p>	<p>Term 2 Programming B</p> <p>This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions (up, down, left and right).</p>
	<p>Block 1 Badminton Cricket</p>	<p>Block 2 Athletics Tennis</p>
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Year 3	Spring Term		2024 - 2025	
Subject	Content			
English We are reading ... 	The Wizard of Oz		The Last Bear	
English We are writing ... 	The Place Value of Punctuation and Grammar. What are nouns and verbs. How to construct a correct sentence. What are the different types of sentences?	Applying new knowledge into narrative, recounts, persuasion types of writing.	Traditional Tales Week Poetry Week	
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	Term1 Rocks, Fossils, Soils. How different rocks are made and classified. How fossils are formed within the Earth. The different types of soil and how they look and feel different to each other.	Term 2 Light Where does light come from and how shadows are made. What translucent, transparent and opaque mean and which materials have these properties.		
	Term 1 & 2 – Natural Disasters (Geography) What is a volcano? How are they formed? What happens when they erupt? What is an earthquake? What causes them to happen? What happens when they strike and what damage can be caused? What is a tsunami? How are they formed? What happens when they happen?			
	Term 1 & 2 - Natural Disasters (History) Looking at historical natural disasters that have happened over the years as well as more modern day disasters. How have reactions/developments changed over the years for the world to anticipate and protect against disasters striking.			

	<p>Term1</p> <p>What is a good life?</p> <p>Non-religious world view</p>	<p>Term 2</p> <p>What is a good life?</p> <p>Christian Worldviews</p>
	<p>Term1</p> <p>D &amp; T – Levers and linkages.</p> <p>Making a toy/picture that has a moving element to it that is controlled by a lever and linkages.</p>	<p>Term 2</p> <p>Art – pencil drawing, sketching and shading. Focus on Katsushika Hokusai and his style of drawing of Mt Fuji.</p>
	<p>Term1</p> <p>Big Sing music project with Mr Lyon.</p> <p>A Journey Through Time – learning songs from before St Botolph's church was built to more present day music.</p> <p>Music performance at St Botolph's Church at the end of March – more details to be released closer to the time.</p>	
	<p>Term1</p> <p>Desktop publishing.</p> <p>Children will use the laptops to type using different fonts/sizes/colours of writing to create an aesthetically pleasing document which could also include images.</p>	<p>Term 2</p> <p>Stop Frame animations.</p> <p>Children will learn how to make flip books, so it looks like their drawing is animated. They will then use these skills to create a small animation video using pictures and backgrounds.</p>
	<p>Block 1</p> <p>Gymnastics (Mondays)</p> <p>Swimming (Tuesdays)</p>	<p>Block 2</p> <p>Dance (Mondays)</p> <p>Swimming (Tuesdays)</p>
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Year 3	Autumn Term			2024 - 2025
Subject	Content			
<p>English</p> <p>We are reading ...</p> 	Stone Age Boy	The Wild Way Home	Poetry	Polar Express
<p>English</p> <p>We are writing ...</p> 	Diaries – recounting the story as a diary entry.	Non-chronological reports about Stone Age animals.	Instructions. How Prehistoric people made tools and equipment to live with.	Narrative Stories. Following the beginning and then changing the ending to a story to make it our own.
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	<p>Term1 Animals including humans. Naming specific bones withing human and animal bodies. Knowing how joints help bones to move.</p>		<p>Term 2 Animals including humans. Healthy diets, what our bodies need to be healthy, how to create balanced diets. (links with D&amp;T planning a healthy meal).</p>	
	<p>Term1 Prehistoric Britain. Understanding the Stone, Bronze and Iron Ages.</p>		<p>Term 2 Prehistoric Britain. Knowing how events and developments changed and evolved through prehistoric times.</p>	
	<p>Term1 Prehistoric Britain. Knowing what the landscape looked like in prehistoric times.</p>		<p>Term 2 Prehistoric Britain. Focus study on Skara Brae and the prehistoric remains that are found there. What does that tell us about life in prehistoric times?</p>	
	<p>Term1 What is my duty, how do I know and why does it matter? Hindu Worldviews</p>		<p>Term 2 What is my duty, how do I know and why does it matter? Sikh Worldviews</p>	
	<p>Term1 Prehistoric Art, including cave paintings using natural pigments, watercolour paintings and collage.</p>		<p>Term 2 Baking, designing, planning and making a healthy bread-based snack.</p>	
	<p>Term1 Lincolnshire Music Service – recorders.</p>		<p>Term 2 Lincolnshire Music Service ongoing</p>	
	<p>Term1 Computer systems and their networks – connecting humans. Identifying that digital devices have inputs, processed, and outputs, and how devices can be connected to make networks.</p>		<p>Term 2 Creating Media Stop-frame Animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p>	
	<p>Block 1 Basketball</p>	<p>Block 2 Football</p>	<p>Block 3 Tag Rugby</p>	<p>Block4 Fitness</p>
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