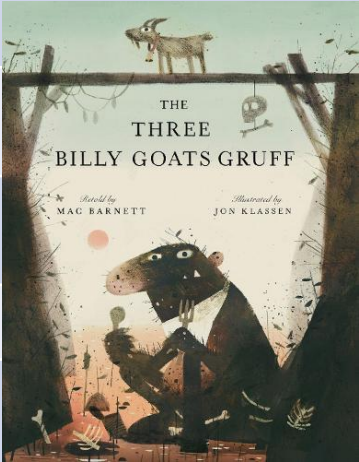
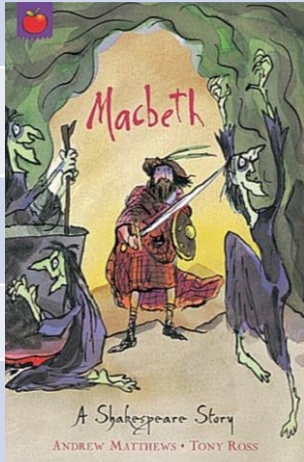


# Year 3 – Spring 1

English	Maths	Art
Plan narratives with setting, character and plot.	Multiples of 2, 5 and 10.	To create a mosaic piece inspired by Gaudi.
Discuss similar writing and learn from its structure, vocabulary and grammar.	Sharing and grouping.	PE
Punctuating direct speech.	Multiply by 3.	The children will develop their dynamic balance on a line and ball skills through focused sessions.
Use non-fiction organisational structures.	Divide by 3.	PSHE
Preparing play scripts to be read aloud and performed.	The 3 times-table.	Dreams and Goals
Reading and retrieving information from non-fiction texts.	To multiply and divide by 4.	RE
 	To multiply and divide by 8.	How are religion and worldviews shaped and expressed through art and architecture?
	The 2, 4 and 8 times-table,	Computing
		Privacy & Security - Sequence for Music using Scratch
		Music
		To be able to perform using basic staff notation in groups.

# Year 3 – Spring 1

## Science

### Main scientific skill taught in this topic:

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

### Objectives:

To compare how things move on different surfaces

To notice that some forces need contact between two objects, but magnetic forces can act at a distance

To observe how magnets attract or repel each other and attract some materials and not others

To compare and group together a variety of everyday materials based on whether they are attracted to a magnet, and identify some magnetic materials

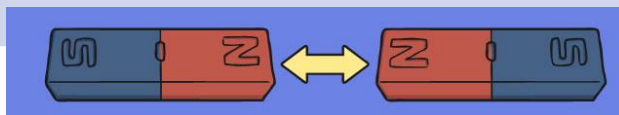
To describe magnets as having two poles

To predict whether two magnets will attract or repel each other,

### Our scientific question is:

Are all metals magnetic?

How do different surfaces affect the movement of the vehicle?



## History

Explain what was important to people in Ancient Rome.

Explain the meaning of the words 'empire', 'invasion' and 'settlement'.

Analyse the different reasons for the Roman invasion of Britain.

Explain how the Celts responded to the Roman invasion.

Explain how the Roman army's structure, discipline and equipment made it so successful.

Use artefacts to make deductions about the lives of Roman soldiers in Britain.

Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

