

Our Kilmorie Child Qualities (honesty, resilience, empathy, collaboration, innovation, curiosity, independence and respectfulness) are addressed and revisited across all areas of the curriculum and are sometimes the subject of individual lessons

<p>Topic</p>	<p>Take One Picture: An art project around the painting “An Experiment on a Bird in the Air Pump” by Joseph Wright of Derby</p> <p>Ongoing throughout: Daily Reading for Pleasure & Weekly Writing for Pleasure based on current reading</p>	
	<p>Key Texts: The Thieves of Ostia by Caroline Lawrence (Roman Mysteries series) Escape from Pompeii by Caroline Balit</p>	
	<p>Outcome 1: A Roman Mystery Story based on The Thieves of Ostia</p> <ul style="list-style-type: none"> • Character description and scene setting • Powerful adjectives • Adverbs • Subordination • Dialogue • Topic specific vocabulary • An/A before a noun • The present perfect tense <p>Skills: Consolidating all the skills learnt in year 3 to date. Planning writing through role play, practicing orally, drafting, evaluating own work and work of others, editing and improving work to meet Yr3 SpAG & presentation requirements. Consistent focus on grammar and the National Curriculum Appendices for spelling, vocabulary, grammar and punctuation.</p>	
<p>Maths</p>	<p>Time</p> <ul style="list-style-type: none"> • Tell and write the time on an analogue clock, including Roman numbers from I – XII • Tell and write the time using 12 hour and 24 hour clocks • Estimate and read time with increasing accuracy to the nearest minute • Record and compare time in terms of seconds, minutes and hours • Use vocabulary e.g. o’clock, am, pm, noon, midnight, afternoon • Know the number of seconds in a minute, days in a month, year and leap year • Compare duration of events 	<p>Mass and Capacity</p> <ul style="list-style-type: none"> • Measure, compare add and subtract mass (kg/g) and volume (l/ml) <p>Fractions</p> <ul style="list-style-type: none"> • Compare and order unit fractions, and fractions with the same denominators. • Add and subtract fractions with the same denominator within one whole • Fractions of amounts • Problem solving that involve all of the above.

Science	Light – continued curriculum learning cc Take One Picture	
	<ul style="list-style-type: none"> • Recognise that light is needed to see things and dark is the absence of light • Notice that light is reflected from surfaces • Light from the sun can be dangerous – and there are ways to protect eyes • Recognise that shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that the size of shadows change 	<p>Skills</p> <ul style="list-style-type: none"> • Making systematic and careful observations • Asking and answering questions • Hypothesising & predicting • Collecting and displaying data from an investigation
Computing	Creating a Comic strip with Comic Life and creating an animation on Scratch cc History	
	<ul style="list-style-type: none"> • E-safety • To understand how digital technology may be used in comics or graphic novels • To develop skills in working with images on a computer • To combine text and images for a purpose • Design, write and debug programs that accomplish specific goals; solve problems by decomposing them into smaller parts. • Use sequence ... in programs; work with variables and various forms of input and output. 	<ul style="list-style-type: none"> • To convey ideas or narrative succinctly using text and images • To develop the skills of collaboration and teamwork • To discuss and reflect critically on own and others' work. • Select, use and combine a variety of software ... to design and create ... content that accomplish(es) • Use logical reasoning to detect and correct errors in algorithms and programs.
Art	Take One Picture Project	
D.T.	Shell Structures – Making boxes cc Maths	
	<ul style="list-style-type: none"> • Evaluate existing products • Design box to hold amulet • Draw annotated sketch • Choose and use from a range of tools 	<ul style="list-style-type: none"> • Investigate ways to strengthen box • Evaluate and improve product
History	CC reading and literacy	
Geography	Map Skills and Local Area cc History	
	<p>Locational knowledge: Using maps, globes, atlases to locate:</p> <ul style="list-style-type: none"> • Reading and understanding 4 figure co-ordinates of an Ordnance Survey map 	<p>Place Knowledge:</p> <ul style="list-style-type: none"> • Similarities and differences – comparison of landscape and climate of UK with Italy <p>Human & Physical:</p> <ul style="list-style-type: none"> • Land use & Natural Resources – comparison of farming in UK with Italy

	Indoor	Outdoor – Athletics
PE	Valerie – Dance linked to a stimulus Ellie – Leadership Maria and Lisa – Leadership	Developing: <ul style="list-style-type: none"> • Agility & Coordination • Throwing for distance and accuracy • Jumping for distance and to increase stamina • Relay running • Running over obstacles
Music	Wider Opportunities : Recorders	
	<ul style="list-style-type: none"> • Singing games & rhymes for musicianship • Reading rhythm & pitch notation (Solfa) 	<ul style="list-style-type: none"> • Playing tuned instruments with control. • Composition and performance skills
RE	Sikhism – Beliefs, Teaching and Life	
	<ul style="list-style-type: none"> • Beliefs about God • The Gurus – their lives and teachings 	<ul style="list-style-type: none"> • Belonging – life for a child in the Sikh religion • The importance of names in Sikhism
PSHE and SRE	<ul style="list-style-type: none"> • <u>Relationships – In someone else’s shoes</u> • Recognise and challenge gender stereotypes • Recognise that families are different and to challenge stereotypes about families • Respect the views of their peers, parents, teachers and people of different faiths and cultures • Understand that there are many social groups in society in terms of culture, religion, age, etc • Know that people live their lives in different ways and that different cultures may have different life patterns • Respect other people’s feelings, decisions, rights and bodies • E-Safety: • Children begin to use a range of online communication tools, such as forums, email and polls in order to formulate, develop and exchange ideas 	<ul style="list-style-type: none"> • <u>Living in the Modern World: People and their work</u> • Children should have opportunities to: • Know the range of jobs and work roles carried out by people they know and what they like/dislike about their work • Identify ways in which different types of work are similar or different to each other • What it means to be ‘enterprising’ • E-Safety: • Know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult) • Be able to discern when an email should or should not be opened

MFL	French
	Jolie Ronde scheme: <ul style="list-style-type: none"> • Days and Months • Listening and responding to The Hungry Caterpillar <ul style="list-style-type: none"> • Applying prior learning to conversations
Trips and Events	Visit to Roman Villa (Monday 16 th July) Visit to Museum of London and Guildhall Amphitheatre (Thursday 21 st June)