

Essential Question: Were the Romans really rotten?	Year 3: Spring Term	Visit: Roman Museum visit
Community Links: Perform music in an assembly	Enterprise Activity (C: Global): Plan and share an environmental Campaign	Romans 
Key Outcomes	Key Outcomes	Key Outcomes
<p style="text-align: center;"><u>Reading</u></p> <p>Romans on the Rampage – Jeremy Strong</p> <p>Romans on the Rampage are a longer text which the children will read for enjoyment whilst answering a range of questions.</p> <p>What the Romans did for us – Non-fiction text</p> <p>What the Romans did for us is a non-fiction text which the children will use to support their learning in history and to improve their recording and retrieval skills.</p> <p>Escape from Pompeii – Christina Balit</p> <p>Escape from Pompeii is a picture book which year 3 will use to improve their inference skills.</p> <p>The Tear Thief – Carol Ann Duffy.</p> <p>The Tear Thief is a picture book which links to our PSHE curriculum. The children will work on their inference skills.</p>	<p style="text-align: center;"><u>Writing</u></p> <p>Instructions – How to become a Roman gladiator. Persuasive letter - Boudicca writing persuasively to a Roman Emperor. Explanation text – Roman inventions Play scripts - Writing play script based on Romans on a rampage</p> <hr/> <p style="text-align: center;"><u>SMART Values/ Character Education</u></p> <p style="text-align: center;">Ambitious</p> <p>Children will think about their own ambitions for the future and for the term and will set themselves goals. Children will present an assembly to do with their enterprise project to KS1.</p> <p style="text-align: center;">Resilience</p> <p>Children will think about their own resilience in terms of achieving their goals and ambitions.</p>	<p style="text-align: center;"><u>Maths</u></p> <p>In Number, we will add and subtract money, use inverse operations to check our answers and solve missing number problems using our place value knowledge. We will learn the 4 and 8 times tables and revise the 3 times table.</p> <p>In Fractions, we will count up and down in tenths; recognise, find and write fractions of objects; recognise and show equivalent fractions with small denominators; add and subtract fractions with the same denominator within one whole and compare and order unit fractions, and fractions with the same denominators.</p> <p>In Time, we will, tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p>In Shape, we will identify horizontal, vertical, perpendicular and parallel lines; recognise angles as a property of shape or a description of a turn; identify right angles and turns; and identify whether angles are greater than or less than a right angle.</p> <p>In Statistics, we will interpret and present data using bar charts, pictograms and tables and solve one-step and two-step questions using information presented in scaled bar charts, pictograms and tables.</p>

<p style="text-align: center;"><u>Science</u></p> <p>Light</p> <p>Do you need light to tell the time?</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change</p> <p><i>Pupils will make a sundial to tell the time like they did in Roman times.</i></p>	<p style="text-align: center;"><u>History</u></p> <p style="text-align: center;">The Romans 43CE-410CE</p> <p style="text-align: center;">How did the Roman invasion change the way people lived, traded and socialised?</p> <p>Pupils will investigate the Roman invasion on Britain and identify and explain reasons for this event and the changes that followed. What caused the Romans to invade Britain and what were their impact on the people and beliefs of Britain's during their rule and what consequences of Roman invasion can we still see today in Britain? How did the Roman Invasion change the British landscape?</p> <p>Pupil will use culture as a historical focus and using this theme pupils will investigate in detail, the 'Romanisation' of Britain and the development of agriculture, urbanisation, industry and architecture through the key question, How did the Roman invasion change the way people lived, traded and socialised?</p> <p>Pupils will develop their chronological understanding by placing dates and events on a timeline, with a focus on the invasions and linking it to learning about why the Romans wanted to invade Britain and the consequence.</p>	<p style="text-align: center;"><u>Computing</u></p> <p>Online Safety (Unit 3.2) C13</p> <p>This unit builds on previous online safety units. Children will know what makes a safe password,</p> <p>how to keep passwords safe and the consequences of giving your passwords away. They will understand how the Internet can be used to help us to communicate effectively and understand how a blog can be used to help us communicate with a wider audience. Children will consider whether what they read on websites is true. They will look at some 'spooof' websites, create a 'spooof' webpage, think about why these sites might exist and how to check that the information is accurate. They will learn about the meaning of age restrictions symbols on digital media and devices and discuss why PEGI restrictions exist.</p> <p>Children will know where to turn for help if they see inappropriate content or have inappropriate contact from others.</p> <p>Email (Unit 3.5) C10</p> <p>This unit uses 2Email as a safe place to teach children how to use email. Children will begin by thinking about different methods of communication. They will then open and respond to an email before writing an email to someone using an address book. They will learn how to use email safely, to add an attachment to an email and to explore a simulated email scenario.</p>
<p style="text-align: center;"><u>Art</u></p> <p>Printing</p> <p>Pupils will make their own printing block using corrugated card and string. They will design a pattern after researching roman patterns and press-print their pattern using 2 or more colours. They will explore using more than one motif to create a pattern</p> <p>Pupils will use watercolour techniques to create a piece of Roman artwork, including a silhouette.</p> <p style="text-align: center;"><u>PE</u></p> <p style="text-align: center;">Badminton</p> <p style="text-align: center;">Dance</p> <p style="text-align: center;">Rugby/Basketball</p>	<p style="text-align: center;"><u>PSHE</u></p> <p><u>Dreams and Goals</u></p> <p>Children will explore dreams and goals, dreams and ambitions, a new challenge, their new challenge, overcoming obstacles and celebrating their own learning.</p> <p><u>Healthy Me</u></p> <p>Children will understand the importance of being fit and healthy, what do they know about drugs? Being safe, being safe at home and 'my amazing body'.</p>	<p style="text-align: center;"><u>Music</u></p> <p>Bringing Us Together - Recorders</p> <p>All the learning in this unit is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity.</p> <p>Opportunity to play recorders alongside singing and play and response notes. Children to perform what they have learnt on the recorder to the class.</p>

Geography

As Geographers we will be learning about how mountains are formed and using our maps skills to locate mountains in Great Britain. They will learn about the differences between urban and rural land-use, population sizes and how land is used around Great Britain.

MFL

Unit 3 - Joyeux anniversaire! (Happy Birthday)

This unit further develops the children's knowledge of number (to 31) and introduces days and months to enable them to say and write about their birthday. Children will develop their performance and speaking skills through a song (The French version of Happy Birthday). Children's listening skills will be assessed during this unit.

Unit 4 - Jacques et les haricots magiques (Jack and the Magic Beans)

This unit introduces children to the bilingual dictionary. Children will now listen to a longer text (The French 'Jack and the Beanstalk) and will retell the story. Children's reading skills will be assessed during this unit.