


Romans

Year 3 Spring Term

How did the Roman invasion innovate Britain?



<p style="text-align: center;">Romans</p> <p style="text-align: center;">Year 3 Spring Term</p> <p style="text-align: center;">How did the Roman invasion innovate Britain?</p> 	<p style="text-align: center;">English</p> <p style="text-align: center;">Fiction:</p> <p>Fairy tales – creating our own fairy tales based on those that we already know.</p> <p>Memoirs – writing about a significant event in our lives, or writing as if we are a Roman!</p> <p style="text-align: center;">Non- Fiction:</p> <p>Texts: The Leopard in the Golden cage by Julia Edwards, Roman Invasion (my story) by Jim Eldridge, Queen of Darkness by Tony Bradman, Escape from Pompeii by Christina Balit</p> <p>Non-fiction texts: So You Think You’ve Got It Bad: A Kid’s Life in Ancient Rome Chae Strathie & Marisa Morea, Meet the Ancient Romans by James Davies</p>	<p style="text-align: center;">Maths</p> <p>Multiplication and Division facts</p> <p>Multiplication and division related facts and problem solving questions</p> <p>Measurements- units of measurement: Length and perimeter, mass and capacity</p> <p>Fractions</p>
<p style="text-align: center;">Science</p>	<p style="text-align: center;">Science Investigation</p>	<p style="text-align: center;">RE</p>
<p style="text-align: center;">Forces and Magnets</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Light and shadow</p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light 	<p style="text-align: center;">What are sunglasses for?</p> <p style="text-align: center;">Why do shadows change?</p> <p style="text-align: center;">How mighty are magnets?</p> <p style="text-align: center;">Why do magnets attract and repel?</p> <p style="text-align: center;">Can you block magnetism?</p> <ul style="list-style-type: none"> • Series of strength tests on different magnets • Describe magnets having two poles • Predict whether two magnets will attract or repel depending on which poles are facing 	<p style="text-align: center;">How do festivals and worship show what matters to a Muslim?</p> <ul style="list-style-type: none"> • Recap on the five pillars of Islam • Salah- Prayer (prayer mats and vegetal patterns) • Surah- beliefs about God in Islam • Ibadah- worship in Islam including fasting • Make links with how Muslims live in harmony with the Creator and the need for people to live in harmony • Self – control to Muslims and benefits <p style="text-align: center;">What do Christians learn from the Creation Story?</p>

<ul style="list-style-type: none"> • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by a solid object • Find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> • Notice that some forces need contact between two objects • Magnetic forces can act at a distance • Conduct tests • Looking at a magnets strength depending on its magnetic field • Record findings using simple scientific language • Draw and label diagrams including bar charts, keys and tables 	<ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible's 'big story' • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of 'the Fall' in Genesis gives an explanation of why things go wrong in the world Understand the impact • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness Make connections: • Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today 		
History	Geography	Art and Design	Design Technology	PHSE /Jigsaw
<ul style="list-style-type: none"> • To know how Britain changed at the end of the Iron Age to the end of the Roamn occupation. • Know how the Roman occupation of Britain helped to advance British society. • Know how there was resistance to the Roman occupation and know about Boudica • Know at least one famous Roman emperor. 	<ul style="list-style-type: none"> • Use maps to name and locate European countries and capitals. • Know at least 5 differences between living in the UK and a Mediterranean country. • Know the names of, and locate, at least eight European countries. 	<p>Drawing art in the style of Lionel Royer.</p> <ul style="list-style-type: none"> • Know how to use sketches to produce a final piece of art • Recognise when art is from different cultures • Know how to create a background wash • Learn about the artwork of Lionel Royer <p>Printing Roman Mosaics</p>	<p>Food technology: Making a Roman meal</p> <p>Textiles: Sewing a crest for the Roman army uniform.</p>	<p>Dreams and Goals Unit 3 Spring Term 1</p> <ul style="list-style-type: none"> • Facing challenges and knowing how to overcome them- resilience, persistence and confidence • Physical disabilities and the barriers they might face to overcome challenges- create a garden for someone with a physical disability

				Health Me Unit 4 Spring Term 2 <ul style="list-style-type: none"> • Exercise- the benefits of exercise and setting personal fitness challenges • Healthy food choices- sensible and moderated food choices/calories and kilojoules • Drugs- awareness of prescribed drugs and those that are illegal- what would you do if you found them. •
Computing	Music	PE	French	SMSC and Values
<p>Creating media:</p> <p>Use a range of techniques to create a stop-frame animation using tablets. Next, apply those skills to create a story-based animation. This unit will conclude with children adding other types of media to their animation, such as music and text.</p> <p>Programming:</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. They will be introduced to a selection of motion, sound, and event blocks</p>	<p>Mussorgsky</p> <p>Listening to music by this artist, and creating a drawing inspired by Mussorgsky's music.</p>	<p>Real Gym Spring Term 1</p> <p>Exploring shapes and patterns using different pathways</p> <p>Real Dance Spring Term 2</p> <p>Investigating solo dances using shapes standing or on the floor</p> <p>Real PE Fundamental Skills Spring Term 1</p> <p>Balance and Co ordination</p> <p>Real PE Fundamental Skills Spring Term 2</p>	<p>Learning the names of different foods</p> <p>Learning French words for colours</p>	<p>Our year 3 value is thankfulness. During this term we will be reflecting on what we are thankful for following on from the Christmas period. We will reflect on how we are thankful for the Roman's and the things they did which still have an impact on us today.</p>

which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano. The unit is paced to focus on all aspects of sequences, and make sure that knowledge is built in a structured manner. Learners also apply stages of program design through this unit

Sending and receiving
Counter balances with a
partner