



Wow Starter: We will watch the Horrible Histories Rotten Romans DVD.

Final Event: To march in formation of the Roman Army and how many commands they had to remember and obey.



## UNDERSTANDING THE WORLD

### Working scientifically LKS2

- **sc33** setting up simple practical enquiries, comparative and fair tests
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

### Forces and magnets LKS2

- **sc55** compare how things move on different surfaces
- **sc56** notice that some forces need contact between two objects, but magnetic forces can act at a distance
- **sc57** observe how magnets attract or repel each other and attract some materials and not others
- **sc58** 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
- **sc59** describe magnets as having two poles

- **sc60** predict whether two magnets will attract or repel each other, depending on which poles are facing.

### Core Skills across the Key Stage LKS2

- **hi19 I** can describe key features and events in the periods and societies I have studied
- **hi21 I** can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
- **hi24 I** can draw informed conclusions by using a range of research skills
- **hi25 I** can produce structured work from an appropriate range of resources relevant to the focus of enquiry
- **hi26** can use sources of information, including ICT, to find out about events, people and changes in the past
- **hi39 I** can give reasons for the settlement in Britain by the Anglo-Saxons and Scots

## EXPRESSIVE ARTS AND DESIGN

### LKS2

- **ad10 I** can show in my sketch book how I have developed techniques and ideas
- **ad14 I** can show examples of my work in clay
- **ad15 I** can talk about some famous artists, architects and designers from the past

- **mu11 I** can sing in a group, or on my own, with expression, awareness of others and in tune
- **mu16 I** can listen carefully and perform accurately from memory
- **mu17 I** can perform from simple, standard notation
- **mu19 I** can describe, compare and evaluate different kinds of music

### LKS2

## MATHEMATICS AND COMPUTING

### Number - multiplication and division LKS2

- **m93** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- **m94** write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- **m95** solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

- **co24 I** can use search technologies effectively
- **co27 I** can use a variety of digital devices (including the internet) to create programs to collect, analyse and evaluate data
- **co28 I** can use a variety of software to present data and information (including combining images and text, multi-media presentations and data-bases)
- **co29 I** know the rules for keeping safe on the internet and how to be a responsible internet user
- **co30 I** know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour

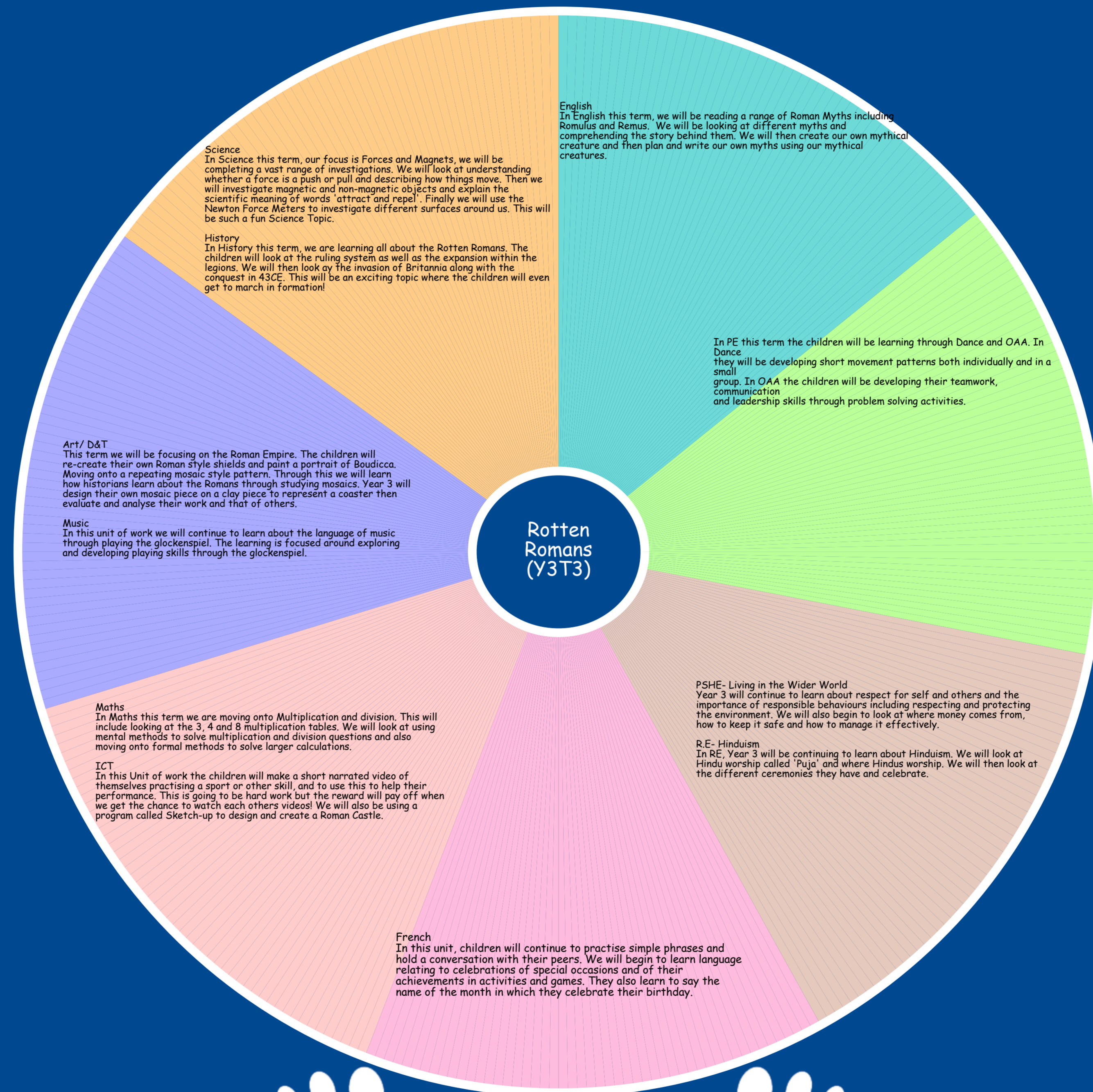
### LKS2

- SMSC
- RE
- Assemblies
- PSHE
- Class Charter
- Circle Time
- Partner talk

## OUTDOOR LEARNING

- PE- Year 3 have PE on Tuesdays and Thursdays with Mrs Smith.
- Science- Science will require outdoor learning when using Newton Force Meters

- CBBC news round- We will be watching global news daily and discuss our rights based on the up current news stories.



## LITERACY

### Reading - word reading LKS2

- **e136** read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### Reading - comprehension LKS2

- **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e140** using dictionaries to check the meaning of words that they have read
- **e141** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- **e142** identifying themes and conventions in a wide range of books
- **e147** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

### Writing - transcription - Spelling LKS2

- **e156** spell further homophones
- **e158** place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

### Writing - handwriting LKS2

- **e162** increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

### Writing - composition LKS2

- **e167** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
- **e173** proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

### Writing - vocabulary, grammar and punctuation LKS2

- **e177** extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- **e179** choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- **e186** using and punctuating direct speech

## PHYSICAL EDUCATION

### LKS2

- **pe7 I** can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements

- **pe8 I** can tell you about outdoor and adventurous activities I have achieved on my own
- **pe8.1 I** can tell you about outdoor and adventurous activities I have achieved in a team

## PSED & RELIGIOUS EDUCATION

### PSED Developing confidence and responsibility and making the most of their abilities LKS2

- **pc25** Be able to talk about their views on issues that affect themselves and their class.
- **pc28** Be able to identify the range of jobs carried out by people they know.

- **pr26** Able to empathise with another viewpoint.
- **pr27** Consolidate understanding of differences and similarities between people.

### Learning About Religion LKS2

- **ra22** Investigate the importance of religion in the local community.
- **ra23** Begin to consider the meaning of a range of forms of religious expression.

### PSED Developing good relationships and respecting the differences between people LKS2

- **pr25** Understand that their actions affect themselves and others.

## COMMUNICATION AND LANGUAGE

### LKS2

- **fl1 I** can understand what is being said to me and respond correctly
- **fl3.2 I** can ask for clarification of information or for help

- **fl5 I** can pronounce words correctly so that I am understood

# Rotten Romans (Y3T3) - Stage Coverage

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### LKS2

- **hi19** Pupils should continue to establish clear narratives within and across the periods they study.
- **hi21** They should develop the appropriate use of historical terms.
- **hi24** They should construct informed responses that involve thoughtful selection
- **hi25** They should construct informed responses that involve organisation of relevant historical information.
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources
- **hi39** Britain's settlement by Anglo-Saxons and Scots

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- **m95** solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

### LKS2

- **co24** use search technologies effectively
- **co27** select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals including collecting, analysing, evaluating and presenting data and information.
- **co28** select, use and combine a variety of software (including internet services) on a range of digital devices presenting data and information.
- **co29** use technology safely, respectfully and responsibly
- **co30** recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

## PHYSICAL EDUCATION

### LKS2

- **pe7** perform dances using a range of movement patterns
- **pe8** take part in outdoor and adventurous activity challenges individually
- **pe8.1** take part in outdoor and adventurous activity challenges within a team

## EXPRESSIVE ARTS AND DESIGN

### LKS2

- **ad10** to create sketch books to record their observations and use them to review and revisit ideas
- **ad14** to improve their mastery of art and design techniques, including sculpture with a range of materials including clay.
- **ad15** about great artists, architects and designers in history.

### LKS2

- **mu11** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu16** listen with attention to detail and recall sounds with increasing aural memory
- **mu17** understand staff and other musical notations
- **mu19** appreciate a wide range of high-quality live and recorded music

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## COMMUNICATION AND LANGUAGE

### LKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl3.2** engage in conversations and seek clarification and help
- **fl5** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

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