



Wow Starter: We will be watch the Rotten Romans horrible histories DVD.

Final Event: To march in formation of the Roman Army and how many commands they had to memorise 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
- **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **sc37** reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

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

- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi19** I can describe key features and events in the periods and societies I have studied
- **hi20** I can recognise similarities and differences between periods of time
- **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
- **hi26** can use sources of information, including ICT, to find out about events, people and changes in the past
- **hi33** know about the importance of the Roman Empire in Europe and the wider world and its impact on Britain

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad12** I can show examples of drawing using pencil and charcoal.
- **ad13** I can show examples of painting with different kinds of paint
- **ad14** I can show examples of my work in clay
- **ad15** I can talk about some famous artists, architects and designers from the past

Design LKS2

- **dt26** I can tell you for whom I have designed my product and why I think my product would be useful to them
- **dt29** I can make a model of my design
- **dt30** I can make pattern pieces for my design

Make LKS2

- **dt32** I can select and use appropriate tools and techniques for my product

- **dt33** I can measure, mark, cut and shape a range of materials accurately

Evaluate LKS2

- **dt38** I can talk about existing products similar to my own

LKS2

- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune
- **mu13** I can play instruments with fluency and expression to reflect the intentions of the music
- **mu15** I can compose pieces of music using the dimensions and elements of music expressively
- **mu19** I can describe, compare and evaluate different kinds of music
- **mu21** I can talk about some famous composers and musicians and express my opinions of their music using appropriate vocabulary

MATHEMATICS AND COMPUTING

Number - fractions LKS2

- **m96** count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- **m97** recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- **m98** recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- **m99** recognise and show, using diagrams, equivalent fractions with small denominators
- **m100** add and subtract fractions with the same denominator within one whole [for example, $5/7 + 1/7 = 6/7$]
- **m101** compare and order unit fractions, and fractions with the same denominators
- **m102** solve problems that involve all of the above.

- **m114** interpret and present data using bar charts, pictograms and tables
- **m115** solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

LKS2

- **co25** I am aware that information from some sources may not be accurate
- **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

Statistics LKS2

Science

In Science this term our focus is Forces and Magnets, we will be completing a vast range of investigations. We will look at understanding whether a force is a push or pull and describing how things move. Then we will investigate magnetic and non-magnetic objects and explain the scientific meaning of words 'attract and repel'. Finally we will use the Newton Force Meters to investigate different surfaces around us. This will be such a fun Science Topic.

History

In History this term, we are learning all about the Rotten Romans. The children will look at the ruling system as well as the expansion within the legions. We will then look at the invasion of Britannia along with the conquest in 43CE. This will be an exciting topic where the children will even get to march in formation!

Art/ D&T

This term we will be focusing on the Roman Empire. The children will re-create their own Roman style shields and paint a portrait of Boudicca. Moving onto a repeating mosaic style pattern. Through this we will learn how historians learn about the Romans through studying mosaics. Year 3 will design their own mosaic piece on a clay piece to represent a coaster then evaluate and analyse their work and that of others.

Music

In this unit of work we will continue to learn about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel.

Maths

In Maths this term we are moving onto Fractions. This will include completing fractions of shapes, matching decimals and fractions together and labelling fractions onto a number line. We will also look at fractions of amounts and equivalent fractions (this is where our multiplication facts will come in handy). Next we will be adding and subtracting fractions and even ordering fractions into largest and smallest amounts. After completing this unit, we will move onto statistics; this involves pictograms, bar charts and tally charts. The children will create their own charts from frequency tables and then answer questions using the information in front of them.

ICT

In this Unit of work the children will make a short narrated video of themselves practising a sport or other skill, and to use this to help their performance. This is going to be hard work but the reward will pay off when we get the chance to watch each others videos!

In PE this term the children will be developing their skills through OAA and Dance. In OAA the children will be developing their teamwork, communication and leadership skills in a series of problem solving activities. In Dance the children will be developing movements to music independently and in small groups.

PSHE- Living in the Wider World

Year 3 will continue to learn about respect for self and others and the importance of responsible behaviours including respecting and protecting the environment. We will also begin to look at where money comes from, how to keep it safe and how to manage it effectively.

R.E- Judaism

This term we will be looking at Judaism- We will understand some key facts and basic history of Judaism. Then we will think about why promises are important and what they mean to us. Next the children will become familiar with the Ten Commandments and their importance to Judaism and finally identifying and recognising artefacts of importance in Judaism.

French

In this unit, children will learn language relating to celebrations of special occasions and of their achievements in activities and games. They also learn to say the name of the month in which they celebrate their birthday.

English

In English this term, we will be reading a really exciting novel called 'Romans on a Rampage' by Jeremy Strong. We will be looking at pieces of narrative descriptions as written by Jeremy and how we can make these into our own character descriptions. We will be using this novel to comprehend the text, cover direct speech and then moving onto writing a Newspaper report! This is a super book that the children will love reading right from the beginning to the very end!

Rotten Romans (Y3 T3)

OUTDOOR LEARNING

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

PE- Year 3 have PE on Tuesdays and Thursdays with Miss Dix.

Science- Science will require outdoor learning when using Newton Force Meters

SMSC
RE
Assemblies
PSHE
Class Charter
Circle Time
Partner talk

PSED & RELIGIOUS EDUCATION

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

- **pc28** Be able to identify the range of jobs carried out by people they know.

PSED Developing good relationships and respecting the differences between people LKS2

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

RE - Learning From Religion LKS2

- **rf23** Identify how commitment to a religion is shown.
- **rf24** Discuss their own religious beliefs.

Learning About Religion LKS2

- **ra21** Identify and begin to describe the similarities in religions.
- **ra23** Begin to consider the meaning of a range of forms of religious expression.

COMMUNICATION AND LANGUAGE

LKS2

- **fl2.1** I can spell and pronounce the words correctly in the songs and poems I know
- **fl3.1** I can express my own and understand others' opinions
- **fl6** I can communicate and be understood in different situations
- **fl10** I can write phrases from memory
- **fl12** I know that some words are governed by gender

s16 articulate and justify answers, arguments and opinions

- **s17** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **s20** speak audibly and fluently with an increasing command of Standard English
- **s23** consider and evaluate different viewpoints, attending to and building on the contributions of others

LITERACY

Reading - comprehension LKS2

- **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
- **e148** asking questions to improve their understanding of a text
- **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e151** identifying main ideas drawn from more than one paragraph and summarising these
- **e153** retrieve and record information from non-fiction

Writing - composition LKS2

- **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **e165** discussing and recording ideas
- **e174** proof-read for spelling and punctuation errors

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
- **e180** using conjunctions, adverbs and prepositions to express time and cause
- **e181** using fronted adverbials
- **e184** using commas after fronted adverbials

Writing - transcription - Spelling LKS2

- **e156** spell further homophones

Writing - handwriting LKS2

- **e161** use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- **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].

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

Rotten Romans (Y3 T3) - Stage Coverage

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- **sc55** compare how things move on different surfaces
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- **sc59** describe magnets as having two poles
- **sc60** predict whether two magnets will attract or repel each other, depending on which poles are facing.

LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi19** Pupils should continue to establish clear narratives within and across the periods they study.
- **hi20** They should note connections, contrasts and trends over time
- **hi21** They should develop the appropriate use of historical terms.
- **hi24** They should construct informed responses that involve thoughtful selection
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources
- **hi33** the Roman Empire and its impact on Britain

MATHEMATICS AND COMPUTING

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LKS2

- **co25** be discerning in evaluating digital content
- **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

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

- **ad12** to improve their mastery of art and design techniques, including drawing with pencil and charcoal
- **ad13** to improve their mastery of art and design techniques, including painting with a range of materials
- **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.

Design **LKS2**

- **dt26** use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups
- **dt29** generate, develop, model and communicate their ideas through prototypes
- **dt30** generate, develop, model and communicate their ideas through pattern pieces

Make **LKS2**

- **dt32** select from and use a wider range of tools and equipment to perform practical tasks
- **dt33** use a wider range of tools and equipment to perform practical tasks accurately

Evaluate **LKS2**

- **dt38** investigate a range of existing products

LKS2

- **mu11** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu13** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression
- **mu15** improvise and compose music using the inter-related dimensions of music
- **mu19** appreciate a wide range of high-quality live and recorded music
- **mu21** appreciate some great composers and musicians

LITERACY

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- **e181** using fronted adverbials
- **e184** using commas after fronted adverbials

COMMUNICATION AND LANGUAGE

LKS2

- **fi2.1** link the spelling, sound and meaning of words
- **fi3.1** engage in conversations and express opinions and respond to those of others
- **fi6** present ideas and information orally to a range of audiences
- **fi10** write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- **fi12** understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms
- **si16** articulate and justify answers, arguments and opinions
- **si17** give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- **si20** speak audibly and fluently with an increasing command of Standard English
- **si23** consider and evaluate different viewpoints, attending to and building on the contributions of others

PSED & RELIGIOUS EDUCATION

PSED Developing confidence and responsibility

- **and making the most of their abilities **LKS2****
- **pc28** Be able to identify the range of jobs carried out by people they know.

PSED Developing good relationships and

- **respecting the differences between people **LKS2****
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Rotten Romans (Y3 T3)