Year 3 — Spring — Half Term 2

Rampaging Romans

Christian Values:

Excellence

Description: Year 3 will immerse themselves in Roman culture, having the opportunity to experience all aspects of Roman life through a variety of different media. Following soon after, a trip to Butser Ancient Farm is set to ignite our children's imaginations on the life of a Roman person with a day of practical, hands-on learning! Over this topic, the children will learn who the Romans were and examine the possible reasons for the Roman invasion of Britain. We will learn about the Celtic resistance to the invasion through Boudicca and examine the legacy left by the Romans on our culture and society today. A final celebration day in costume will bring together our learning through re-enactment of Roman life!

English:

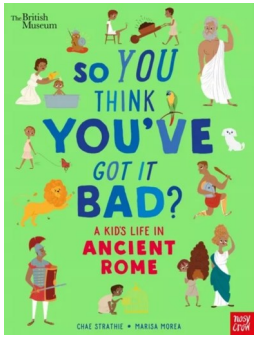
- We will use our historical learning of the Roman Empire and its impact on Britain to produce a diary entry on the Boudicca betrayal.
- We will continue to understand the type of character Boudicca was and write a character description.
- We will then explore the features of a diary, focusing primarily on: past tense, use of pronouns, emotive language and writing in chronological order.
- Our grammar focus for this half-term will look at adverbs. We will explore the different types of adverbs: manner, time, place and fluency.
- We will then use all of our learning to produce a diary entry, as if they were Boudicca revolting against the Romans. We will publish our diaries on tea-stained paper to add authenticity.

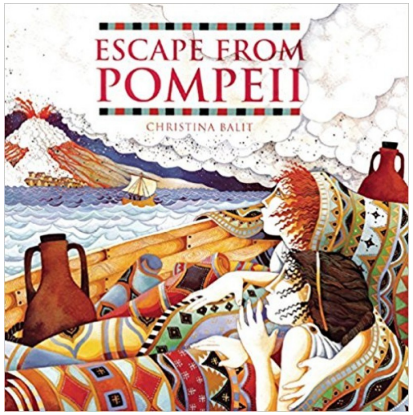
Guided Reading Focus:

- We will listen to, discuss and watch a song related to the Romans.
- We will read, explore and discuss a range of texts relating to the Romans.
- Discuss ideas to add to in our own writing.

Texts

- Escape from Pompeii
- So you think you've got it bad? A kid's life in Ancient Rome
- A Roman Song





Maths: Division (division bracket)/Fractions

- Pupils will learn how to use formal written division methods., with renaming
- Pupils connect tenths to place value, decimal measures and to division by 10.
- They begin to understand unit and non-unit fractions as numbers on the number line, and deduce relations between them, such as size and equivalence. They should go beyond the [0, 1] interval, including relating this to measure.
- They continue to recognise fractions in the context of parts of a whole, numbers, measurements, a shape, and unit fractions as a division of a quantity. Pupils practise adding and subtracting fractions with the same denominator through a variety of increasingly complex problems to improve fluency.

Vocabulary

- division bracket (bus-stop)
- half, quarter, third, fifth, tenth
- whole
- equal parts
- equivalent
- simplify
- 'Unit fraction' - A unit fraction is a fraction where the numerator (the number on the top of the fraction) is 1.

History: Romans

Knowledge

- We will talk about the impact that the Roman Empire had on Britain.
- We will explain Julius Caesar's attempted invasion in 55-54 BC.
- We will understand and can explain the Roman Empire by AD 42 and the power of its army.
- We will understand the successful invasion by Claudius and conquest, including Hadrian's Wall
- We will explain the British resistance (Boudicca's rebellion).
- We will explain the 'Romanisation' of Britain: the impact of technology, culture and beliefs, including early Christianity

Skills

- We will use and understand phrases such as 'over three hundred years ago' and AD/BC or BCE/CE.
- We will describe the causes and/or consequences of an important historical event offering more than one example of these.
- We will understand that events, people and developments are considered significant if they resulted in change (had consequences for people at the time and/or over time).
- We will recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version.

Vocabulary

hierarchy, archaeology, era, legacy, religion, culture, society, settlements, invasion, civilisation, polytheistic

empire, conquest, Hadrian's Wall, resistance, Boudicca, Romanisation, Christianity, Paganism, Celts

Science: Forces & Magnets

Knowledge

- We will compare how things move on different surfaces.
- We will notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- We will observe how magnets attract or repel each other and attract some materials and not others.
- We will describe magnets as having two poles.
- We will 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.
- We will predict whether two magnets will attract or repel each other, depending on which poles are facing.

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Vocabulary

Force, newton, friction, magnet, attract, repel, magnetic, non-magnetic, north pole, south pole, metal, iron, rubber, paper, sponge, plastic, wood, glass, rock, water.

Working Scientifically:

- We will set up a simple fair-test.
- We will record findings in a bar chart.
- We will identify changes related to scientific ideas.
- We will use results to draw simple conclusions.
- We will provide an oral explanation of findings.
- We will make systematic and careful observations.

Music - Recorders

- To copy short stepwise melodic phrases with accuracy
- To perform melodies as a class and in small groups following stave notation
- To improvise short melodic phrases using a limited range of pitches (mi, so, la, or do, re, mi)
- Play from staff notation using a small range (mi, so, la, or do, re, mi) and known rhythm elements.

Vocabulary:

Pitch, high, low, melody, stave, line, space, rhythm, ostinato, dynamics, loud (forte), quiet (piano), texture, unison, solo, ostinato, steady beat, rhythm

Computing (Stop-frame Animation):

- We will be able to explain that animation is a sequence of drawings or photographs.
- We will be able to relate animated movement with a sequence of images.
- We will understand the need to work consistently and carefully.
- We will evaluate the impact of adding other media to an animation.
- We will draw a sequence of drawings or photographs.
- We will create an effective flip book-style animation.
- We will create an effective stop-frame animation.
- We will create a storyboard.
- We will explain ways to make my animation better
- We will evaluate another learner's animation
- We will improve my animation based on feedback
- We will evaluate the quality of my animation.

Vocabulary

Stop-frame animation, movement, sequence, imagines, media, drawings, photographs, flip book

PDL: Rights and Respects

- We will explore key people who are responsible for them to stay safe and healthy.
- We will suggest ways they can help these people.
- We will understand the difference between 'fact' and 'opinion'.
- We will understand how an event can be perceived from different viewpoints.
- We will identify people who are volunteers in the school community.
- We will recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
- We will understand the terms 'income', 'saving' and 'spending'.
- We will understand that the amount people get paid is due to a range of factors (skill, experience, training, level of responsibility etc.).
- We will evaluate and explain different methods of looking after the school environment.

Vocabulary

responsible, safe, healthy, fact, opinion, viewpoints, volunteers, mental health, wellbeing, income, saving, sending, services, skill, experience, training, level of responsibility, environment

French:

- To know that French schools have many similarities with our school
- To listen, read and write familiar words, phrases and sentences about schools, e.g. about my favourite lessons

Vocabulary

Subjects: L'anglais, le français, le sport, les maths, la musique, les sciences, le geographie, le histoire
Stationary items : un stylo, des crayons, une gomme, une trousse, une règle

D.T.:

- We will conduct market research to explore and evaluate different types of bread.
- We will learn about history of Roman bread and design our own Roman meal so we can experience authentic Roman food.
- We will make and bake Roman bread.
- After baking, we will evaluate our Roman bread.

Vocabulary

bake, sift, kneed, mix, style, ingredients, method, accompaniments, rise, dissolve, loaf, oven, calcium, protein, carbohydrate, fruit and vegetables, fat, authentic

Physical Education:

Dance—Romans:

- We will learn to move in different ways, showing good timing, posture and extension.
- We will show changes in level and pathway when travelling.
- We will display use of mirror image.
- We will show use of canon and changes in formation when creating and performing in group section.

Tag Rugby:

- We will develop our attacking and defending.
- We will communicate effectively and listens to others.
- Apply skills effectively in different situations and within a range of physical activities.

Vocabulary

unison, canon, repeat, rhythm, pivot, interpret, improvisation
Footwork, pattern, formation, gesture, technique, repetition, reaction, space

turnover ball, possession, principle of play, try, support player, attacking, attack, defend, evasion, direction, forward

RE: Passover (Freedom)

- We will learn that a ritual/routine is a sequence of actions that you do regularly.
- We will learn events of the Easter story.
- We will learn rituals which Christians take part in at Easter time
- We will explore what is special about the Paschal Candle.
- We will understand rituals/routines are important to Christians and themselves.
- We will understand the role of the Torah in Judaism.

Vocabulary

Jesus, Holy Week, Easter, Passover, Judaism, Festival, Jesus, The Paschal Candle, Sacrificed, Crucifixion, Resurrection, Ascension, Blessed, Salvation, Alpha, Omega