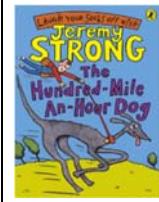
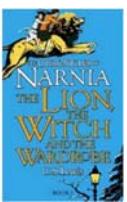
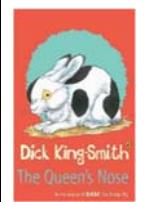
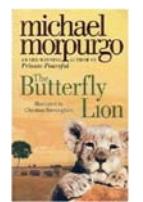
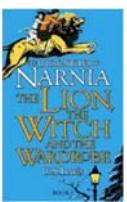
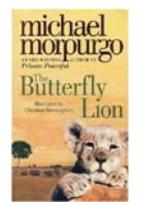
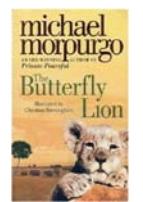
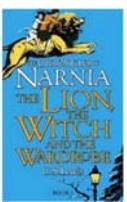
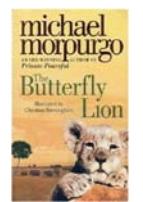


Year Three Term 3 Romans

Writing Map		Reading Spine			
English	Theme	Romans	 		 
	Main Text	Farther			
	Story plot and focus	Wishing Tale Focus: crafting the opening			
	Poetry Unit	Poems to perform – Charles Causley			
	Non Fiction Unit	Advert for new invention (persuasive)			
		Writing assessment			
Mathematics	Maths No Problem Chapter 5 Length Chapter 6 Mass Chapter 7 Volume Assessment Week				
Science	Working Scientifically Links to the statutory programme of study: <ul style="list-style-type: none"> • Can they ask relevant questions and using different types of scientific enquiries to answer them • Can they set up simple practical enquiries, comparative and fair tests • Can they make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment • Can they gather, record, classify and present data in a variety of ways to help answer questions • Can they record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Can they report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Can they use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Can they identify differences, similarities or changes related to simple scientific ideas and processes • Can they use straightforward scientific evidence to answer questions or to support their findings. Non-statutory notes & guidance: <ul style="list-style-type: none"> • Can they group objects/things according to how they move? • Can they raise questions about the impact of different surfaces upon the movement of objects? • Can they devise comparative tests to investigate and find answers to their questions? • Can they make measurements and gather data in order to make comparisons? • Can they investigate & compare the strength of different magnets? • Can they sort & group materials according to their magnetic properties? • Can they explore and identify patterns in the way that magnets behave in relation to one another? • Can they identify how the properties of magnets are applied re their use in everyday objects? <p><i>Some topics require children to 'make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 3 that topic is: Plants.</i></p> <p>Forces and magnets</p> <ul style="list-style-type: none"> • Can they compare how things move on different surfaces? • Can they observe that magnetic forces act without direct contact? • Can they observe how some magnets attract or repel each other? • Can they classify which materials according to whether or not they are attracted to magnets? • Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance? • Can they identify some magnetic materials? • Can they describe magnets having two poles (N & S)? • Can they predict whether two magnets will attract or repel each other depending on which poles are facing? • Can they compare the strengths of different magnets and find fair ways of investigating this? 				

History	<p>Possible starting point / stimulus:</p> <p><i>Picture/museum visit seeing Roman artefacts e.g. coins, mosaics, building remains (The roman amphitheatre below the guildhall – Free – open daily + possibility of booking a roman object handling session)</i></p> <p>The Roman Empire and its impact on Britain</p> <p>This could include:</p> <ul style="list-style-type: none"> • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, e.g. Boudicca • "Romanisation" of Britain: sites such as Camulodunum Colchester)/ Londinium (London) and the impact of technology, culture and beliefs, including early Christianity <p>Knowledge and interpretation</p> <ul style="list-style-type: none"> • Can they raise questions about the impact people in the past have had upon our lives today? • Can they give examples of things that are different in their life in comparison with Roman Britain e.g. transport & travel? • Can they suggest why certain people acted as they did in history? • Do they appreciate why Britain was a common target for invasion and conquering? • Can they appreciate that war/s would inevitably have brought much distress and bloodshed? • Do they appreciate that invaders were often away from their homes for very long periods and would have been 'homesick'? <p>Historical enquiry</p> <ul style="list-style-type: none"> • Can they, through research, identify similarities and differences between life in Roman Britain & life for early Britains? E.g. homes, farming, clothing, food.... • Can they use various sources of evidence to answer questions and piece together information about a period in history? • Can they research a specific event from the past? • Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? • Can they use their 'information finding' skills in writing to help them write about historical information? <p>Chronological understanding</p> <ul style="list-style-type: none"> • Can they use a timeline within a specific time in history to set out the order things may have happened? • Can they identify the reasons for the way in which they have ordered events? • Can they describe events and periods using the words: BC, AD and decade? • Can they describe events from the past using dates when things happened? • Can they describe events and periods using the words: ancient and century?
Geography	No geography
e-safety	<p>Knowledge & understanding</p> <p>Do they understand the need for rules to keep them safe when exchanging learning and ideas online?</p> <ul style="list-style-type: none"> • Can they recognise that information on the internet may not be accurate or reliable and may be used for bias, manipulation or persuasion? • Do they understand that the internet contains fact, fiction and opinion and begin to distinguish between them? • Can they use strategies to verify information, e.g. cross-checking? • Do they understand the need for caution when using an internet search for images and what to do if they find an unsuitable image? • Do they understand that copyright exists on most digital images, video and recorded music? • Do they understand the need to keep personal information and passwords private? • Do they understand that if they make personal information available online it may be seen and used by others? • Do they know how to respond if asked for personal information or feel unsafe about content of a message? • Can they recognise that cyber bullying is unacceptable and will be sanctioned in line with the school's policy? • Do they know how to report an incident of cyber bullying? • Do they know the difference between online communication tools used in school and those used at home? • Do they understand the need to develop an alias for some public online use? • Do they understand that the outcome of internet searches at home may be different than at school? <p>Skills</p> <ul style="list-style-type: none"> • Do they follow the school's safer internet rules? • Do they recognise the difference between the work of others which has been copied (plagiarism) and re-structuring and re-presenting materials in ways which are unique and new? • Can they begin to identify when emails should not be opened and when an attachment may not be safe? • Can they explain how to use email safely? <p>Can they use different search engines?</p>

Computing	<u>Audio E book</u> Power point /Book Creator/ Audacity
Religious Education	<p>How are special symbols used in religions? (Focus on Sikhism)</p> <p>What do these everyday signs and symbols mean? How can we show symbolism through actions? What symbolism can we see in Sikh worship? What symbolism can we see in Sikh artefacts? What does the five articles of the Sikh faith symbolise?</p>
Physical Education	<p>Gymnastics</p> <p>Health and fitness</p> <ul style="list-style-type: none"> • Can they explain why it is important to warm-up and cool-down? • Can they identify some muscle groups used in gymnastic activities? <p>Acquiring and developing skills</p> <ul style="list-style-type: none"> • Can they select and use the most appropriate skills, actions or ideas? • Can they move and use actions with co-ordination and control? <p>Gymnastics</p> <ul style="list-style-type: none"> • Can they use a greater number of their own ideas for movement in response to a task? • Can they adapt sequences to suit different types of apparatus and their partner's ability? • Can they explain how strength and suppleness affect performances? • Can they compare and contrast gymnastic sequences, commenting on similarities and differences? <p>Evaluating and improving</p> <ul style="list-style-type: none"> • Can they explain how their work is similar and different from that of others? • With help, do they recognise how performances could be improved? <p>Swimming</p> <ul style="list-style-type: none"> • Can they swim between 25 and 50 metres unaided? • Can they keep swimming for 30 to 45 seconds, using swimming aids and support? • Can they use a variety of basic arm and leg actions when on their front and on their back? • Can they swim on the surface and lower themselves under water? • Can they take part in group problem-solving activities on personal survival? • Do they recognise how their body reacts and feels when swimming? • Can they recognise and concentrate on what they need to improve? <p>Challenging</p> <ul style="list-style-type: none"> • Can they swim between 50 and 100 metres and keep swimming for 45 to 90 seconds? • Do they use 3 different strokes, swimming on their front and back? • Can they control their breathing? • Can they swim confidently and fluently on the surface and under water? • Do they work well in groups to solve specific problems and challenges, sharing out the work fairly? • Do they recognise how swimming affects their body, and pace their efforts to meet different challenges? • Can they suggest activities and practices to help improve their own performance?
Art and Design	<p>Investigating Patterns-mosaics / Boudicca's dress</p> <p>Drawing</p> <ul style="list-style-type: none"> • Can they use their sketches to produce a final piece of work? • Can they write an explanation of their sketch in notes? <p>Sketch books</p> <ul style="list-style-type: none"> • Can they use their sketch books to express feelings about a subject and to describe likes and dislikes? • Can they suggest improvements to their work by keeping notes in their sketch books? <p>Printing</p> <ul style="list-style-type: none"> • Can they make a printing block? • Can they make a 2 colour print? <p>Collage</p> <ul style="list-style-type: none"> • Can they cut very accurately? • Can they overlap materials? • Can they experiment using different colours? • Can they use mosaic? • Can they use montage?
Design and technology	No Design & Technology
Music	<p><u>Play it again-Exploring rhythm patterns</u></p> <p>Composing (incl notation)</p> <ul style="list-style-type: none"> • Can they use different elements in their composition?

	<ul style="list-style-type: none"> • Can they create repeated patterns with different instruments? • Can they compose melodies and songs? • Can they create accompaniments for tunes? • Can they combine different sounds to create a specific mood or feeling? <p>Challenging</p> <ul style="list-style-type: none"> • Do they understand metre in 2 and 3 beats; then 4 and 5 beats? • Do they understand how the use of tempo can provide contrast within a piece of music? <p>Appraising</p> <ul style="list-style-type: none"> • Can they improve their work; explaining how it has improved? • Can they use musical words (the elements of music) to describe a piece of music and compositions? • Can they use musical words to describe what they like and dislike? <p>Challenging</p> <ul style="list-style-type: none"> • Can they tell whether a change is gradual or sudden? • Can they identify repetition, contrasts and variations? 												
French	<p>Listening and responding</p> <ul style="list-style-type: none"> • Do they listen and show understanding of single words through physical response? • Do they listen and identify rhyming words and particular sounds in songs and rhymes? • Do they recognise a familiar question? • Do they join in with actions to accompany familiar songs, stories and rhymes? <p>Speaking</p> <ul style="list-style-type: none"> • Do they repeat words modelled by a teacher? • Do they respond to a familiar question with a simple rehearsed response? • Do they name objects and actions and link words with a simple connective? • Do they name nouns and present a rehearsed simple statement? • Do they use strategies for memorisation of vocabulary? <p>Reading and responding</p> <ul style="list-style-type: none"> • Do they identify individual sounds in words and pronounce accurately? • Do they start to recognise the sounds of some letter strings? • Do they read and show understanding of familiar single words? • Are they familiar with the layout of a bi-lingual dictionary? • Do they write and say simple familiar words to describe people, places, things and actions using a model? • Do they write single familiar words from memory with understandable accuracy? <p>Writing</p> <ul style="list-style-type: none"> • Do they use strategies for memorisation of spelling? <p>Grammar</p> <ul style="list-style-type: none"> • Do they recognise that word classes in English – nouns, adjectives, adverbs, verbs and connectives exist in other languages? 												
PSHE	<p>e-safety lesson</p> <p>Dreams and Goals</p> <table> <tr> <td>Dreams and goals</td> <td>Can they stay motivated when doing something challenging?</td> </tr> <tr> <td>My dreams and ambitions</td> <td>Do they keep trying even when it is difficult?</td> </tr> <tr> <td>A new challenge</td> <td>Can they work well with a partner or in a group?</td> </tr> <tr> <td>Our new challenge</td> <td>Do they have a positive attitude?</td> </tr> <tr> <td>Our new challenge-overcoming obstacles</td> <td>Can they help others to achieve their goals?</td> </tr> <tr> <td>Celebrating my learning</td> <td>Are they working hard to achieve their own dreams and goals?</td> </tr> </table>	Dreams and goals	Can they stay motivated when doing something challenging?	My dreams and ambitions	Do they keep trying even when it is difficult?	A new challenge	Can they work well with a partner or in a group?	Our new challenge	Do they have a positive attitude?	Our new challenge-overcoming obstacles	Can they help others to achieve their goals?	Celebrating my learning	Are they working hard to achieve their own dreams and goals?
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Enrichment	<ul style="list-style-type: none"> • Use of laptops • Visitors-History Off the Page Romans • Educational visit –Place of Worship Synagogue visit • British Museum • Aspirations Week 												