

**Year Three Term 3    Romans**

English	<b><u>Reading for Enjoyment</u></b>	
	<p><b>MAIN TEXT: The Frog Prince</b></p> <p><b>POETRY Unit 3: Language play</b> 1.Limericks/Tongue twisters( perform)</p> <p><b>NARRATIVE Unit 5: Plays</b> Base on traditional stories- turn stories into scripts. <b>The Frog Prince</b></p> <p><b>NON-FICTION Unit 3:</b> Information/persuasive •Poster to persuade ... •Leaflet –Giving information about...</p>	George Speaks (Dick King-Smith)
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• <b>Place value/ Mental addition and subtraction</b></li> <li>• <b>Fractions</b></li> <li>• <b>Fractions/Division</b></li> <li>• <b>Volume and capacity /Mass</b></li> <li>• <b>Assessment Week</b></li> <li>• <b>Multiplication incl. 8x table</b></li> </ul>	
<b>Science</b>	<p><b><u>Forces and magnets</u></b></p> <ul style="list-style-type: none"> <li>•Can they compare how things move on different surfaces?</li> <li>•Can they observe that magnetic forces can be transmitted without direct contact?</li> <li>•Can they observe how some magnets attract or repel each other?</li> <li>•Can they classify which materials are attracted to magnets and which are not?</li> <li>•Can they notice that some forces need contact between two objects, but magnetic forces can act at a distance?</li> <li>•Can they compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet?</li> <li>•Can they identify some magnetic materials?</li> <li>•Can they describe magnets have having two poles (N &amp; S)?</li> <li>•Can they predict whether two magnets will attract or repel each other depending on which poles are facing?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they investigate the strengths of different magnets and find fair ways to compare them?</li> </ul>	
<b>History</b>	<p><b><u>The Roman Empire and its impact on Britain</u></b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>•Julius Caesar’s attempted invasion in 55-54 BC</li> <li>•the Roman Empire by AD 42 and the power of its army</li> <li>•successful invasion by Claudius and conquest, including Hadrian’s Wall</li> <li>•British resistance, e.g. Boudicca</li> <li>•“Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul> <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>•Can they describe events and periods using the words: BC, AD and decade?</li> <li>•Can they describe events from the past using dates when things happened?</li> <li>•Can they describe events and periods using the words: ancient and century?</li> <li>•Can they use a timeline within a specific time in history to set out the order things may have happened?</li> <li>•Can they use their mathematical knowledge to work out how long ago events would have happened?</li> </ul> <p><b>Knowledge and interpretation</b></p> <ul style="list-style-type: none"> <li>•Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?</li> <li>•Can they suggest why certain events happened as they did in history?</li> <li>•Can they suggest why certain people acted as they did in history?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they begin to appreciate why Britain would have been an important country to have invaded and conquered?</li> <li>•Can they appreciate that war/s would inevitably have brought much distress and bloodshed?</li> <li>•Do they have an appreciation that wars start for specific reasons and can last for a very long time?</li> <li>•Do they appreciate that invaders were often away from their homes for very long periods and would have been ‘homesick’?</li> </ul> <p><b>Historical enquiry</b></p> <ul style="list-style-type: none"> <li>•Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?</li> <li>•Can they use various sources of evidence to answer questions?</li> <li>•Can they use various sources to piece together information about a period in history?</li> <li>•Can they research a specific event from the past?</li> <li>•Can they use their ‘information finding’ skills in writing to help them write about historical information?</li> </ul> <p><b>Challenging</b></p>	

	<ul style="list-style-type: none"> <li>•Can they begin to use more than one source of information to bring together a conclusion about an historical event?</li> <li>•Can they use specific search engines on the Internet to help them find information more rapidly?</li> </ul>
<b>Geography</b>	<b>No geography</b>
<b>Computing</b>	<p><b><u>Presentation</u></b>  <b>Word processing (Word)</b></p> <ul style="list-style-type: none"> <li>•Can they combine text, images and sounds and show awareness of audience?</li> <li>•Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?</li> </ul> <p>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. itass</p>
<b>Religious Education</b>	<p><b><u>How are special symbols used in religions? (Focus on Islam and Sikhism)</u></b></p> <p>What do these everyday signs and symbols mean?  How can we show symbolism through actions?  What symbolism can we see in Muslim worship?  What symbolism can we see in Muslim artefacts?  What symbolism can we see in Sikh worship?  What does the five articles of the Sikh faith symbolise?</p>
<b>Physical Education</b>	<p><b><u>Gymnastics</u></b>  <b>Health and fitness</b></p> <ul style="list-style-type: none"> <li>•Can they explain why it is important to warm-up and cool-down?</li> <li>•Can they identify some muscle groups used in gymnastic activities?</li> </ul> <p><b>Acquiring and developing skills</b></p> <ul style="list-style-type: none"> <li>•Can they select and use the most appropriate skills, actions or ideas?</li> <li>•Can they move and use actions with co-ordination and control?</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>•Can they use a greater number of their own ideas for movement in response to a task?</li> <li>•Can they adapt sequences to suit different types of apparatus and their partner's ability?</li> <li>•Can they explain how strength and suppleness affect performances?</li> <li>•Can they compare and contrast gymnastic sequences, commenting on similarities and differences?</li> </ul> <p><b>Evaluating and improving</b></p> <ul style="list-style-type: none"> <li>•Can they explain how their work is similar and different from that of others?</li> <li>•With help, do they recognise how performances could be improved?</li> </ul>
<b>Art and Design</b>	<p><b>Investigating Patterns-mosaics / Boudicca's dress</b></p> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>•Can they use their sketches to produce a final piece of work?</li> <li>•Can they write an explanation of their sketch in notes?</li> </ul> <p><b>Sketch books</b></p> <ul style="list-style-type: none"> <li>•Can they use their sketch books to express feelings about a subject and to describe likes and dislikes?</li> <li>•Can they suggest improvements to their work by keeping notes in their sketch books?</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>•Can they make a printing block?</li> <li>•Can they make a 2 colour print?</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>•Can they cut very accurately?</li> <li>•Can they overlap materials?</li> <li>•Can they experiment using different colours?</li> <li>•Can they use mosaic?</li> <li>•Can they use montage?</li> </ul>
<b>Design and technology</b>	<b>No Design &amp; Technology</b>
<b>Music</b>	<p><b><u>Play it again-Exploring rhythm patterns</u></b></p> <p><b>Composing (incl notation)</b></p> <ul style="list-style-type: none"> <li>•Can they use different elements in their composition?</li> <li>•Can they create repeated patterns with different instruments?</li> <li>•Can they compose melodies and songs?</li> <li>•Can they create accompaniments for tunes?</li> <li>•Can they combine different sounds to create a specific mood or feeling?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Do they understand metre in 2 and 3 beats; then 4 and 5 beats?</li> <li>•Do they understand how the use of tempo can provide contrast within a piece of music?</li> </ul> <p><b>Appraising</b></p> <ul style="list-style-type: none"> <li>•Can they improve their work; explaining how it has improved?</li> <li>•Can they use musical words (the elements of music) to describe a piece of music and compositions?</li> </ul>

	<ul style="list-style-type: none"> <li>•Can they use musical words to describe what they like and dislike?</li> </ul> <p><b>Challenging</b></p> <ul style="list-style-type: none"> <li>•Can they tell whether a change is gradual or sudden?</li> <li>•Can they identify repetition, contrasts and variations?</li> </ul>
<b>French</b>	<p><b>Listening and responding</b></p> <ul style="list-style-type: none"> <li>•Do they understand simple classroom commands?</li> <li>•Do they understand short statements?</li> <li>•Do they understand simple questions?</li> <li>•Do they understand clearly spoken speech?</li> </ul> <p>May need a lot of help, e.g. gesture and repetition.</p> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>•Can they answer with a single word?</li> <li>•Can they answer with a short phrase?</li> </ul> <p>Pronunciation may be approximate, and may need considerable support from a spoken model and from visual cues.</p> <p><b>Reading and responding</b></p> <ul style="list-style-type: none"> <li>•Can they read and understand a single word?</li> </ul> <p>Presented in clear script in familiar context. May need visual cues.</p> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>•Can they copy a single word correctly?</li> <li>•Can they label items?</li> <li>•Can they choose the right words to complete a phrase?</li> <li>•Can they choose the right words to complete a short sentence?</li> </ul>
<b>PSHE</b>	<p><b>e-safety lesson</b></p> <p><b><u>Dreams and Goals</u></b></p> <p><b>Dreams and goals</b> Can they stay motivated when doing something challenging? Do they keep trying even when it is difficult?</p> <p><b>My dreams and ambitions</b> Can they work well with a partner or in a group?</p> <p><b>A new challenge</b> Do they have a positive attitude?</p> <p><b>Our new challenge</b> Can they help others to achieve their goals?</p> <p><b>Our new challenge-overcoming obstacles</b> Are they working hard to achieve their own dreams and goals?</p> <p><b>Celebrating my learning</b></p>
<b>Enrichment</b>	<ul style="list-style-type: none"> <li>• Use of laptops</li> <li>• Visitors-History Off the Page Romans</li> <li>• Educational visit –Place of Worship visit</li> <li>• British Museum</li> <li>• Aspirations Week</li> </ul>