

History

Why were the Romans so powerful and what did we learn from them?

In their lessons, pupils will:

- explain what the Roman empire was and when the Romans ruled Britain.
- compare a Roman and Celtic warrior
- explore sources about Boudicca and retell the events of her rebellion
- describe what gladiatorial entertainment was like in Roman society
- research what Roman daily life was like. E.g Roman people, jobs, army, buildings/houses, clothing, food, education, toys, gods/goddesses. (ICT)

Our WOW day will give pupils the opportunity to handle Roman artefacts in the Roman workshop at Gunnersbury Museum and learn about Roman daily life. For our fantastic finish, they will take part in a Roman banquet and make their own chariots in DT lessons. Reading to learn sessions will also have a focus on The Romans.

Design and Technology (DT)

Roman Chariot

Pupils will design and create their own Roman chariots. They will use mechanisms to make them move.

Pupils will learn to:

- show that their design meets a range of requirements
- put together a step-by-step plan which shows the order and also what equipment and tools they need
- describe their design using an accurately labelled sketch and words in their sketchbooks.
- select the most appropriate tools and techniques to use for a given task
- make a product which uses mechanical components
- explain what they changed which made their design even better

Year 3

Summer 1 Curriculum Map

Big Learning Question (Theme):

Why were the Romans so powerful and what did we learn from them?

Links to Our School Values &



The British Values

Pupils will learn about showing **mutual respect and tolerance** to those with different faiths and beliefs by discussing rules and beliefs of different faiths in RE and during circle time. In PSHE, pupils will focus on **respect** by learning about what makes a healthy relationship and the importance of respecting their growing and changing bodies. They will continue to use **individual liberty** with making decisions about their learning in lessons. They will be reminded of **the rule of law** when learning & embedding the school rules and value the importance of **democracy** when expressing their views to our school council.

Save The Dates!

**Day: Roman workshop @
Gunnersbury Museum**

Tuesday 30th April 2019



**Finish: Roman dress up day/
banquet/ parent sharing session**

Thursday 23rd May 2019

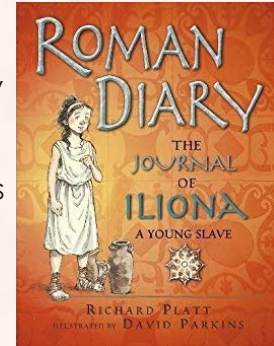
English

Learning will be based on our Main Text:

Roman Diary: The Journal of Iliona a young slave.

By Richard Platt

Iliona never imagined that her sea voyage from Greece to Egypt would lead her to Rome. But when her ship is boarded by pirates, that's where she ends up — as a slave. Separated from her brother, Apollo, Iliona is soon at the whim of her owners, and the chance of regaining freedom seems like a distant dream. But unlike her brother's plight, Iliona's life as a slave isn't as bad as she feared.



Writing outcomes:

- prediction about the text.
- Thought tracking
- Letter to Apollo
- Description of a Roman public bath
- Description of the parade.
- Diary entry as the slave battling against the gladiator before and after the fight.
- Narrative in a Ancient Rome setting.

Reading:

Pupils will practise reading skills such as inference, prediction, retrieval, decoding, fluency etc. during their daily 'Reading to Learn' slot. They will follow a 5 day structure which allows them to develop their reading skills and feel more confident to discuss and answer questions about a text.

Spellings test day: Friday

Handwriting– pupils will be expected to use cursive joins in their writing and will practice handwriting in Early morning work.

Maths

Mass, Capacity, 2D and 3D shapes, angles

Solving Problems & Reasoning

Pupils will be learning to:

- **Measure, compare, add and subtract mass (kg/g):**
- **Measure, compare, add and subtract volume/capacity (l/ml).**
- Measure the perimeter of simple 2-D shapes.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Draw 2-D shapes and make 3-D shapes using modelling materials.
- Recognise 3-D shapes in different orientations and describe them.
- Recognise angles as a property of shape or a description of a turn.
- **Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.**

Please note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year for your child to be **working at Year 3 standards**. Therefore, it is important that any home learning should work on consolidating these.

Please speak to your child's teacher if you would like any support with this.

Science

Light and shadows

By the end of this unit, all pupils should be able to:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object. Discuss how Romans used water clocks and sundials to tell the time.
- find patterns in the way that the size of shadows change. They will create a shadow puppet theatre show using props.

Pupils will develop their scientific thinking by:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units.
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- recording findings and making conclusions using scientific language.

Religious Education

Beliefs and practices: Islam

By the end of this unit, pupils will be taught to:

explore some of the key beliefs and practices of Islam.

In lessons they will learn the following:

- identify some of the key beliefs of Islam.
- explore the origins of Islam.
- explain the importance of the Qur'an to Muslims.
- describe the 5 duties of Islam (5 pillars),
- identify the internal features of a mosque and the practices. Within the place of worship

Computing

Pupils will be learning about:

- **Digital Literacy:** E-Safety (How to stay safe online & when using technology).
- **Computer Science:** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts, Use sequence, selection and repetition in programs; work with variables and various forms of input and output, Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- **Cross-curricular information technology (using IT to research our topics):** researching Roman life using Google Safe Search.

In ICT lessons, we use DB primary to complete the tasks. If the children do not complete their tasks, it is expected that they will complete them at home as extra home learning.

PSHE

Relationships and Growing Up

Overarching aims of this terms theme:

- develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- recognise and manage emotions within a range of relationships
- recognise risky or negative relationships including all forms of bullying and abuse
- recognise and manage emotions within a range of relationships
- respond to risky or negative relationships and ask for help
- respect equality and diversity in relationships.

During their lessons, pupils will:

- Identify the qualities of a good friend.
- Explain how to say no to unwanted touch.
- Describe different types of families and who to go to for help and support.
- Identify positive thoughts.
- Describe the differences between males and females and name parts of the body
- Describe healthy relationships

French

Our school

By the end of this unit, all pupils should be able to:

listen and respond to topic vocabulary, demonstrate understanding with actions, write sentences converting le/la to un/une and answer questions using the topic vocabulary.

Pupils will learn to:

- identify what's in the classroom
- identify what's in a pencil case
- describe the school subjects
- describe what's around school
- say what they like to do in school

Home Learning

Reading: Your child should read everyday at home. Please listen to them read and write a comment/ sign in their reading record.

Please encourage your child to use:

Weekly homework tasks will be set using these learning platforms.



Children must check on our DB class page and read the class blog to find out what the weekly homework is. Please remind children that they must complete the tasks by Thursday each week. Please allow them access to the computer at home to complete homework. There is also homework club run after school once a week. **Children should use Timestables rock stars to practice their times tables.**

We will also have a HOME LEARNING PROJECT linked to class learning, which you can help them with. The projects will be shared with parents in our parent sharing session.

PE

Gymnastics– Mindful Yoga (indoor) Athletics (outdoor)

In indoor PE pupils will learn to:

- Develop flexibility, strength, technique, control and balance.

In outdoor PE pupils will learn to:

- Use running, jumping, throwing and catching in isolation and in combination.

In indoor and outdoor PE pupils will compare performances with previous ones and demonstrate improvement to achieve personal best.

PE days: Indoor– Monday

Outdoor– Friday

PE kits must be in school on these days.

Music

Class Orchestra

Pupils will:

- Learn about the traditional orchestra, including the four families of instruments and their seating formation.
- Listen to a range of music played by the orchestra and learn to identify individual instruments by their timbre.
- Explore how different families of instruments create sound, with a focus on recorders (woodwind) and percussion.
- Perform as an orchestra, with a strong focus on the role of the conductor.
- Learn and use key musical vocabulary including; timbre, orchestra, families and instrument names.