

RE – Hinduism

Celebrating Diwali.

Class Trip – Vindolanda!

Details to follow soon.

Geography

Locate places of Roman settlers and volcanoes around the world using a range of maps, atlases and Google maps.

Use standard symbols and understand the importance of a key.

Locate volcanoes and tectonic plate regions and volcanic regions of the world.

Use our trip to Vindolanda as a stimulus for fieldwork, observing, measuring, and recording features of the area.

Locate the world's countries, using maps to focus on Europe (Italy).

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn whilst identifying volcanoes around the world.

Describe and understand key aspects of volcanoes and earthquakes.

Compare a region of the UK (Lake District) with a region in Europe (Lake Garda).

History

Learn about everyday lives of people in time studied (Roman soldiers, Roman children, gladiators, rich vs poor).

Compare Roman lives to our lives today.

Identify reasons for and results of people's actions – cause and effect (Julius Caesar/Boudica).

Study the life and significance of Julius Caesar.

Develop increasingly secure chronological knowledge of British history (Roman Empire and impact on Britain).

Place events, historical figures and artefacts of the Roman Era on a timeline.

Know that a timeline can be divided into BCE(BC) and AD.

Explain that there are different types of evidence (artefacts, pictures, written etc.) that can be used to help represent the past.

Suggest sources of evidence from a selection to help answer questions and say how they can be used to find out about the past.

Conduct own research by using a range of sources to find out about the period.

Start to compare two versions of a past event (Roman occupation/British resistance).

Know how the Roman occupation of Britain helped to advance British society.

Take part in discussions and communicate knowledge through pictures, writing, annotations and drama.

Computing

Online safety.

Romans and volcano research.

Access their work from any school computer by logging on to their network area.

Insert words or sentences, create titles, change font, font size and colour.

Practise touch typing.

Open/edit and save work in own space.

Music

Learn songs from memory.

Play instruments.

Identify main sections of a song.

Confidently identify and move to the pulse.

French

Greetings and introductions, colours, and numbers 1-10.

PE

Please ensure your child has PE pumps and trainers, t-shirt, shorts, hoody and joggers. Thank you.

Football with Shaun – Mondays

Dance with Mrs Campbell – Thursdays

English

Write to inform – a newspaper article.

Write to entertain – descriptions and a story.

Revision of the KS1 Common Exception words.

Consolidate four main punctuation marks.

Spelling and Reading the Year 3 and 4 Common Exception words.

Expanded noun phrases.

Fronted adverbials.

Nouns and pronouns used for clarity.

Commas in a list.

Capital letters for proper nouns.

Use full punctuation for direct speech.

Use relative clauses to add detail.

Take care with the presentation of their work.

Romans and Volcanoes Year 3

Autumn Term

Mrs Finch and Mrs Campbell

Science

Rocks

Compare and group together different kinds of rock on the basis of their appearance and simple physical properties.

Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

Recognise that soils are made from rocks and organic matter.

Explore different kinds of rocks and soils, including those in the local environment and those around volcanoes.

Working Scientifically

Explore the structure of rocks including why they might have changed over time to help the children identify and classify rocks.

Research and discuss the kind of living things whose fossils are found.

Explore how fossils are formed including creating our own using a similar process.

Explore different soils and identify the similarities and differences between them.

Art

Roman Mosaics

Collect and develop ideas using their sketchbooks, building up resilience, making mistakes and suggesting improvements to improve their work.

Explore creating collage with a variety of media, e.g. paper and magazines (planning stage).

Experiment with sorting and arranging materials with purpose to create effect.

Learn new techniques, e.g. overlapping, tessellation, mosaic and montage (engage in practical tessellation games to develop their skills and ideas).

Sketch Roman pictures and ideas in sketchbooks.

Recreate own Roman picture based on examples given to explore.

Select own colours and designs.

Cut accurately.

Create a Styrofoam tray print to use as stimulus for their mosaic.

DT

Roman coin purse

Develop own design criteria.

Share and clarify ideas through discussion.

Model decoration ideas on pattern pieces.

Make design decisions that take account of the availability of resources – different materials.

Select tools and equipment for the task.

Select materials for the task and explain choices of materials and components according to functional properties and aesthetic qualities.

Order the main stages of making their coin purse.

Measure, mark out, cut and shape materials with some accuracy.

Join fabrics using a range of stitches with increasing independence.

Add a range of further decoration to their design (heads/sequins etc.)

Evaluate their product.

Maths

Place Value

Number – Addition and subtraction.

Number – Multiplication and division

Roman numerals

PSHE

How can we be a good friend?

What keeps us safe?