

Experience Day

- School Trip – Canterbury Roman Museum
- In-school Immersive Day – Roman Dress-up Day

ICT

- Creating Media: Digital Magazine Front Cover
- Scratch: Moving a sprite within a maze

Science

- Plant Parts
- Life cycle of flowering plants
- Seed formation and dispersal

PE

- Striking and Fielding: Cricket
 - Batting and Fielding
- Net and Wall: Tennis
 - forehand strike
- Invasion Games: Handball
 - Passing, receiving and shooting
- Athletics
 - Acceleration and speed

Emperors and Empires

History

- Everyday Life in Ancient Rome
- Roman Empire
- Significant Emperors
- Roman Army
- Everyday Life in Roman Britain
- Roman Legacy
- Significant People: Boudicca

RE

- Hinduism:
 - How can Brahman be everywhere and in everything?
 - Would visiting the River Ganges be special to a non-Hindu?

Spanish

- Aprendo español (I Am Learning Spanish)
 - Introduce yourself
 - Say how you feel

Art

- History of mosaics
- Sketching mosaics

English

Class Text: Roman Tales: The Goose Guards by Terry Deary

- Biographies
- Letters
- Myths
- Poetry

- Use the possessive apostrophe
- Using conjunctions to express time, place and cause
- Use inverted commas

DT

- Features of a greenhouse
- Significant Designer: Sir Joseph Paxton and Sir Nicholas Grimshaw
- Designing a greenhouse

Maths

- Length and Perimeter
 - Comparing lengths
 - Add and subtract lengths
- Fractions
 - Understanding the denominator

Music

- Learning an Instrument: Recorders

Music

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Experience Day

- School Trip: Canterbury Roman Museum
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ICT

- Add content to a desktop Publishing publication.
- Design and create a maze-based challenge.

Science

- Ask questions about the world around them and explain that they can be answered in different ways.
- Describe the requirements of plants for life and growth (air, light, water, nutrients and room to grow) and how they vary from plant to plant.
- Draw and label the life cycle of a flowering plant.
- Describe the differences between dark and light and how we need light to be able to see.
- Explain, using words or diagrams, how shadows are formed when a light source is blocked by an opaque object.

Emperors and Empires

DT

- Create shell or frame structures using diagonal struts to strengthen them.
- Develop design criteria to inform a design.

Art

- Create sketchbooks to record their observations and use them to review and revisit ideas.
- Make suggestions for ways to adapt and improve a piece of artwork.
- Use and combine a range of visual elements in artwork.

Maths

- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- measure, compare, add and subtract: lengths (m/cm/mm).

PE

- Play competitive games and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.

English

- Express time, place and cause using conjunctions, adverbs and prepositions.
- Use taught punctuation and new punctuation (inverted commas).
- Use the possessive apostrophe to show singular possession and begin to use the possessive apostrophe for regular plural possession.
- Use simple organisational devices in non-narrative writing.
- Begin to use the present perfect form of verbs.

History

- Describe everyday life in ancient Rome, including aspects, such as jobs, houses, buildings, food and schooling.
- Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs.
- Describe how a significant event or person in British history changed or influenced how people live today.
- Explain the cause, consequence and impact of invasion and settlement in Britain.

RE

- Hindu Beliefs
- Pilgrimage to the River Ganges

Year 3 – Topic 3 – Emperors and Empires

Key Enquiry Question: How was life different between Roman times and today?

Key Skills:

- Understand how the Roman army spent many years conquering Britain.
- Learn about Queen Boudicca who led the Celtic Iceni tribe who revolted against Roman rule.
- Learning about Hadrian's wall and why the emperor ordered the wall to be built in AD 122.

Prior Knowledge:

I understand that the Romans lived over 2000 years ago. In studying the Stone Age, Bronze Age and Iron Age, I can see where the roman empire fits in a historical timeline in chronological order. I can see how these times influenced the Roman's and how they became powerful.

Key Vocabulary:

	Word	Definition
1	absolute power	Complete authority to make decisions.
2	aqueduct	A channel for carrying water, normally in the form of a bridge across a valley or other gap.
3	consul	One of two men who held the highest position of the senate of the roman republic.
4	empire	A group of countries ruled by a single person government or country.
5	hierarchy	A system where people or things are arranged in order of importance.
6	hypocaust	A system of underfloor heating designed by the Romans.
7	Roman citizen	A person who has privileges and protection from the Roman empire.
8	Romanise	To become roman

Timeline:

	Date	Description
1	55-54BC	First and second invasion by Julius Caesar
2	AD 60—61	Boudicca rebels against Roman rule
3	AD 122	Hadrian's Wall is built
4	AD 211	Londinium becomes the capital of Roman Britain
5	AD 313	Christianity becomes legal in the Roman Empire
6	AD 400	Roman army gradually leaves Britain
7	AD 410	Roman rule ends



Key Information: The Romans conquered countries all around the Mediterranean sea and grew significantly because of its access by sea. The Roman empire was at its largest between AD 117 and AD 200.