

History

- Ancient Rome – a study of Roman life, achievements and their influence on the western world.

PE

- Cricket
- Athletics
- Tennis

Experiences:

- Canterbury Roman site
- Immersion Day for Romans

English

- Biographies
- Letter writing
- Roman Myths
- Poetry using rhyming couplets
- Recounts

Science

- Light and shadows
- Plant nutrition and reproduction

ICT

- Creating Media
- Programming

Art

- Beautiful Botanicals
- Mosaics

Music

- Human Body
- Traditional Roman music – identify sounds and instruments

Emperors and Empires

DT

- Design and build their own mini greenhouse

PSHCEE

- Physical health and mental well being
- Growing and changing
- Keeping safe

RE

- Sikhism: how important is sharing to Sikhs?
- Hinduism: would visiting the river Ganges feel special to a non Hindu?

Maths

- Length
- Fractions
- Time
- Angles and properties of shape
- Mass
- Capacity

Spanish

- I am learning Spanish
- Conversation development

DT

- Generate, develop, model and communicate ideas through discussions and annotated sketches.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Art

- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Use sketch books to record observations and use them to review and revisit ideas.

Maths

- Recognise, find and write non-unit fractions of a set of objects.
- Solve fraction problems and reason mathematically.
- Use a ruler to draw and measure lines to the nearest centimeter & millimeter.
- Add three-digit numbers using the expanded written method of column addition.
- Estimate the answer to a calculation.
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- Add and subtract amounts of money.
- Interpret and present data using tables and charts.
- Recognise angles as a property of shape or a description of a turn.
- Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them.

English

- Recognise different forms of poetry
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- In narratives, create settings, characters and plot.

Geography

- Human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

History

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Science

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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

Music

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

English

- Plan my writing by discussing and recording ideas.
- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Compose and rehearse sentences orally to build a rich and varied vocabulary..
- Assess the effectiveness of their own and others' writing and suggest improvements.
- Proof-read for spelling and punctuation errors.
- In non-narrative material, use simple organisational devices.
- Give / explain the meaning of words in context.
- Predict what might happen from details stated and implied.
- Expressing time, place and cause using conjunctions .

PE

- Compare performances with previous ones and demonstrate improvement to achieve their personal best.
- Develop flexibility, strength, technique, control and balance.
- Use running, jumping, throwing and catching in combination.

ICT

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Use sequence, selection, and repetition in programmes; work with variables and various forms of input and output.

Year 3 – Topic 3 – Emperors and Empires

Key Inquiry 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.

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.

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