

Year group: 3

Term: Spring 1

Topic: Emperors and Empires – Romans

What did the Romans do for me?

Kernow Cluster Topic Overview Sheet

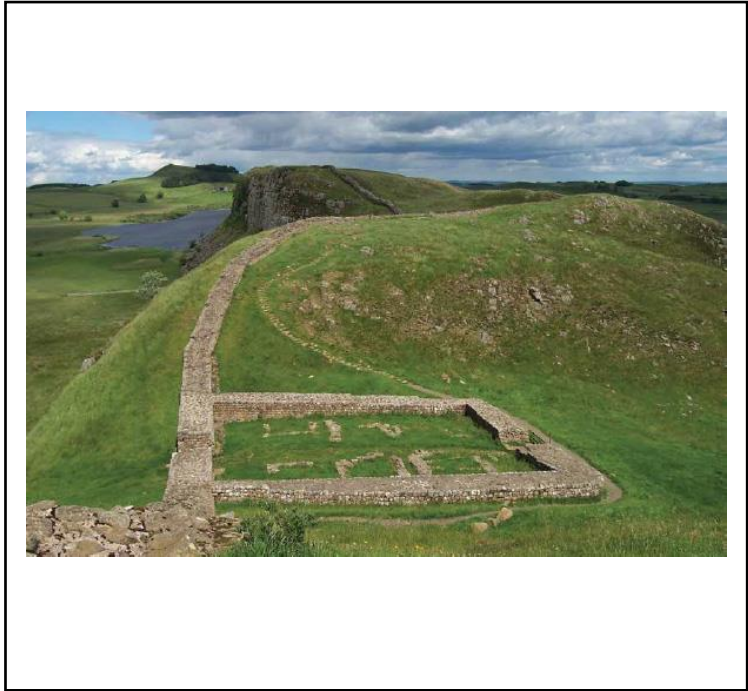
Objectives



Opportunities for outdoor learning:

Key vocabulary:

Amphitheatre, aqueduct, artefact, auxiliary, barbarian, basilica, bath house, Boudicca, Britannia, Briton, Caledonia, cavalry, Celtic, centurion, century, Christianity, cohort, Colosseum, conquer, consul contubernium, dictator, emperor, empire, equites, fortress, forum, general, governor, Hadrian’s Wall, hierarchy, hypocaust, Iceni tribe, invasion, Julius Caesar, kingdom, legatus legionis, legion, legionary, Londinium, mansion, pagan, patrician, Pax Romana, Pict, plebeian, rebellion, republic, Roman Empire, Romanise, Rome, senate, senator, signum, slave, villa,



Opportunities for trips / visitors:

History focus

PSHE objectives:

TBC

Digital literacy:

Make judgments in order to stay safe, whilst communicating with others online.
Recognise online behaviours that would be unfair

Whole class texts:

True story of the three little pigs

History objectives: Roman Britain

Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.

PE objectives: Gymnastics

Develop flexibility, strength, technique, control and balance.

Maths objectives: x, ÷, money, statistics

write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
interpret and present data using bar charts, pictograms and tables
solve one-step and two-step questions [for example ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables

English objectives: Traditional Tales

Clarify writer’s intent, sharpen purpose, consider overall impact – effective aspects, co-construct success criteria from unit of work, use memorable experiences to stimulate imagination, consider writing ideas, techniques and grammar, write using paced out chunks of time to build stamina

Geography objectives:

Not covered in this topic

Music objectives:

Not covered in this topic

Science objectives: Light

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
find patterns in the way that the size of shadows change

Languages objectives: French

listen attentively to spoken language and show understanding by joining in and responding
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

Art objectives: Mosaic tiles

Learn about great artists, architects and designers in history.
Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.

Computing objectives:

Not covered in this topic

RE objectives:

Community: Area of Study 1: Knowing and loving God, the Scriptures, Jesus Christ, Son of God. Area of Study 2: What is the Church? One and holy, Catholic, Apostolic, Mission. Area of Study 3: Liturgy, prayer. Area of Study 4: The dignity of the human person, the human community, love of God, love of neighbour.
Relating: Area of Study 1: Knowing and loving God, Jesus Christ, Son of God. Area of Study 2: What is the Church? One and holy, Catholic. Area of Study 3: Liturgy, Sacraments, Eucharist, prayer. Area of Study 4: The dignity of the human person,

Design Technology objectives:

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Skills



- Links to previous topics:
- Our local area, comparing places – Y1 topic
 - We are Britain – Y2 topic
 - Prehistory – Y3
 - Ancient Greece – Y3

- Links to future topics:
- Vikings topic – Y4
 - Britain topic – Y6

PSHE:

British values:

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Maths skills:

Recall and use the multiplication and division facts for 4x, 8x, 3x, 6x multiplication tables. e.g. $36 \div 6 = 6$, $6 \times 6 = 36$ $72 \div 8 = 9$, $9 \times 8 = 72$

Recall the doubles of two-digit numbers and use these to calculate doubles of multiples of 10 and 100.

Use the **Grid method** to multiply a two digit number by a one digit number.

Recall the halves of numbers to 100+ e.g. **half of 36.5 is 18.25**

Use knowledge of the doubles of two-digit numbers to derive the halves of multiples of 10 and 100.

Use apparatus to model division calculations with remainders.

History skills:

Use simple sources of information such as artefacts, photos and books to answer simple questions about the past.

Use key evidence to support judgements and reasoning made about aspects of the past.

Ask and answer questions about an archaeological site.

Talk with increasing accuracy and detail about events, places and people beyond living memory.

Talk about and describe the home and the way people lived.

PE skills:

Travel in a range of different ways using feet, hands and feet and without feet.

Use all available space using different pathways and changes in direction.

Repeat simple sequences accurately and consistently.

Describe own and others movements, balances and body shapes, using appropriate vocabulary.

Select, link and perform with control a variety of actions.

Perform longer phrases containing a clear beginning, middle and end.

Identify when the heart rate (pulse) and breathing quickens.

Geography skills:

Not covered in this topic

Music skills:

Not covered in this topic

Art skills:

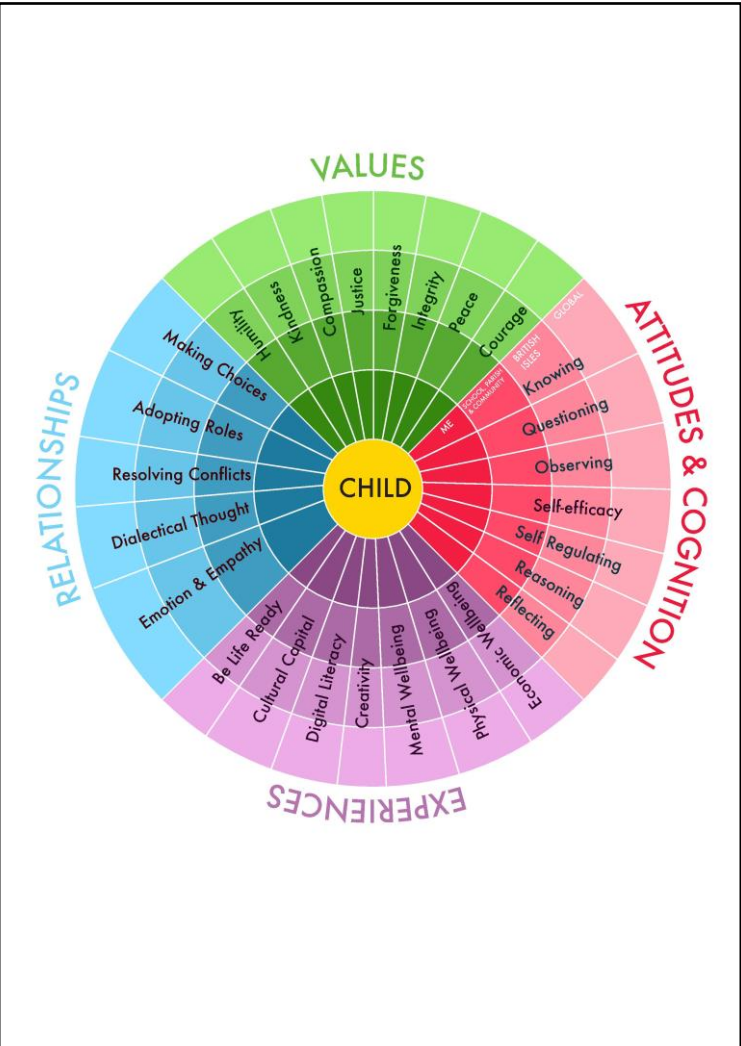
Make drawings in a sketchbook of artefacts and images adding notes where appropriate.

Explore and respond to direct sensory experiences, memory and imagination.

Compare the differences and similarites between different practices and differences.in the work of artists, craft makers and designers, from different cultures and historical periods, make links with own work.

Computing skills:

Not covered in this topic



Science skills:

Recognise that light is needed to see things and that dark is the absence of light.

Recognise that shadows are formed when light from a light source is blocked by a solid object.

Notice that light is reflected from surfaces.

Recognise that light from the sun is dangerous and that there are ways to protect the eyes.

RE skills:

I can make links between beliefs and sources, including religious stories and sacred texts.

I can identify the impact religion has on believers’ lives.

I can make links between aspects of my own and others’ experiences.

I can ask important questions about religion and beliefs,

I can make links between my own and others’ responses.

Opportunities for home learning / cultural capital:

Pre-knowledge home learning tasks

Set homework:

Weekly spellings

TTRS

Reading

IXL

English skills:

Time/place adverbials, adjectives, feeling, tasting, conjunction, inner thoughts, complex sentence, repetition for effect, onomatopoeia, comparatives and superlatives (er and est), simile, adjectives in the final position, questions, adverbs, casual conjunctions, precise verb, dialogue, degree of meaning, precise verb, metaphor, alliteration,

- Languages skills:
- Recall and use simple words and phrases
 - Listen to and repeat an increasing range of words and phrases.
 - Write simple phrases.
 - Begin to describe people and objects

Design Technology skills:

Not covered in this topic.