

Year 3 Spring Term 2024 – Curriculum Map

Rampaging Romans

Golden Thread Question - What did the Romans do for us?

Spectacular starter Making mosaics	Marvellous Middle Roman Dress-up Day	Fantastic Finale Roman Workshop
--	--	---

Curriculum area	Focus	Context/Cross curricular links/content/engagement
English Ongoing main skills	<p>Reading- word reading Apply growing knowledge of suffixes both to read aloud and understand the meaning of new words Read further exception words noting unusual correspondence between spelling and sound and where these occur in a word</p> <p>Reading- Comprehension Drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justify inferences with evidence Identifying main ideas drawn from more than one paragraph and summarising these Identifying how language, structure and presentation contribute to meaning</p> <p>Writing – Transcription Write from memory simple sentences, dictated by the teacher that include words and punctuation taught</p> <p>Writing – handwriting Increase quality of their handwriting eg spacing so that ascenders and descenders do not touch</p> <p>Writing – Composition Propose changes to grammar and vocabulary to improve consistency, including accurate use of pronouns in sentences</p> <p>Writing – Vocabulary, grammar and punctuation Use and understand the grammatical terminology in appendix when discussing writing and reading Use and punctuate direct speech</p>	<p>Book Oliver & the Seawigs Narrative – story-mapping, retell the story, debate, main clause Recount – Writing in role, diary entries, past tense capital letters for proper nouns Nonfiction – non chronological report Description – adverbial phrases Poetry (Performance) - Free verse - rhyme</p> <p>Book Journey by Aaron Becker Inferencing - Infer information about a character using evidence from the text Description – use description vocabulary to create a character profile and describe a setting Narrative – plan and write the resolution to a story and empathise with a character.</p> <p>Newspaper report writing - Identify the features of a newspaper report Note making Plan and write about an event</p> <p>See English National Curriculum Appendix for specific spelling, vocabulary, grammar and punctuation</p>

<p>Maths Ongoing main skills</p>	<p><u>Number – Multiplication and division</u> Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables 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.</p> <p><u>Number - fractions (including decimals)</u> Count up and down in tenths; Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10X recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators Recognise and show, using diagrams, equivalent fractions with small denominators Add and subtract fractions with the same denominator within one whole Compare and order unit fractions, and fractions with the same denominators Solve problems that involve all of the above.</p> <p><u>Measurement</u> Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) measure the perimeter of simple 2-D shapes add and subtract amounts of money to give change, using both £ and p in practical contexts tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight know the number of seconds in a minute and the number of days in each month, year and leap year Compare durations of events [for example to calculate the time taken by particular events or tasks].</p>	<p><u>Multiplication and division</u> Multiply 2-digits by 1-digit (1) Divide 2-digits by 1-digit (1)</p> <p><u>Fractions</u> Unit and non-unit fractions Making the whole Tenths Count in tenths Tenths as decimals Fractions on a number line Fractions of a set of objects</p> <p><u>Measure length</u> Equivalent lengths –m & cm Equivalent lengths –mm & cm Compare lengths Add lengths Subtract lengths Measure perimeter Calculate perimeter Convert pound and pence Add and subtract money</p>
<p>Computing</p>	<p><u>Programming</u> Begin to write and debug programs that accomplish a specific goal</p>	<p><i>Programming - Sequence in music</i> Create a sequence of commands to produce a given outcome Debug errors Work with others to decompose a problem into smaller steps when planning</p>

	<p>Information technology Begin to use a variety of software on a range of devices to create a programme that accomplishes a given goal</p> <p>e-safety Know why it is important to ask an adult before downloading files and games from the internet Understand why only polite and positive comments are to be posted online</p>	<p><i>IT-Creating media – animation</i> Understand that animation is a sequence of images Plan an animation Review and improve an animation Evaluate the impact of adding another media to an animation</p> <p>3D scheme Unit 6 lessons 1 to 4</p>
Science	<p>Working Scientifically Draw scientific diagrams using labels Use evidence to classify objects, e.g. some but not all metals are magnetic Devise own investigation to explore, e.g. test the strength of magnets Make predictions for further tests from results, e.g. it will spin for longer on this surface than that but not as long as it spun on that surface Use test data to rank objects, e.g. magnets</p>	<p>Forces Compare how things move on different surfaces Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having 2 poles Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>
Humanities	<p>History Place the Roman Empire on a timeline Use and understand more complex time terms eg BCE/CE Use a range of sources to find out about the Roman Empire Ask valid enquiry questions and answer using historical vocabulary and sources Note connections and trends over time Identify the impact an individual had on a country, culture or politics. Select what is most significant about an historical account Provide a reason as to why two accounts of the same event may differ</p> <p>Geography Investigate and identify the key human and physical geographical features of UK locations and of the continent of Europe. (Rome)</p>	<p>The Roman Empire and its impact on Britain Changes to land over time Similarities/ difference between ways of life & time periods Locating Roman Empire on a map Sorting objects into Celtic & Roman Create a timeline on settlements Boudicca Rap Understand the use of historical terms verbally and written form Recognise historical influences on present day society Identify the difference between primary and secondary resources Ask and answer historically valid questions</p> <p>Physical features as to why Rome was the centre of the empire Pompeii, mountain, volcanoes</p>

	Identify some examples of the economic activity of the locations studied. (Roman Empire)	Locations of countries in the Roman Empire Name and locate counties and cities of the United Kingdom and understand how some of these aspects have changed over time.
Music	<p>Singing Hold/sustain tempo in a round Perform a solo</p> <p>Rhythm Write 'ta te-te' rhythms Recognise simple time Play a rhythm in simple time</p> <p>Instrumental work Show dynamics on a tuned instrument Perform in a group Reading basic notation. Play a simple multi-note melody.</p> <p>Listen and Appraise Identify the metre (2, 3,or 4)</p>	<p>Charanga scheme: Year 3, Unit 2: Glockenspiel Stage 1</p> <p>Glockenspiel Stage 1 /KS2 Units of Work – Kingston Music Service (charanga.com)</p> <p>Performing 'Just Like A Roman'</p>

<p>Design Technology</p>	<p>Healthy and varied diet</p> <p>Prior learning Know some ways to prepare ingredients safely and hygienically. Basic knowledge and understanding about healthy eating and <i>The eat well plate</i>. Use some equipment and utensils and prepared and combined ingredients to make a product.</p> <p>Designing Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose. Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</p> <p>Making Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine ingredients. Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</p> <p>Evaluating Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</p> <p>Technical knowledge and understanding Know how to use appropriate equipment and utensils to prepare and combine food. Know about a range of fresh and processed ingredients appropriate for product, and whether they are grown, reared or caught. Know and use relevant technical and sensory vocabulary appropriately.</p>	<p>Cook Roman Bread</p>
<p>Art</p>	<p>Develop an understanding of scale. Mix colours and know which primary colours make secondary colours. Experiment with a range of collage techniques such as tearing, overlapping and layering. Evaluate how historically accurate their own work is compared to that from the time</p>	<p>Recognise the term mastery and begin to understand it's meaning with regards to art and design techniques, including drawing, painting and sculpture with a range of materials (for example pencil, charcoal, paint and clay) Create cardboard Roman shields Learn about the history behind mosaics Design a pattern Make a mosaic using small bits of card Examine and discuss work by Georgia O'Keefe</p>

Exploring cultures	Respect beliefs and opinions (including non-religious views) Explore a variety of miracle stories Identify similarities and differences Recount linked events	Define what Christians believe a miracle to be Discuss stories about Jesus performing miracle over nature Understand that Jesus performed miracles over nature showing that God had power over nature Creation Stories Define what a creation story is Investigate why religions have creation stories Investigate different creations stories Compare creation stories and stories – Aboriginal, Christian, Islamic, Hindu Make list of rules for caring for world Write own creation story
Personal Social Health Economic Education	Health and Well being Know that mental wellbeing is a normal part of daily life, in the same way as physical health Know and understand the difference between the terms physical, emotional and mental health Become more self-aware Understand why setting goals is important Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn Extremism and Radicalisation Understand the meaning and differences between ‘fact’ and ‘opinion’ Learn that beliefs are kinds of opinions that should be accepted, but not necessarily adopted Recognise and know how to deal with situations involving peer pressure Recognise and respect similarities and differences between people Recognise and know how to deal with situations involving confrontation	3D scheme Health and well being Unit 1 lessons 1, 2, 3 and 4 Extremism and radicalisation – lessons 1 and 2
Physical Education	Gymnastics Perform a sequence showing clear changes of speed Know and understand different ways to balance Develop core movement, become increasingly competent and confident Use a broad range of opportunities to extend agility, balance and coordination, individually and with other. Athletics Run as part of a relay team Know and understand the difference between a ‘sprint’ and a ‘distance’ race Become increasingly competent and confident Use a broad range of opportunities to extend agility, balance and coordination	Complete PE: Gymnastics: Symmetry/ asymmetry Complete PE: Athletics: Running and throwing/ jumping Complete PE: Net wall: Tennis Complete PE: Dance: Wild animals

	<p>Use skills in different ways and link them to make actions Understand how to improve in different physical activities</p> <p>Net wall games Defend an area Know and understand how to position to make defending easier Continue to develop fundamental movement skills and become increasingly competent and confident Apply and develop a broader range of skills, learning how to use them in different ways Engage in competitive and cooperative physical activities in a range of increasingly challenging situations, and enjoy communicating, collaborating and competing with each other Start to improve in different physical activities and sports and learn how to evaluate and recognise own success</p> <p>Dance Guess which part of the machine 'cycle' an individual is dancing Know and understand how to change speeds, strengths, levels and directions to look like a specific process Develop fundamental movement skills, become increasingly competent and confident Engage in a range of increasingly challenging situations.</p>	
<p>Modern language (French)</p>	<p>Communicate with others using simple words and short phrases Listen to and enjoy short stories, nursery rhymes and songs. Recognise familiar words and short phrases Read familiar words and short phrases accurately by applying phonics knowledge Understand the meaning in English of short words read in French Write familiar words and short phrases using a model or vocabulary list. Begin to understand the concept of gender and which articles to use for meaning</p>	<p>Language Angels</p> <p>Language Angels: Fruit and vegetables: masculine and feminine words</p>