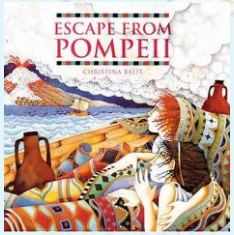
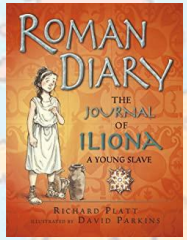
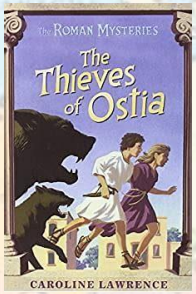
Year Three

Summer Term – 'Hail! Caesar'

As readers, our children will use the following texts to support their learning:







Fiction

'Escape from Pompeii' by Christina Balit
'The Thieves of Ostia' by Caroline Lawrence
'Romans on the Rampage' by Jeremy Strong
'The Journal of Iliona' by Richard Platt

Non-Fiction

'The Usborne Book – Roman Soldiers' Handbook'

Poetry

'Old Pompeii' by David Threadgold

Our children will use the texts and the links to the curriculum to develop our skills as writers of:

- **diary** – *events linked to Pompeii*
- **narrative** – *stories by the same author*
- **poetry** – *acrostic poem*
- **non-chronological report** – *life as a Roman soldier*
- **narrative** – *an adventure story*

Marshland Moments

29. Learn a circus skill
30. Make a pizza and hold a buffet for parents

Key Events

Visitor

Invite a local cook/ chef in to the academy to make pizzas with the children

Engaging Parents

Pizza Afternoon

Invitation for parents and carers to share the pizzas the children have made

Art Exhibition

Opportunity for parents and carers to see their child's artwork on display

As mathematicians, our children will access the 'Mathematics Mastery' programme. As a result of lockdown, the focus will be teaching the spring term units:

- **Multiplication and division** - *deepen understanding of multiplication and division and apply this to solve problems.*
- **Deriving multiplication and division facts** - *calculate mathematical statements including for 2-digit numbers by 1-digit numbers; progress from mental to formal written methods.*
- **Time** – *tell, record, write and compare the time. Including using Roman numerals, 12hr clocks, a.m. and p.m.; compare durations.*
- **Fractions** – *recognise, use, compare, order simple fractions; understand fractions as parts of whole; add/ subtract fractions of same denominator.*

As scientists, our children will work scientifically:

- asking relevant questions and using scientific different enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making observations and taking measurements, using a range of equipment
- gathering, recording, sorting and presenting data in a variety of ways
- using scientific language, drawings and diagrams' keys, tables and charts to record findings
- reporting from enquiries and using results to draw simple conclusions, make predictions and suggest improvements
- identifying differences, similarities or changes related to simple scientific ideas
- using scientific evidence to answer questions or to support their ideas

The children will also study the following two units:

Magnets and 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

Plants

- identify and describe the functions of different parts of a flowering plant; roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

As designers and users of technology, our children will develop their technical skills when working with textiles by:

- selecting and using a wider range of tools and equipment to perform practical tasks
- selecting from and using a wider range of materials and components, including textiles, according to their functional properties and aesthetic qualities

As artists, our children will:

- improve their mastery of art and design techniques when sculpting
- understand how 'Caitlin Jenkins' contributes to the culture of our country

As historians, our children will develop an understanding of:

- the Roman Empire and its impact on Britain

As geographers, our children will:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America
- describe and understand the key aspects of physical geography, including volcanoes and earthquakes
- use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied

As linguists, our children will study French by:

- using greetings
- using numbers 1 - 10
- responding to instructions
- responding to questions
- recognising family vocabulary
- recognising the days of the week
- knowing most of the colours
- knowing numbers up to 20
- recognising the names of the UK countries
- responding to questions about likes and dislikes with a single word
- recognising negative responses

Developing their knowledge and skills in physical education, our children will:

- take part in outdoor and adventurous activity, individually and within a team
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement

As musicians, our children will:

- listen with attention to detail to disco music
- play and perform in solo and ensemble contexts, use their voices and instruments to sing and perform with increasing accuracy, fluency, control and expression

In Personal, Social and Health Education, our children will study:

Relationships – *exploring family roles and responsibilities and looking at how their choices affect others; expressing appreciation for family and friends*

Changing Me - *looking at how babies grow and develop, and exploring family stereotypes*

Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:

- What does it mean to be a Christian and a Hindu in Britain today? – *focus on 'living'*

As computers and users of technology, our children will investigate:

- graphing
- using simulations
- using branching databases