

Year 3

Term – Summer 2

Science

Animals including humans

This year we have increased our learning through investigation. Each half term we have a concluding investigation question that we try to solve based on what we have learnt during the half term. Our question this term is:

Do people with longer legs run faster?

In order to answer this question they will be learning: Humans, and some other animals, have skeletons and muscles which help them move and provide protection and support.

Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need.

Food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy.

This term we will be learning about...

The Romans



Humanities

Please refer to the fact organiser at the end of this document for details about our History and Geography topic: The Romans

DT

Students will explore the exciting world of seasonal foods, learning about various foods that grow in the UK throughout the year and discovering how to select ingredients for making simple, delicious dishes. They will understand what seasonal foods are, their benefits, and see examples of fruits and vegetables available in different seasons.

RSHE - My Changes

This term the children will learn that within nature, there are different life cycles. Animals grow and develop from offspring (as a baby) to becoming an adult. These are changes that naturally occur as we grow. There are many changes which happen to our bodies that we are unable to control, change or stop. Children will recognise that, changes which happen to human's bodies are the same for us all and are on a continuum from when we were babies up to adulthood and into old age.

English

In Reading, pupils will develop their ability to justify inferences on a character's motives while discussing the meaning of words in different contexts. Children will participate in discussions, structured role-play activities and will be expected to support their opinions with evidence from the text. In Writing, pupils will continue developing their skills through practising, applying and mastering them in a wide variety of genres. These include using a variety of sentences, figurative language, parenthesis, adverbials and modal verbs through storytelling, persuasive and letter writing. This half term the key texts are: Empire's End A Roman story and Varmints.

RE

Year 3 pupils will be taught to use what they have been taught previously to analyse and evaluate different religions. Children will be Investigating Sikh symbols and sayings. They will be applying how Sikh and English sayings impact people's lives today and linking similar teachings from different religions.

Mathematics

This unit continues to strengthen children's understanding of time, angles and properties of shapes, mass and capacity. Children will develop fluency with telling the time using key vocabularies such as minute hand and hour hand. Children will recognise where the minute hand is placed when estimating time and identifying half past, quarter past and quarter to. This will prepare children to read the time and understand the different hands. They will then move on to develop their geometric reasoning alongside key measurement skills in the unit angles and properties. The skill of measurement is developed alongside reasoning and calculating to allow children to make predictions, to check their calculations and to discuss the properties of shapes and angles that they are to explore.

Computing

In this unit, pupils will start to investigate how characters can be moved using 'events'. They will analyse and improve an existing project, and then apply what they have learnt. Children will be designing and create their own projects, using a template. Finally, learners will complete projects to move a sprite around a maze, with the option to leave a pen trail showing where the sprite has moved.

You might like to join in with our learning at home by:

Reading

- Read everyday and record this in the reading record - try a range of text types.

Watching

<https://kids.nationalgeographic.com/history/article/ancient-rome>

Doing

- Use Google maps to make a virtual visit to Roman remains.
- Revise times table facts up to 12x12 and use Times Table Rockstars daily to build timestable fluency.

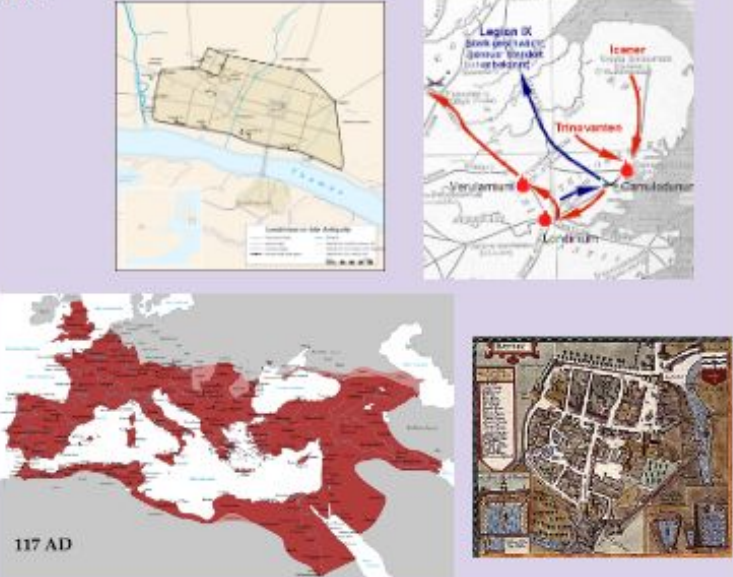
Visiting

The Roman wall or London Mithraeum in central London.

Year 3 - History. Final Enquiry: How were the Romans important for the development of Britain?

Theme	Learning Goal	Key Questions to be asked	Answers
	The Roman empire started in Rome, expanded to include Britain but then declined.	When did the Roman empire flourish? Whose life improved under Roman rule? Where did the Roman empire go?	The Roman empire began approx 625BCE and declined by 476CE. The Roman empire mostly expanded due to the army. Some people chose to submit rather than be conquered. The excesses of the emperor caused civil unrest, the army went home and colonies rejected Roman life.
	Roman laws were applied to all Roman settlements regardless of local opposition.	What laws did Romans use? What happened to people against Roman law? How has Roman law influenced our laws today?	Romans created the first written laws however non Romans had no rights so colonies could do what they like. Queen Boudicca was not recognised as a queen under Roman law, she rebelled and caused great damage. Latin is the main language used for modern laws makers. Modern laws can be traced back to the Romans.
	The Romans made permanent changes to the British landscape which impact us today.	How do we know about how the Romans lived? What evidence of the Romans is there in our area? How do modern towns reveal their Roman heritage?	There is evidence of Roman occupation throughout the former empire including Britain. Romford Rd is on the longest Roman roads still used taking a direct route from Chelmsford to the City. Towns built on Roman ruins follow the same design today. Many burial sites and bath houses have been found.

Maps



117 AD

Timeline	
753 BCE	Rome was founded.
752 BCE	Rome's first colonies were established.
750 BCE	Iron age begins in Britain.
396 BCE	Roman soldiers first earned a salary.
59 BCE	Julius Caesar becomes emperor.
55 BCE	First invasion of Britain.
54 BCE	Second invasion of Britain.
44 BCE	Julius Caesar assassinated.
30 BCE	Cleopatra of Egypt dies.
60 CE	Boudica, queen of the Iceni leads a revolt.
61 CE	Boudica defeated at the battle of Watling street.
122 CE	Building of Hadrian's wall begins.
383 CE	Romans leave Britain.

Key Vocabulary	
deities	primary source
sacrifice	secondary source
holy	accomplishments
gods	assumptions
religious	purpose
conversion	resistance
coliseum	route
ruins	
spread	
customs	

Geographical features	
River Tiber	Third longest river in Italy. Pollution in the river dates back to the ancient Roman sewer system.
Aquae Sulis (The town of Bath)	Home to hot springs, sacred to the Romans who would bathe in the waters.
Londonium	Roman city now called London.
Camulodunum	Roman city now called Colchester.
Romford Road	Main rd between London and

Geographical skills (Disciplinary Knowledge)	
Mapping	
Use atlases, maps and globes.	
Use maps at more than one scale.	
Use maps and aerial views to talk about what can be seen.	
Digital mapping: Use the zoom feature to locate places.	
Digital mapping: Use the zoom feature to explore places.	
Digital mapping: Use labels and text to explain about features.	
Interpretation	
Explain why people might make the decisions they do.	
Describe an event from a different point of view.	
Label evidence describing what it shows.	

Useful websites
http://map.lqfl.org.uk/romans/Map_pages/Newham.html
https://www.britannica.com/place/Roman-Empire
https://erenow.net/ancient/ancient-rome-from-romulus-to-justinian/2.php
https://www.bbc.co.uk/bitesize/topics/zwmpfq8
https://www.youtube.com/watch?v=nN_x9o8MV1o
https://superbrainbeans.com/history/romans/