
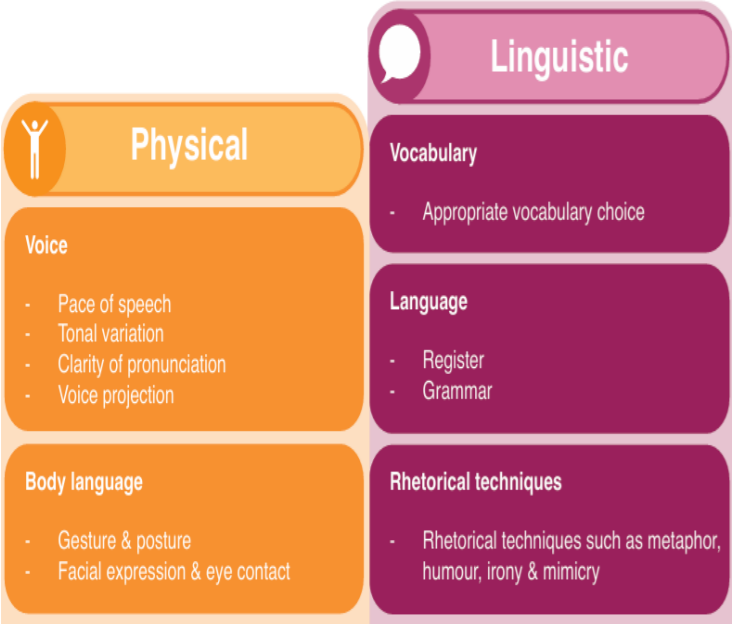



<p>Topic Name – The Romans Disposition Developing Commitment: Remembering Roots</p> 	<p>Year Group - Year 3 Summer 2 Topic Purpose Question: What impact did the Roman Empire have on Great Britain and is that impact still significant today?</p>	<p>Curriculum Coverage: History Topic Purpose – to know and understand significant aspects of history of the wider world by understanding the expansion and dissolution of empires. Throughout the topic a historically grounded understanding of abstract terms such as empire will be deployed. Connections, contrasts and trends over time will be looked into and through this appropriate use of historical terms will be developed.</p>	<p>Class Novel: Charlotte’s Web Purpose- the children are being exposed to a classic children’s novel that is centred around friendship.</p>
<p>Links to previous topics. Year 2 Explorers Year 3 The Greeks</p> <p>Links to future topics. Year 4 Anglo-Saxons Year 4 Vikings</p> <p>Engage Stage/Memorable Experience</p> <p>School trip – Lunt Trip the Roman Fort.</p> <p>PSHE Changing Me. How Babies Grow Babies Family Stereotypes</p>	<p>History The Roman Empire and its impact on Britain.</p> <ol style="list-style-type: none"> Why on earth would Julius Caesar want to leave sunny Italy invade cold Britain and what would he have found here? Why did the Emperor Claudius invade Britain a cold bleak country, on the edge of empire? Why did Boudicca stand up to the Romans and what image do we have of her today? How were the Romans able to keep control over such a vast empire? How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago? <p>Chronology: Can sequence events in a simple narrative on a timeline e.g. Boudicca’s Revolt. Starting to use some key dates as important markers of events e.g. Caesar’s landing, Claudius’ invasion, Boudicca’s revolt, 1066.</p> <p>Cause and Consequence: Start to analysing actions of people in historical settings; focusing only on what one person wanted e.g. why Claudius wanted to invade?</p> <p>Interpretation: Start to understand that there are often different interpretations because the gaps in the evidence are so large they have to be filled by imaginative reconstruction. This is particularly true of events from the remote past e.g. we have no pictures showing what Boudicca really looked like so historians and artists work for written sources and come up with different views.</p> <p>Key Vocabulary: Cause, empire, invasion/invader, decade, conquer/conquest, Emperor, rebellion, rule/ruler</p>	<p>Science Animals, including Humans Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.</p> <p>Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They might research different food groups and how to keep us healthy and design meals based on what they find out.</p> <p>Identify that animals, including humans, need the right types of amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>Key Vocabulary: nutrition, skeleton, muscles, support, protection, bone, skull, movement</p>	<p>DT Textiles – Roman money pouch – make your own money pouch</p> <p>Textiles – Using 2d shape to make a 3d product – inspired by the Romans to make a purse/wallet to keep their money in. Technical joining technique – back stitch, backwards running stitch, over sew stitch, blanket stitch and running stitch.</p> <p>Design: Designing and making a template. Writing design criteria for a product, articulating decisions made.</p> <p>Make: Making and testing a paper template with accuracy and in keeping with the design criteria. Measuring, marking and cutting fabric using a paper template. Selecting a stitch style to join fabric. Working neatly by sewing small, straight stitches. Incorporating a fastening to a design.</p> <p>Evaluate: Testing and evaluating an end product against the original design criteria. Deciding how many of the criteria should be met for the product to be considered successful. Suggesting modifications for improvement. Articulating the advantages and disadvantages of different fastening types.</p> <p>Key Vocabulary: accurate, cross-stitch, pouch, design, embellish, fabric, running stitch, seam, template, thread</p>
<p>Oracy</p> 	<p>PE OAA led by the class teacher To use clear communication, strength and flexibility to complete a task. To work with others to recognise and match colours and symbols. To follow and create action pathways using an Action Map Key. To work with others and identify what went well and what we could do to improve. To work together in different roles to build, defend, and knock down castles in a team game To safely take part in trust-based activities. Key Vocabulary: maps, diagrams, scale, symbols, orienteering, controls, challenges, problem-solving, lead, follow, plan, trust.</p> <p>Games (Cricket) led by the sports coach To hit a stationary ball into space using the straight drive. To bowl underarm to a batter with some consistency. To use the correct footwork to strike a bowled ball. To stop a moving ball using the long barrier technique. To throw longer distances overarm. To perform as a wicketkeeper. Key Vocabulary: Batting, fielding, bowling, bat, wicket, stump, crease, boundary, run, batsman, bowler, wicketkeeper, innings, forward drive, long barrier, over.</p>	<p>RE Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>Religion: Sikhism</p> <p>Disposition: Participating and Willing to Lead</p> <p>Key vocabulary: Waheguru, Mool Mantar, The Guru Granth Sahib, Chauri, Granthi</p> <p>Spanish Taught through Language Angels</p> <p>Unit: Fruits and Vegetables</p> <p>Music Song writing with Glockenspiels. Level 1</p> <p>Taught by Junior Jam during PPA</p> 	
<p>Computing Programming B – Events and actions in programs Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. To build a sequence of commands. To combine commands in a program. To order commands in a program. To create a sequence of commands to produce a given outcome.</p> <p>Key Vocabulary: Motion, event, sprite, algorithm, logic, move, resize, algorithm, extension block, pen up, set up, design, action, errors, setup, code, test, debug, actions.</p>			

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