

## English

### As readers and writers we will learn...

- To infer what it was like to experience Roman hobbies like gladiator fighting
- To explore the use of reported speech to inform
- To understand how to use possessive apostrophe with singular and plural nouns
- To use paragraphs following a 5Ws approach (who, what, when, where, how) within a newspaper report
- To use descriptive features to exaggerate: adjectives, adverbs and prepositions
- to explore different styles of poems and to write our own poetry based on gladiators



## PSHE

### As citizens we will learn...

- To recognise opportunities to make my own choices about food
- To understand what might influence my health choices



## French

### As linguists we will learn...

#### Context—Transport

- To be able to compare French with English and identify words that are cognates
- To make changes to simple phrases and perform a song to an audience
- To be able to adapt, ask and answer questions about a picture prompt



## Art

### As artists we will learn...

- To develop our knowledge of artists, designers and architects, both modern and historic, and will use this knowledge to experiment, invent and create our own works of art



## Maths

### As mathematicians we will learn...

- To recognise and count up and down in tenths
- To recognise, find and write fractions of a discrete set of objects and numbers: unit fractions and non-unit fractions with small denominators
- To compare and order unit fractions, and fractions with the same denominators
- To recognise and show, using diagrams, equivalent fractions with small denominators-
- To draw 2D and make 3D shapes and understand their properties
- To identify angles in shapes and as a description of a turn
- write and calculate mathematical statements for multiplication and division, using mental and progressing to formal written methods
- To estimate and read time from Roman numerals from I to XII, and 12-hour and 24-hour clocks with increasing accuracy to the nearest minute;
- to record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock



## Year 3 Summer 1 Curriculum

### Rampaging Romans

We are learning why the Romans were so well known and powerful



## History

### As historians we will learn...

- To identify reasons for different Roman invasions and results of Emperor's actions in battle
- To distinguish between different sources about Roman battles and compare different versions of the same
- To use a range of sources to find out about hobbies in the Roman times, including gladiator fighting and chariot racing
- about Julius Caesar and why he is important

## PE/ Games

### As sports people we will learn...

- To begin to compare and adapt movements and motifs to create a Roman battle dance sequence and develop the quality of the actions, showing an appreciation for the need for control of movements and confidence
- To develop a range of striking and fielding skills in cricket, including throwing, catching and striking



## Science

### As scientists we will learn...

- To design a game using my knowledge of forces and magnets

## Music

### As musicians we will learn...

- To begin to notate my music using symbols or musical notes and play them on a musical instrument

## RE — Sacred places of worship

### As thinkers we will learn...

- To research why different people think some things are sacred



## Computing

### As programmers we will learn...

- To manage online reputation and explain the difference between a 'belief', an 'opinion' and a 'fact. stories etc and explain that not all opinions shared may be accepted as true or fair by others
- To create a short animated Roman battle march sequence
- To use a range of techniques to create a stop-frame animation using tablets
- To apply these skills to create a story-based animation and add different media to my animation, such as simple titles, credits, music and narration.

