

Mathematics/Numeracy:

Number & Place Value:

Children will be taught to:

- Count from 0 in multiples of 4, 8, 50 and 100 and to find 10 and 100 more or less than a given number.
- Recognise the place value of each digit in a three-digit number (hundreds, tens and ones).
- Compare and order numbers up to 1000.
- Identify, represent and estimate numbers using different representations.
- Read and write numbers to at least 1000 in numerals and in words.
- Solve number problems and practical problems involving place value.

Addition & Subtraction:

Children will be taught to:

- Add and subtract numbers mentally including three-digit and ones, three-digit and tens and three-digit and hundreds.
- Add and subtract numbers with up to three digits using formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems including missing number problems, using number facts, place value and more complex addition and subtraction.

Multiplication & Division:

Children will be taught to:

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. (As well as continuing revision on 2, 3, 5 and 10 multiplication tables).
- Write and calculate mathematical statements for multiplication and division using the times tables that they know. Including for two-digit numbers times one digit numbers, using mental methods and then progressing to formal written methods.
- Solve problems including missing number problems involving multiplication and division, including integer scaling problems and correspondence problems in which n objects are connected to m objects.

Mathematics/Numeracy linked to topic:

Roman numerals.

RE/ETHICS:

Main religions:

Autumn 1 – Islam.

Autumn 2 – Christianity.

Hull & East Riding SACRE agreed units Year 3:

3.1 – Remembering – why remember?

SMCS/Local Issues (P4C/RP/British Modern Values):

Linked to topic. What was it like to live in Roman times? Topic work based on the moral, social and political issues arising during the Roman Empire linked to moral, social and political issues today.

Science:

Rocks:

We will cover the following areas in science linked closely to our Topic – Romans – Mount Vesuvius and Pompeii.

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed, when things that have lived are trapped within a rock.
- Recognise that soils are made from rocks and organic matter.

Forces & Magnets:

We will cover the following areas in science linked closely to our D&T work – Romans weaponry – Ballista.

- Compare how things move on different surfaces. Notices that some forces need contact between two 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 attraction to a magnet.
- Discover magnets as having two poles.
- Predict whether two magnets attract or repel each other depending on which poles are facing.

Year 3 Colossus & Minotaur Autumn 2018

Topic/personalised question: What was it like to live in Roman times?

Audience/Purpose: Assembly and parents visiting.

Geography:

Locational knowledge:

Through our study of the Roman Empire we will look at:

Human geography including types of settlement and land use. Economic activity including trade links and the distribution of nature resources including energy, food, minerals and water. We will undertake investigations of different types of land use. Naming and locating counties and cities in the UK and geographical regions, identifying physical characteristics including hills, mountains, coasts and rivers.

Locating the world's countries and cities using maps. Develop appropriate use of geographical terms including environment, regions, city, climate zones, rivers, natural resources, minerals and settlement.

Enterprise:

Organising and planning, initiative, team work and leadership:

Planning for mock Roman Senate debate to perform in assembly. (Based on ethical question related to the society of the time).

Create a Roman artefact museum for parents to visit.

Effective Communication:

Delivering assembly as a class.

History:

British, local and world history:

We will be studying the Roman Empire in history. The children will:

Learning to sequence events and place on a timeline. Use terms related to the period and begin to date events.

Begin to understand more complex terms eg. BC and AD and decade and consolidate on Key Stage 1 vocabulary.

Find out about everyday lives of people in the time studied and compare with today eg. food, land use and development of settlements/building construction. Research the reasons why key figures in the period acted as they did eg. Julius Caesar, Augustus, Hadrian and Queen Boudicca.

Use evidence to reconstruct life in the Roman period. Look at different types of representations of the Roman period.

Use a range of resources to find out about the period. Begin to use the library and ICT programmes for research.

Use evidence to build a picture of the period.

Ask a variety of questions about the period being studied.

Computing:

Use technology safely, respectfully and responsibly.

Research the history of the Romans including development of a timeline. Finding out about the Roman Empire at home and abroad, including the rule of law and the political system.

Presenting research findings as written/discursive text. (Eg. 'I think that...')

Music:

The children will discover the music of the period and in particular lyrical song.

Develop and understand musical composition:

Listen with attention to detail and recall sounds with increasing aural memory.

Develop an understanding of the history of music.

English/Literacy:

Reading & Comprehension:

- Children will take part in daily focussed whole class reading and comprehension related to our topic.

Writing (all to feature SPaG skills below):

- Narrative – fantasy story related to our topic.
- Instruction text – based on the building of a ballista.
- Poetry – again related to topic looking at the lyrical poetry of the Roman period.
- Information text – to support the presentation of our Roman museum.

Children should be taught to plan, draft and edit each genre of work, either a section or whole piece in order to improve the quality and accuracy of their work Feedback in a range of styles will be used (peer, teacher, gallery) to enable this process to be beneficial.

SPaG:

- Consolidate children's use of capital letters and full stops, question and exclamation marks.
- Sentences composed with more than one clause by using a wider range of conjunctions eg. When, because, so, after.
- Accurate use of the possessive apostrophe.
- Using a variety of long and short sentences – long to add description, short for emphasis.

Spelling:

- Children will continue to work on both year 3 & 4 spelling and high frequency words.

Handwriting:

- Children will continue to practice joining their handwriting in cursive form.

PE:

Fit4Fun multi-sport activities and dance – weekly – in order to develop flexibility, strength, technique, control and balance.

MFL:

Listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations – ask and answer questions.

Design and Technology:

Topic based – Romans.

Weaponry used during the spread of the Roman Empire.

Ballista – Roman Catapult.

Art and Design:

Exploring ancient Roman pottery using 3D clay modelling. Coin stamping and rubbings. Roman sculpture and reliefs.

Extended Learning/External Opportunities:

Trip to Murton Park in York and the local library. Trip to Hull & East Riding Museum. Work with Heritage Learning.