

Et tu Bruté? (Y3)

English

Autumn 1 – Adventure Story (Aquila)

Autumn 2 – Instructions

- how to fly a space ship?
- how to make a roman weapon?

Chronological Report – A day in the life of a Roman

Poetry - Riddles

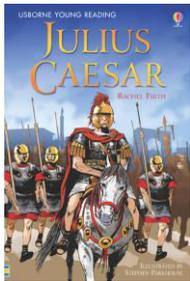
Science

Autumn 1 – Magnets - Can you make your space ship float? Link with adventure story in English sessions - What is good about the spaceship in the story of Aquila?

Autumn 2 – Forces – How fast is a Roman Carriage? Link to DT and English chronological reports – Why was the Roman carriage important?

Class Text

Guided Reading – Julius Caesar



RE

Autumn 1 – Why do people believe in God? Look at Roman Gods and make comparisons with the God we believe in today.

Maths Links

Measurement

Time

Additive Reasoning (dates)

DT

Autumn 1 – Can you design a Roman Weapon?

Autumn 2 – Can you make the quickest Roman carriage?

Link to research found in History and English sessions

History

Autumn 1 – Stone Age to Early Roman, Who are the Romans?

Autumn 2 – Who is Julius Caesar? English Link – Children to write chronological reports about Julius Caesar

Geography

Autumn 1 – Can you use a map to find Rome?

Autumn 2 – Can you tell me the difference between the British Isles, Great Britain and UK?

Art

Autumn 1 and 2 – Could you be a Roman decorator?

Link to research found in History and English sessions

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GEOGRAPHY

- ✓ Can they use maps and atlases appropriately by using contents and indexes?
- ✓ Can they confidently describe physical features in a locality?
- ✓ Do they use correct geographical words to describe a place and the things that happen there?
- ✓ Can they identify key features of a locality using a map?
- ✓ Can they explain why people are attracted to live in cities?
- ✓ Can they describe events and periods using ancient and century?
- ✓ Can they begin to recognise and quantify the different time periods that exists between different groups that invaded Britain?

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Forces and Magnets

- ✓ Can they observe that magnetic forces can be transmitted without direct contact
- ✓ Can they talk about how some magnets attract or repel each other?
- ✓ Can they classify which materials are attracted to magnets?
- ✓ Can they describe the speed and direction of moving objects?
- ✓ Can they investigate the strength of different magnets and find ways to compare them?
- ✓ Can they explain why an object will move faster if it is rolling down a hill or a slope?

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Art

Pupils should be taught:

- ✓ To develop their techniques: including their control and range of materials.
- ✓ To continue using sketchbooks to record their observations.
- ✓ To improve their mastery of art and design techniques, including drawing and painting with a range of materials.

Drawing – line, shape

- ✓ Use drawing as a medium to develop and share ideas.
- ✓ Incorporate known experiences.
- ✓ Focus on using lines and known geometric shapes to create.

Painting – colour, space

- ✓ Use painting as a medium to develop and share ideas.
- ✓ Involve experiences and imagination.

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COMPUTING

USING TECHNOLOGY

- ✓ Use multi media tools. Consider the different audiences
- ✓ Provide constructive criticism to evaluate and modify work.
- ✓ Podcasts
- ✓ Blogging
- ✓ Forum
- ✓ Email

HANDLING DATA

- ✓ Recognise different tools for collecting data
- ✓ Organise and interrogate data
- ✓ Identify different types of data
- ✓ Use searches
- ✓ Create a database with different fields
- ✓ Present and analyse data
- ✓ Data logging comparing information
- ✓ Qr codes
- ✓ Sharepoint.

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RE

Why do people believe in God?

- ✓ Why is God written with a capital G?
- ✓ How is God, or are the gods, described in different religious books and texts?
- ✓ How is God portrayed in Christian art?
- ✓ What are the features of Islamic art and how do these reflect belief?
- ✓ What is the Humanist view?

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History

- ✓ **Can they describe events and periods using the words: BC, AD and decade?**
- ✓ **Can they plot recent history on a timeline using centuries?**
- ✓ **Can they place periods of history on a timeline showing periods of time?**
- ✓ **Can they use their mathematical skills to round up time differences into centuries and decades?**
- ✓ **Can they explain how events from the past has helped shape out lives?**
- ✓ **Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences?**
- ✓ **Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?**
- ✓ **Do they recognize that the lives of wealthy people were very different from those of poor people?**
- ✓ Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?
- ✓ Can they use their mathematical skills to help them work out time differences between certain major events in history?
- ✓ Do they appreciate that the food people ate was different because of the availability of different sources of food?
- ✓ Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?
- ✓ Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?
- ✓ Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?

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Design and Technology

Design

- ✓ Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- ✓ Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- ✓ Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately
- ✓ Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- ✓ Investigate and analyse a range of existing products
- ✓ Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- ✓ Understand how key events and individuals in design and technology have helped shape the world

DISCRETE SUBJECT Y3

PE

- ✓ Can they catch and throw to a partner/target with control and accuracy?
- ✓ Can they move with the ball effectively?
- ✓ Can they use space and tactics effectively?
- ✓ Can they perform with expression and awareness of others
- ✓ Can they describe what makes a good dance phrase?
- ✓ Can they explore the use of floors/mats/apparatus?
- ✓ Can they use shape, balance and travel?
- ✓ Can they show control, accuracy and fluency?
- ✓ Can they explore warm up and cool down activities?
- ✓ Can they identify when their body is warm?
- ✓ Do they understand appropriate warm up and cool down activities?
- ✓ Do they show control, accuracy and fluency?