Class Text

Guided Reading -

 

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?

Others subjects:

* Inspire Maths
* PE
* French
* Computing

RE

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

DT

Autumn 1 – Can you design a Roman Weapon?

Autumn 2 – Can you make a Roman Shield?

Art

Autumn 1 and 2 –Portraits of Romans and Self Portraits

History

Autumn 1 – Stone age to Roman – Who are the Romans?

Autumn 2 – Who is Julius Caesar?

Science

Autumn 1 – Magnets - Can you make your space ship float?

Autumn 2 – Forces – How fast is a Roman Carriage?

**Et tu Brute (Y3)**

English

Autumn 1 – Non Chronological Report – Life as a Roman

Autumn 2 – Adventure Story – Escape to Pompei

Poetry - Riddles

Et tu Brute? Y3

**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?

Et tu Brute? Y3

**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?

Et tu Brute? Y3

**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.
* Focus on using colour and space for effect.

Et tu Brute? Y3

**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.

Et tu Brute? Y3

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?

Et tu Brute? Y3

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 ofen 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 ha changed by the developments and inventions that would have occurred within a given time period?
* Do they appreciate that wealthy people whould 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?

Et tu Brute? Y3

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

French