



CURRICULUM OVERVIEW SUMMER TERM FOR YEAR 3

Research Question: How did the Romans change life in Colchester?

ENGLISH

Children will:

- Explore non-chronological reports and their various features including topic paragraphs, subheadings, present tense and third person.
- Use the first two or three letters of a word to check the meaning of the word in a dictionary
- Perform poems using a range of expressive elements such as volume, pitch, pauses and expression using sound effects and gestures to enhance the meaning
- Maintain positive attitudes towards reading by discussing increasingly wide range of poetry, plays, non-fiction, reference, and fiction books, including our class text Charlotte's Web

MATHEMATICS

Children will:

- Add and subtract fractions and find non-unit fractions of a set of objects
- Add and subtract money as well as convert between pounds and pence
- Use start and end times to calculate duration of events and tell time to the minute
- Recognise and describe 3-D shapes using their properties
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Mathematical concepts will be taught and practised during maths lessons as well as during 'Arithmetic'

RELIGIOUS EDUCATION
(RE)

What do Muslims believe about God?

Children will:

- Show awareness of different sources of authority and how they link with beliefs
- Identify some links between beliefs being studied within a religion or worldview
- Recognise ways in which beliefs might make Muslims think about how they live their life, how they see the world in which they live and how they view others.

	<p>How do /have religious groups contributed to society and culture in the local area?</p> <ul style="list-style-type: none"> • Identify some of the ways people use the terms ‘religion and ‘belief when exploring religions, beliefs and worldviews • Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews • Identify a range of ways in which beliefs can have an impact on a believer’s daily life, their family, community and society. <p><i>Children will also explore the Christian Values through Collective Worship and Forest Church</i></p>
SCIENCE	<p>Light</p> <p>Children will:</p> <ul style="list-style-type: none"> • recognise that they need light to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change <p>Animals, including Humans</p> <p>Children will:</p> <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement
COMPUTING	<p>Children will:</p> <ul style="list-style-type: none"> • Be able to use a forever loop to repeat instructions continuously • Be able to use a repeat until loop to repeat instructions inside the loop until the condition is met • Decompose problems and improve programmes in order to meet specific needs

GEOGRAPHY/HISTORY	<p>How did the Romans change life in Colchester?</p> <p>Children will:</p> <ul style="list-style-type: none"> • Use primary source analysis: Interpret images and accounts from Roman times (e.g., temples, military forts, Boudicca’s rebellion). • Know key events such as the Roman military strategies and the destruction of Colchester in Boudicca’s rebellion. • Explain how the Romans transformed Britain through infrastructure, urban planning, and military control. • Describe the legacy of Roman rule in Colchester, visible in archaeological remains and modern-day urban structures. <p>Where in the World?</p> <p>Children will:</p> <ul style="list-style-type: none"> • Know that The United Kingdom is made up of four smaller countries: England, Northern Ireland, Scotland and Wales. • Describe how England is split up into smaller sections called regions and that these each contain counties, cities, towns and villages • Explain that human features are man-made features such as viaducts, bridges, castles, places of worship, factories, shops, landmarks, harbours, farms etc
ART AND DESIGN	<p>Children will:</p> <ul style="list-style-type: none"> • Experiment with pigments created from local environment. • Develop colour making and colour theory through monochromatic schemes. • Develop colour mixing skills to create tertiary colours consistently. <p><i>Children use the Forest School area for this unit of work – Outdoor Learning Sessions</i></p>

DESIGN AND TECHNOLOGY	<p>Children will:</p> <ul style="list-style-type: none"> • Produce designs with a clear purpose having explored needs, food packaging • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed • Use correct utensils to prepare food hygienically
PSHE/ HRSE:	<p>PSHE- Children will:</p> <ul style="list-style-type: none"> • Recognise who they have positive healthy relationships with • Understand what is meant by the term body space (or personal space); • Identify when it is appropriate or inappropriate to allow someone into their body space; • Rehearse strategies for when someone is inappropriately in their body space. • Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs; <p>HRSE- Children will:</p> <ul style="list-style-type: none"> • Recognise that babies come from the joining of an egg and sperm; • Explain what happens when an egg doesn't meet a sperm; • Understand that for girls, periods are a normal part of puberty. <p><i>Children will also complete a basic first aid lesson</i></p>
PHYSICAL EDUCATION (PE)	<p>Children will:</p> <ul style="list-style-type: none"> • Make decisions about when to run and when not to (Rounders) • Position themselves sideways on when both striking and bowling (Rounders) • Know how to start a sprint race and identify which is their take off foot. (Athletics) • Communicate and negotiate to solve problems in a group (Outdoor Adventurous Activity) • Use the terminology associated with golf (Tri-Golf) • Get the club underneath the ball to elevate it (Tri-Golf) <p><i>Children also develop fitness through Active 10 to ensure children are getting 2.5 hours active minutes per week</i></p>

FRENCH	<p>Children will:</p> <ul style="list-style-type: none"> • Have their first conversations in French starting with greetings • Be able to give more detail about their identity in French such as their name • Increase their own confidence when speaking in another language <p><i>Children will also explore another language through European Languages Day</i></p>
MUSIC	<p>Children will:</p> <ul style="list-style-type: none"> • Listen and appraise the Dragon Song which is a pop song that tells a story • Move confidently identify and move to the pulse • Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests using notation. • Rehearse and learn to play a simple melodic instrumental part by ear or from notation • Identify if it's a male or female voice singing the song
<p>Visits/visitors:</p> <ul style="list-style-type: none"> • My Tending, My Future Workshops throughout the term • Beekeeper Association Assembly and Workshop 9th June • Roman Circus Visit – travelling via train 30th June/2nd July • Romans Day 1st July 	