

### History Outcomes

#### Ancient Romans

In this unit of learning pupils are introduced to the idea that people from other societies have been coming to settle in Britain for a long time. They consider the effects of the invasion and settlement of the Romans on Britain.

Children will:

- place events, people and changes into correct periods of time
- use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade.
- to use the terms 'invade' and 'settle'
- to place the Celtic and Roman periods in a chronological timeline
- that Romans invaded Britain and that the period of conquest was followed by a period of settlement

Termly plan  
 Year: 3 Term: Autumn

### Writing across the curriculum

- Who were Gladiators
- What happened in the Colosseum?
- Leaflet writing for the Roman Baths.
- A letter home from a Gladiator.
- Who was Boudicca?
- The story of Romulus and Remus.



### Who were the Rotten Romans?

### Trips/visitors

All visits will be confirmed by the end of September. Along with Year 4, we are looking into visiting Think Tank to develop children's thinking and enquiry skills.

### Geography Outcomes

During this topic, children will develop skills and knowledge relating to:

- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
- using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- locating the world's countries, using maps to focus on Europe, countries and major cities.

### Religious Education

In this unit, children will explore the symbolism and meanings behind the Trinity; how and when it is mentioned in the Bible; what it might mean to others and how it is depicted in art.

### Design Technology Outcomes

#### Make a purse

In this unit children learn how textiles containers eg purses, wallets and belt bags are designed for different purposes and different users. They design patterns/templates, and join and reinforce fabrics. Children develop their designing skills when evaluating products and use this information to generate their own ideas and identify design criteria

### Maths across the curriculum

- Place value
- Four operations ( + - x ÷ )
- Geometry
- Fractions, decimals and percentages
- Measurement (time, weight, converting)
- Data handling

### Art and Design Outcomes

#### Mosaics

In this unit, children will explore how to make a mosaic and develop a mosaic of their own. They explore different scenes in the school environment as a setting for their mosaic. They will photograph things around school to use in their mosaics. They go on to make sketches for their mosaic. They compare the ideas, methods and approaches used in their own and other artists' and mosaic makers work.



### Science

#### Forces and Magnets - Amazing Magnets

In this unit of learning children will explore and discuss how a push or a pull is exerted by something and acts on something else and describe how some forces are made by contact (pushing, pulling) while others act at a distance (e.g. gravity and magnets). Children will investigate and explain how gravity pulls things down, and that on the Earth's surface, we are supported by a contact force with the ground. They will describe the use of magnets in familiar objects and explain that magnets attract magnetic materials; that magnets work through, e.g. cardboard make a magnet.