



The Learning Challenge

Curriculum

2024-2025

Year 3



Class: Nightingale



Spring Term Curriculum Map Year 3

	Spring 1 & 2 Romans		
Engli sh	<ul style="list-style-type: none">• Non - chronological reports• Performance poetry	<ul style="list-style-type: none">• Fables• Persuasive writing (advert)	
Maths WRM	<ul style="list-style-type: none">• Multiplication and division• Measure length and perimeter• Fractions• Mass and capacity <i>Ongoing fluency, reasoning and problem solving</i>		
Science WRS	Fossils <ul style="list-style-type: none">• Explore Fossils• Fossil information	Soils <ul style="list-style-type: none">• Explore soil• The importance of soil• Plan soil experiment• Investigate soil experiment• Evaluate soil experiment	Light <ul style="list-style-type: none">• Light sources• The Sun• How we see• Shadows• Opaque, translucent or transparent?• Plan shadow experiment• Investigate shadow experiment• Evaluate shadow experiment

History	<p>The Roman Empire and its impact on Britain (NC): Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall, British resistance, e.g. Boudica, "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>Understanding chronology</p> <ul style="list-style-type: none"> • use a timeline within a specific time in history to set out the order things may have happened (use the words: BC, BCE,, CE, AD) <p>Understanding cause and consequence</p> <ul style="list-style-type: none"> • Describes how some of the past events/people affect life today <p>Explaining the historical significance</p> <ul style="list-style-type: none"> • Rome's achievements in Britain and significant people that impacted (Julius Caesar, Boudica) • Recounts main events from a significant event in history (Invasion of the Romans,) identify on a map where in the world the romans invaded (linked to geography) <p>Interpreting sources and evidence</p> <ul style="list-style-type: none"> • use various sources to piece together information about a period in history <p>Describing change and continuity</p> <ul style="list-style-type: none"> • Why was Colchester important to the Romans? <p>Identifying similarity and difference</p> <ul style="list-style-type: none"> • Describe main similarities and differences between people, events and objects.
Geography	<p>Locational knowledge- Locate the world's countries, using maps to focus on Europe (NC) UK/Italy</p> <ul style="list-style-type: none"> • locate European countries on a map and their capital cities (Italy/Rome) <p>Human and Physical Geography</p> <p>Physical features</p> <ul style="list-style-type: none"> • confidently describe physical Characteristics of a locality (Italy) – key geographical features –weather, valley Hills, Rivers, mountains, volcanoes, tropical) • Discuss why Pompeii was destroyed (violent eruption of Mount Vesuvius) linked to history <p>Human features</p> <ul style="list-style-type: none"> • confidently describe human characteristics of a locality (Italy) – jobs, culture (language, food), <p>Geographical Enquiry and skills</p> <ul style="list-style-type: none"> • use maps and atlases appropriately by using contents and indexes • Compare similarities and difference of physical and human features of a places Uk/Italy eg language, climate, food <p>Mapping</p> <ul style="list-style-type: none"> • locate places on large scale maps locate Italy • label the same features on an aerial photograph as on a map <p>Field work</p> <ul style="list-style-type: none"> • Travel survey (link to Roman chariots)

Computing	<p><u>Research (No Purple Mash unit)</u></p> <p><u>Internet</u></p> <ul style="list-style-type: none"> • Find relevant information by browsing a menu • Copy and paste images/text from the internet into a document, and edit these where necessary • Use 'Save picture as' to save an image to the computer • Know that there are different kinds of questions so we need to use different kinds of information programs to find our answers. • Be aware that taking lots of text from websites is stealing other people's work (plagiarism). • Understand internet contains fact, fiction and opinion and begin to distinguish between them. 	<p><u>Communicating (No set Purple Mash unit but can draw on Purple Mash Unit 3.9)</u></p> <p><u>Word</u></p> <ul style="list-style-type: none"> • Use the shift key to type characters, such as question marks • To format text (editing font, font size size, colour, underline, bold, italics, centralising text) for emphasis and effect. • Insert WordArt • Use columns and borders in a Word document • Continue to develop typing speed and accuracy • To open work using the 'Open' option in Word, and through browsing files in pupilpool. <p><u>Publishing</u></p> <ul style="list-style-type: none"> • Create a basic presentation changing the layout of slides and adding text, images and sound • To format text (editing font type, size and colour) for emphasis and effect • Use animations in a simple slide show
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Design & Technology	<div data-bbox="548 193 656 272" data-label="Image"> </div> <p>Roman Chariot – twinkl.co.uk</p> <p>Mechanical Components/ Stiff and Flexible Materials: Roman Chariot Design</p> <p>Chn design and make a Roman chariot to incorporate axle and wheels</p> <p>https://www.facebook.com/watch/?v=426081451676832</p> <p>Developing, planning and communicating ideas:</p> <ul style="list-style-type: none"> • show that their design meets a range of requirements • describe their design using an accurately labelled sketch and words? <p>Working with tools, equipment, etc:</p> <ul style="list-style-type: none"> • use equipment and tools accurately <p>Evaluating:</p> <ul style="list-style-type: none"> • Can they evaluate their product against original design criteria <i>e.g. How well it meets its intended purpose?</i> <p>Electrical and mechanical components:</p> <ul style="list-style-type: none"> • make a product which uses different components E.g. mechanical, levers, pneumatics, cogs, axles and wheels <p>Stiff and flexible materials:</p> <ul style="list-style-type: none"> • use the most appropriate materials • work accurately to make cuts and holes <p>cooking and nutrition Roman honey biscuits (twinkl)</p> <ul style="list-style-type: none"> • grow plants and herbs from seeds • describe how their ingredients come together • choose the right ingredients for the product (biscuit)
Art	<p>Collage: Roman mosaics</p> <ul style="list-style-type: none"> • Cut accurately • Overlap materials • Experiment with different colours • Use mosaics • Use montage <p>Textiles: Celtic weave</p> <ul style="list-style-type: none"> • Add on their work to create texture and shape

Music	<p>Charanga Scheme Three little birds (Reggae)</p> <p>Listen & Appraise</p> <p>Choose one song and be able to talk about:</p> <ul style="list-style-type: none"> • Its lyrics: what the song is about • Musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the song (introduction, verse, chorus etc.) • Name some of the instruments they heard in the song <p>Dimensions of music</p> <ul style="list-style-type: none"> • To know how pulse, rhythm and pitch work together to create a song • To know that every piece of music has a pulse/steady beat • Practise listening to rhythms and clapping them back, creating rhythms for others to copy (perhaps leading the class), listening and singing back, listening and playing back without, and then with, notation <p>Singing</p> <ul style="list-style-type: none"> • Recognise that singing as part of an ensemble or large group is fun, but that you must listen to each other • To know why you must warm up your voice <p>Playing</p> <ul style="list-style-type: none"> • Play a tuned instrumental part within the song they perform from memory or using notation • To listen to and follow musical instructions from a leader <p>Improvisation</p> <ul style="list-style-type: none"> • To know that if you improvise using the notes you are given, you cannot make a mistake • Using voices and instruments, listen and copy back, then improvise own answers using one or two notes <p>Composition</p> <ul style="list-style-type: none"> • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo <p>Performance</p> <ul style="list-style-type: none"> • Know that a performance can be a special occasion and involve an audience including people you don't know • Understand that a performance may involve communicating feelings, thoughts and ideas • Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. 	<p>Charanga Scheme The dragon song (Pop)</p> <p>Listen & Appraise</p> <p>Dimensions of music</p> <ul style="list-style-type: none"> • To know that every piece of music has a pulse/steady beat • Practise listening to rhythms and clapping them back, creating rhythms for others to copy (perhaps leading the class), listening and singing back, listening and playing back without, and then with, notation <p>Singing</p> <ul style="list-style-type: none"> • To sing in unison and in simple two-parts <p>Playing</p> <ul style="list-style-type: none"> • Play a tuned instrumental part within the song they perform from memory or using notation • To rehearse and perform their part within the song • To listen to and follow musical instructions from a leader <p>Improvisation</p> <ul style="list-style-type: none"> • To know that using one or two notes confidently is better than using five • Using voices and instruments, listen and copy back, then improvise own answers using one or two notes <p>Composition</p> <ul style="list-style-type: none"> • Plan and create a section of music that can be performed and talk about how it was created <p>Performance</p> <ul style="list-style-type: none"> • Understand that a performance may involve communicating feelings, thoughts and ideas • Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.
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PE	<p>Dance</p> <ul style="list-style-type: none"> • use a greater number of their own ideas for movement in response to a task • explain how strength and suppleness affect performances • Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements <p><u>NC Skills</u></p> <ul style="list-style-type: none"> • Core skills (develop flexibility, strength, techniques, control, balance) • Perform dances using a range of movements patterns <p>Football Skills</p> <ul style="list-style-type: none"> • throw and catch with control when under limited pressure • aware of space and use it to support team-mates and cause problems for the opposition • know and use rules fairly to keep games going • keep possession with some success when using equipment that is not used for throwing and catching skills <p><u>NC Skills</u></p> <ul style="list-style-type: none"> • Master movements (running, jumping, throwing) • Play competitive games (modified where appropriate) apply basic principles suitable for attacking and defending. • Core skills (strength, control) 	<p>OAA skills</p> <ul style="list-style-type: none"> • Can they follow a map in a familiar context? • Can they move from one location to another following a map? • Can they use clues to follow a route? • Can they follow a route safely? <p><u>NC Skills</u></p> <ul style="list-style-type: none"> • Take part in outdoor and adventurous activity <p>Tennis Skills</p> <ul style="list-style-type: none"> • use forehand and backhand with a racquet • Develop consistency in their skills • Develop a broader range of techniques <p><u>NC Skills</u></p> <ul style="list-style-type: none"> • Master movements (running, jumping, throwing and catching in isolation and combination) • Play competitive games (modified where appropriate) • Core skills (strength, control, balance)
RE	<p><u>Philosophy</u></p> <p>What is philosophy? How do people make moral decisions?</p> <p>Christianity, Humanist</p>	<p><u>Theology</u></p> <p>What do Muslims believe about God?</p> <p>Islam</p>
P.H.S.E	<p>Dreams and Goals</p> <ul style="list-style-type: none"> • explain the different ways that help me learn and what I need to do to improve • confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important 	<p>Healthy me</p> <ul style="list-style-type: none"> • identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help • I can express how being anxious/ scared and unwell feels.

