Year 3 Curriculum

Pentecost Term

History

* Attached is the Knowledge organiser for our topic Emperors and Empires.
* In the Emperors and Empires project, your child will learn about the growth and decline of the Roman Republic and the Roman Empire. They will discover the absolute power of the Roman emperors and study the hierarchies of Roman society and the Roman army. They will study the first invasions of Britain in 55 and 54 BC and the Roman conquest of Britain in AD 43. They will learn about Boudicca's rebellion, Hadrian's Wall and the Romanisation of Britain, including how Christianity came to Britain and investigate the legacy of Roman Britain in their local area.

English

* The text types we will be learning this term are biographies, myths, poetry and letters
* Spelling focus on common words.
* Grammar will mainly be around using conjunctions for subordinate clauses.
* Reading fluently and understanding what is read, as well as looking at different books and question types..

Maths

We will be covering the following topics:

* Pictograms
* Fractions
* Angles
* Lines and shapes
* Perimeter of figures

Homework Project to be completed and in school by Monday 17th June

Please pick 1 of the 2 options.

1. Find out about the everyday lives of children in ancient Rome, using a selection of historical source materials. Write an imaginative diary entry, from the point of view of a Roman child, that includes correct historical information.
2. The Romans worshiped many different gods. Find out about these gods and write a short profile about each one. Jupiter, Diana, Pluto, Mars, Juno.

Useful websites to support children with their understanding.

Roman Vindolanda Fort & Museum

Roman Britain – BBC Bitesize

DKfindout! – Romans

Day in the Life of a 10-year-old in Roman Britain – BBC Hands on History

RSHE

Parent Portal:

www.tentenresources.co.uk/parent-portal/

Username: st-joseph-le16 Password: blue-door-4

This term we will be looking at:

* A community of love.
* How do I love others?
* What is the church?
* Working together
* Money matters.

Science

This term we will be looking at light and shadows. This topic will explore:

Light; Light sources and reflectors; Reflective and non-reflective materials; Sun safety and protection; Shadows; Opaque, transparent and translucent materials; Changes in shadows; Working scientifically – Identifying and classifying, Observing changes over time, Comparative tests, Pattern seeking, Research

We will also be looking at plant nutrition and reproduction. This will cover:

Plant parts; Root systems; Stems; Water transport; Investigating leaves; Life cycle of flowering plants; Flower parts; Researching pollination; Seed formation and dispersal; Variation in plant needs; Working scientifically – Identifying and classifying, Observing changes over time, Pattern seeking, Research, Comparative test.

Ways to help your child

Maths

- Agree a routine for using TimesTable Rockstars– Little and often is probably best– 15 minutes a day?
- Take an interest in the games children play in school? “What’s your favourite maths game you play? Can you teach me?” “Is there a game you’re not very good at? Let’s practice so next time you play you’ll be great!”
- Use the small moments of your day– ask calculation questions in the car or on your walk to school.
- Find maths opportunities in every day life– “Can you measure the flour for the baking?” “Auntie Sarah is coming at half past 4, can you tell me how long I’ve got to tidy the house?”
- Support children with homework. Encourage them to work independently and help them where necessary. Also, check what they’ve done– ask them how they did it, challenge them– is that the easiest way?

Reading

- Agree a daily routine for reading . Remember it’s important for children to read independently as they get into Key stage 2 but it’s also important they read to an adult and are read to. This means they can access more difficult stories.
- Ask questions to check understanding. What did she mean by that? How do you think she felt? What do you think will happen next?
- Encourage children to use learned strategies for reading new words.

Writing

- Encourage children to write for pleasure– shopping lists, invitations etc.
- Encourage to use learned strategies for spelling new words.
- Learn spellings weekly and keep coming back to these. Maybe discuss the rules for the words too.

History

- Take an interest in the subject– share stories or films.
- Learn a song about this period of history– youtube, Horrible Histories
- Visit a museum or library– some you can do online!
- Talk about things you’ve seen– Domesday book, Jorvik centre, Bayeux Tapestry.
- Play games.
- Carry out a research project.
- Complete the homework project.
- Use the Knowledge organiser to quiz children or let children quiz you!

Emperors and Empires

Founding of Rome

There are two explanations for the founding of the city of Rome in Italy.

Mythical version

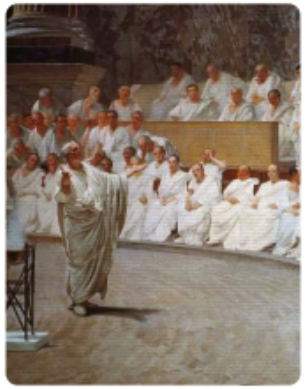
Romans believed that the city was built by Romulus, the son of the god Mars, on 21st April 753 BC.

Historical version

Historians believe that the city started as a collection of small settlements that were built on hills near the River Tiber. Over time, they grew and joined together to form a city.

Ruling Rome

Ancient Rome was ruled in three different ways. At first, Rome was a kingdom (753–509 BC) lead by a king. Next it was a republic (509–27 BC) lead by two consuls and a group of 600 men called a senate. Finally, it was an empire (27 BC–AD 476) ruled by an emperor.



Roman senate

Emperors

An emperor is the male ruler of an empire. Roman emperors had absolute power. Some emperors, like Trajan (AD 53–117), used this power wisely. Other emperors, like Commodus (AD 161–192), were foolish and selfish.

Commodus

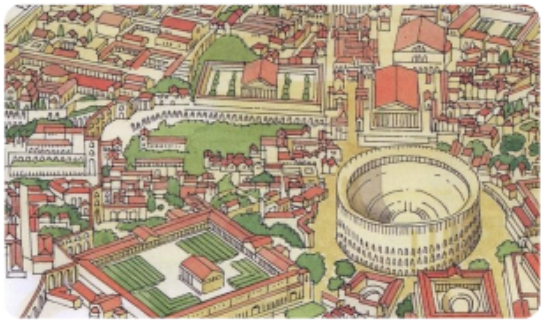
Growth of an empire

The Roman army conquered countries all around the Mediterranean Sea and so the Roman Empire grew to include many neighbouring lands. It was at its largest between AD 117 and AD 200.

Roman Empire, AD 117–200

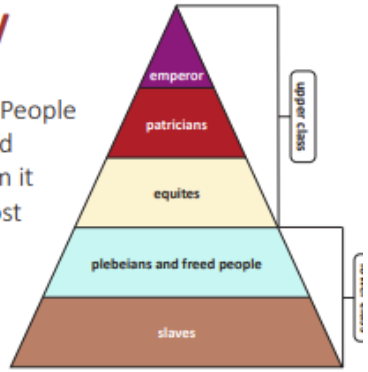
Ancient Rome

Ancient Rome was a bustling city of over one million people. At the centre of the city was a meeting place called the forum, and a basilica where court cases and official business took place. The people of Rome lived in houses and apartments around the city. They visited the shops and markets, bathed at the public baths and visited the Colosseum to watch gladiator fights for entertainment.



Social hierarchy

Ancient Rome had a well-structured hierarchy. People were born into a group and couldn't usually move from it during their lifetime. Almost every group had Roman citizenship, which meant they had rights and could vote. However, slaves were not Roman citizens so they had no rights and were owned by individuals or the government.



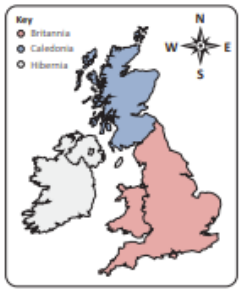
Roman army

The Roman army was well structured and had a clear hierarchy, which made it the most effective fighting force in the ancient world. The army was lead by high ranking officers and ordinary soldiers were expected to follow commands and keep an oath to the emperor. All soldiers had similar equipment, armour, shields for protection and javelins and swords for fighting. Soldiers were well trained and fit. After an invasion, they also used their skills as engineers and builders to create forts, towns, roads and bridges in the countries they conquered.

Romans in Britain

Invasion

Julius Caesar invaded Britain in 55 and 54 BC, but both invasions were unsuccessful. The Roman emperor, Claudius, successfully conquered Britain in AD 43.



Britannia

The Roman army spent many years, conquering Britain. After 30 years, England and Wales became part of the Roman Empire, called Britannia. Caledonia (Scotland) and Hibernia (Ireland) were never conquered by the Romans.

Boudicca

Boudicca was the queen of the Celtic Iceni tribe who revolted against Roman rule in AD 60–61. She and her army of tribal warriors destroyed the Roman cities of Camulodunum (Colchester), Londinium (London) and Verulamium (St Albans).

Hadrian's Wall

The emperor, Hadrian, ordered that a wall should be built along the frontier of Caledonia and Britannia in AD 122. Parts of Hadrian's Wall can still be seen in Northumberland today.

Timeline of Roman Britain

- **55–54 BC** — First and second invasion of Britain by Julius Caesar
- **AD 43** — Claudius invades and conquers Britain
- **AD 60–61** — Boudicca rebels against Roman rule
- **AD 122** — Hadrian's Wall is built
- **AD 211** — Londinium becomes the capital of Roman Britain
- **AD 313** — Christianity becomes legal in the Roman Empire
- **cAD 400** — Roman army gradually leaves Britannia
- **AD 410** — Roman rule ends

Romanisation of Britain

Towns

The Romans built towns in Britain that were similar to towns across the Roman Empire. Britons living in towns adopted a Roman lifestyle.

Inventions

The Romans brought roads, aqueducts, hypocausts, public baths, toilets, money and the Latin language to Britain.

Londinium

Londinium was founded near the River Thames cAD 50. It grew and became the capital of Roman Britain.

Christianity

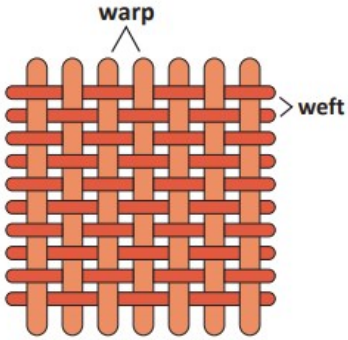
Emperor Constantine made Christianity legal in AD 313. Some people in Britannia became Christians.

Glossary

absolute power	Complete authority to make decisions.
aqueduct	A channel for carrying water, normally in the form of a bridge across a valley or other gap.
consul	One of two men who held the highest position in the senate of the Roman Republic.
empire	A group of countries ruled by a single person, government or country.
hierarchy	A system where people or things are arranged in order of importance.
hypocaust	A system of underfloor heating invented by the ancient Romans.
Roman citizen	A person who had privileges and protection from the Roman state.
Romanise	To become Roman.
Romano-British culture	The culture that was created in Britannia after the Roman invasion.

Beautiful Botanicals

Weaving



Weaving is a way to make fabric using yarn. Threads of yarn are hung vertically from a frame called a loom. These are called the warp. Then, threads of yarn are fed horizontally over and under each warp thread so that they cross at right angles. This is called the weft.

Evidence of weaving on looms can be seen in the ancient civilisations of Egypt and China. It can also be seen in British Stone Age settlements.

Botanical weaving

Botanical weaving uses natural materials, such as grasses, leaves or fronds. Looms are made from sticks with a woollen or string warp. Natural materials are passed under and over the warp to act as the weft. Botanical weavings can be decorated with other natural materials, such as flowers or berries.

Botanical art

A botanical artist is someone who draws and paints plants. They observe the plants' parts very closely to make sure all the details are recorded accurately. Botanical art is useful for botanists, who use the images to identify plants.

Some contemporary botanical art includes more simplified graphic or digital representations.

Botanical art is often used on decorative items, such as wallpaper, greetings cards and pottery.

Printing

Printing is the process of transferring ink or paint from one surface to another.

In unit printing, an ink roller is used to cover the object in ink or paint. A piece of paper is pressed on top to transfer the ink or paint.

In lino printing, the artist carves an image into a lino board. The raised surface catches the ink or paint, which is then transferred onto a piece of paper.

Glossary

botanical	Something related to the study of plants.
botanist	A scientist who studies plants.
frond	The leaf or leaf-like part of a palm, fern or bracken plant.
illustration	A picture or drawing.
lino	A flat, rubber-like material into which a pattern can be carved.
loom	A piece of equipment used to make fabric by weaving.
weaving	The process of making fabric by crossing warp and weft threads.

Grouping and Classifying

Classification

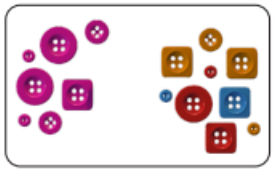
Classification is the arrangement of living and non-living things into groups or categories. It involves breaking down a large group into smaller groups based on their observable features. There are three types of classification: single-stage classification, multi-stage classification and serial ordering.

Single-stage classification

Single-stage classification involves separating a large group of objects into smaller groups based on a single property, such as size.

Sorted into three groups: large, medium and small.

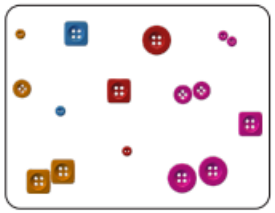
Another type of single-stage classification involves sorting objects according to whether they have a specific property or not. For example, we could ask the question 'Is it pink?'



Sorted in two groups: pink and not pink

Multi-stage classification

Multi-stage classification involves asking repeated questions about specific properties, to sort groups into subgroups again and again until all the objects in one group are the same.



Serial ordering

This type of classification involves sorting objects into an order based on a property. For example, these socks can be sorted according to size, with the smallest at one end, leading to the largest at the other end.

How classification is used

Scientists use classification to put living things into groups. The science of classifying and naming living things is called taxonomy.

Classification helps scientists identify and study living things and understand the origins and evolution of a species. New living things are still being discovered today.

Classification keys

Classification keys use multi-stage classification to identify living things. They work by observing a living thing then answering the yes or no questions until it is identified. For example, we can identify the animal below by answering the questions in the classification key.

Classification of living things

Scientists divide all living things into five kingdoms. These include the animal kingdom and the plant kingdom.

Animal kingdom

All animals in the animal kingdom are classified as either invertebrates or vertebrates.

Invertebrates

Invertebrates do not have backbones. Instead, they have soft bodies or a hard outer shell or exoskeleton. They are further classified into three groups: annelid, mollusc and arthropod. Arachnid, crustacean, insect and myriapod are four types of arthropod.

annelid

mollusc

arthropod

arachnid

crustacean

insect

myriapod

Vertebrates

Vertebrates have backbones. They are covered with skin, feathers, scales, fur or hair. Vertebrates are further classified into five groups.

amphibian

bird

fish

mammal

reptile

Plant kingdom

Plants are important for life on Earth. All plants in the plant kingdom are classified as either vascular or non-vascular. Vascular plants are further classified into three groups.

plants with seeds – flowering

plants with seeds – cone-bearing

plants with spores

Glossary

backbone	A column of bones in the middle of the back of vertebrate animals.
classify	Arrange in groups or categories according to shared qualities or characteristics.
evolution	A process where living things change some of their physical or behavioural characteristics slowly over a very long time.
origin	Where something begins.
vascular	A plant with tubes that carry water and nutrients.

Electrical Circuits and Conductors

Electricity

Electricity is a form of energy used to power many everyday items, such as kettles and mobile phones. It is essential to our daily lives. Lighting buildings, watching television, using computers, cooking meals and keeping in touch with family and friends all rely on electricity.

Sources of electricity

Electricity comes from two sources, mains electricity and cells. Mains electricity is used when we turn on a light switch or plug an electrical appliance into a socket. Cells contain chemicals that create electrical energy. They are usually used to power small, portable devices, such as torches. A battery is made of two or more cells.

mains electricity

cell

battery

Power stations generate most of the mains electricity we use. Electricity travels through overhead and underground wires, known as power lines, to buildings, including homes, shops, offices and factories.

Safety

Mains electricity is very powerful. If not used carefully, it can be dangerous, causing fires, burns, electric shocks and death. Electricity can be dangerous when people overload plug sockets, touch electrical items with wet hands or touch damaged wires. It is important to use electrical appliances safely.

Components

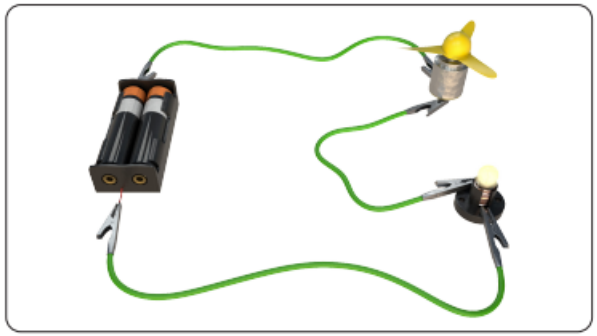
All electrical items are made up of components, which make them work.

Components have different jobs. A cell and battery provide electrical power. A wire connects different components and conducts electric current. A lamp emits light. A switch makes or breaks a circuit. A buzzer makes a sound. A motor creates movement.

Circuits

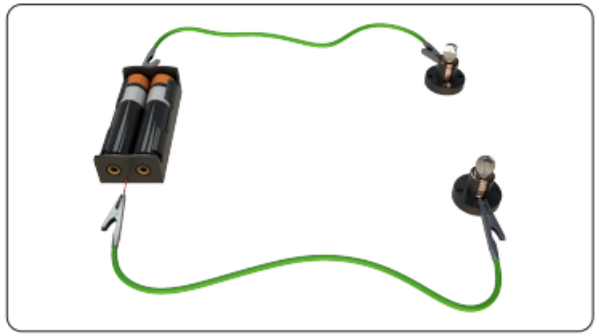
A circuit is a collection of components connected by wires through which an electric current can flow. If a circuit forms a complete loop with a single path for electric current to flow, it is called a series circuit.

When an electric current flows through all the components of a circuit, it is called a complete circuit. A complete circuit has no gaps and can make a lamp light up, a buzzer sound or a motor move.



complete series circuit

When an electric current cannot flow through all the components of a circuit, it is called an incomplete circuit. Missing wires, open switches, loose wire connections or broken components create gaps, which stop the electric current from flowing around the circuit.



incomplete series circuit