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|  | **Curriculum Map 2019-2020**Class-Topaz Year-3 |
| **Spring Term**  |
| **Topic:**Question:  Launch:REAL Outcome: | **From Stone Age to Romans**  |
| What did they leave behind? |
| Visit to Lanyon Quoit and Chysauster  |
| Roman Feast for families – children to create invites and menus, cook food for feast and perform their shield tortoise formation across the playground  |
| **Trips/Visits/Outdoors** | Chysauster Ancient Village - <https://www.english-heritage.org.uk/visit/places/chysauster-ancient-village/> + other locations in West Cornwall area |
| **Interactive Displays/Roleplay** | * Stonehenge?
* Caves – cave painting wall – chalk paint?
* Roman shield turtle march
* Side profile – photos of children in Roman helmet
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| **Whole School Special Days and Festivals** | Chinese New Year 5th FebSt Piran’s Day 5th MarchMother’s Day 21st March |
| **RE:** | * We will explore and comparing the Celtic and Roman tradition of worshiping a variety of ancient Gods
* As we approach Easter we will be looking at Holy week and its meaning - Christianity
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| **PSHE/TIS:**  | * Know how I’m doing and where to go next – New Year Resolutions
* Staying strong when I meet challenges – link to Romans and building learning resilience.
* Speaking for myself and listening to others

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| **BRITISH VALUES:*** The Rule of Law – link to Roman empire - appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety
* Tolerance of those of different faiths and beliefs – linked to our topic work and R.E.
* Democracy – linked to our understanding of Roman rulers and comparing with modern Briton.
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| **English:**Focus books (linked to topic) | A range of **FICTION** linked to topics which develop children’s understanding of characters, plot and setting. **Non-fiction**: Instructions, factual reports, explanations, discussions persuasive adverts and posters.

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|  | **Week 1 (5 days)** | **Week 2 (5 days)** | **Week 3 (5 days)** | **Week 4 (5 days)** | **Week 5 (5 days)** | **Week 6 (5 days)** |
| **Writing**  | **Narrative – Stone Age Boy*** Speech demarcation – speech between characters
* Fronted adverbials – openers for paragraphs
 | **Non-Chronological Report – Life in the Stone Age*** Use info learned in Stone Age Boy to construct reports – focus on paragraphing
 | **Trip Follow Up - Leaflet about Chysauster*** Organisational and presentation devices
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| **Spelling Rule** |  |  |  |  |  |  |
| **ERIC** | Stig of the Dump | Stig of the Dump | Stig of the Dump | Stig of the Dump | Stig of the Dump | Stig of the Dump |

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|  | **Week 7 (5 days)** | **Week 8 (5 days)** | **Week 9 (5 days)** | **Week 10 (5 days)** | **Week 11 (5 days)** |
| **Writing**  | **Narrative – Romulus and Remus****(+ invites to Roman feast day – persuasion style writing)** | **Explanation – How to be a Roman soldier – survival guide*** Make Roman shields and practise tortoise manouvere
* Label Roman armoury and weaponry
 | Preparation for Roman Feast – **writing menu cards + recipe style instructions** for one of the dishes.  |
| **Spelling Rule** |  |  |  |  |  |
| **ERIC** | Romans on the Rampage | Romans on the Rampage | Romans on the Rampage | Romans on the Rampage | Romans on the Rampage |

 * Stone Age Boy, Romulus and Remus, Chysauster literature, Roman soldier’s handbook, The Pebble in my Pocket (Science link)
* Examples of invites/menus
* ERIC texts (09:05-09:30) – Stig of the Dump and Romans on the Rampage
* Whole class text (for enjoyment) – Mr Gum! Baby Aliens Stole my Teacher
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| **Maths:** | **Number and place value**, calculating, fractions, decimals and percentages, statistics, geometry, measures

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|  | **Wk1****(5 days)** | **Wk2****(5 days)** | **Wk3****(5 days)** | **Wk4****(5 days)** | **Wk5****(5 days)** | **Wk6****(5 days)** | **Wk7****(5 days)** | **Wk8****(5 days)** | **Wk9****(5 days)** | **Wk10****(5 days)** | **Wk11****(5 days)** |
|  | **Multiplication and Division** | **Measures:****Money**  | **Statistics**  | **Measurement - Length and Perimeter** | **Number: Fractions** |
|  | * Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
* Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
* Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.
 | * Add and subtract amounts of money to give change, using both £ and p in practical contexts.
 | * Interpret and present data using bar charts, pictograms and tables.
* Solve one-step and two-step questions [for example, ‘How many more?’ and ‘How many fewer?’] using information presented in scaled bar charts and pictograms and tables
 | * Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
* Measure the perimeter of simple 2-D shapes.
 | * Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
* Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.
* Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
* Solve problems that involve all of the above.
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|  |  |  |  | ROMAN NUMERALS – at any opportunity  |

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| **Science:** | **Working Scientifically:** Asking questions, setting up practical enquiries, making systematic and careful observations, taking measurements, recording findings, reporting on findings, using results to draw conclusions, using scientific evidence to answer questions* The Pebble in my Pocket – explanation of the rock cycle

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| To be able to group together rocks based on their appearances.  | To be able to group together rocks based on their properties – scratch test different rocks  | To be able to describe how fossils are formed. | Create our own fossils. | To know that soils are made from rocks and organic matter. |  | To know that animals, including humans, need the right amount and type of nutrition taken from what we eat – compare current diets with Roman diet.  | ROMAN FEAST PREP |

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| **History:** | Pupils should be taught about:♣ changes in Britain from the Stone Age to the Iron Age Examples (non-statutory) This could include: ♣ late Neolithic hunter-gatherers and early farmers, ~~for example, Skara Brae ♣ Bronze Age religion, technology and travel, for example, Stonehenge ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture~~ ♣ the Roman Empire and its impact on Britain Examples (non-statutory) This could include: ~~♣ 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, for example, Boudica ♣ ‘Romanisation’ of Britain: sites such as Caerwent~~ and the impact of technology, culture and beliefs, including early Christianity* *Pupils have knowledge and understanding of some of the main events, people and changes from the past*
* *Pupils can give reasons for and results of the main events and changes. Pupils can describe and explain simple concepts such as Cause and effect.*
* *Pupils can identify some of the different ways in which the past is represented.*
* Timeline – Stone Age to Romans

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| 1. What does prehistory mean?2. How did hunter-gatherers survive in the Stone Age? | 3. What was Stone Age cave art?4. What kind of sources tell us about the Stone Age? |  How did bronze replace stone in the Bronze Age?What do grave goods tell us about the Bronze Age? | 9. What was life like in an Iron Age settlement?What was Iron Age art like? | Introducing the romansWho were the Romans and where did they come from? | How did the Celtic way of life differ from that of the Romans?Who was Boudicca? | What happened in AD 60?Why were the Romans so keen to take a bath? | What food did they eat and how did they eat it?Who and what were the gladiators? | Which games did they like the best?What mattered to the Romans? | Did the Romans believe in God?What have the Romans left behind? | ROMAN FEAST PREP |

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| **Geography:** | * Atlas use – locate, draw and label Italy – home of the Romans
* Locate European countries – route from Italy to England
* Settlements – appropriate land
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| **Art and Design:** | * Roman Mosaics (physically construct – cubes)
* Celtic knots collage – sculpture/metal work
* Portraits of Roman emperors
* Stonehenge shadows
* Cave Painting
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| **Design Technology:**Including Cooking and Nutrition | * Roman clay vases
* Construct a Roman Road
* Design a Roman shield – investigate best material to use – tortoise formation
* Roman headdresses
* Round house
 |
| **Cooking:** * Make nettle tea
* Make stone soup
* Make Cato’s bread
* Make Roman cheesecake
* Taste a range of Roman foods
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| **Music/Drama:** |  |
| **Computing:**  | * understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
* use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
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| **Languages- French:** | * listen attentively to spoken language and show understanding by joining in and responding
* explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
* appreciate stories, songs, poems and rhymes in the language
* broaden their vocabulary
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| **PE:** | * Real P.E. - 2 hours a week.
	+ Cognitive unit
	+ Creative unit
* Daily Mile
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