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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 |
| **Whole School Special Days and Festivals** | Chinese New Year 5th Feb  St Piran’s Day 5th March  Mother’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 |
| **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 |
| **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. |
| **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.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | **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 | | **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 |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **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 |
| **Maths:** | **Number and place value**, calculating, fractions, decimals and percentages, statistics, geometry, measures   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **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. | | |  |  | | |  |  | | ROMAN NUMERALS – at any opportunity | | | | | |
| **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  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | | 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 | |
| **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  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** | | 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 romans  Who 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 | |
| **Geography:** | * Atlas use – locate, draw and label Italy – home of the Romans * Locate European countries – route from Italy to England * Settlements – appropriate land |
| **Art and Design:** | * Roman Mosaics (physically construct – cubes) * Celtic knots collage – sculpture/metal work * Portraits of Roman emperors * Stonehenge shadows * Cave Painting |
| **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 |
| **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 |
| **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 |
| **PE:** | * Real P.E. - 2 hours a week.   + Cognitive unit   + Creative unit * Daily Mile |