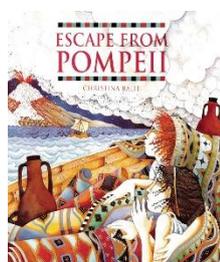


Hail Caesar!

<p>Throughout our learning journey we strive to provide a wide range of possibilities which will help our children to develop aspirations and promote independence for their future lives. We are ambitious.</p>	<p>Creativity underpins all areas of learning in our curriculum. We want children to be enthusiastic and innovative and to develop these qualities through all subjects, not just the arts. We are imaginative.</p>	<p>The community provides a wealth of learning opportunities. Our curriculum uses these, and we strive to instil a sense of pride in our children and develop them as kind and confident citizens. We are respectful.</p>
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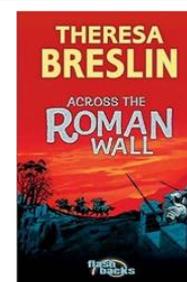
Learning Journey Showcase

Our learning journey showcase will be an opportunity for year 3 to share how much they have learnt about the Romans and the impact that the ancient civilisation had had on modern Britain today. The children will do this by sharing their work in a Roman banquet as part of a themed day. They will showcase their pottery pieces they have made in art and a range of food they will have created by taking inspiration from ancient roman dishes and modern Italian foods. They will share their diary entries written from the point of view of a Roman child and their own myths based upon myths from Ancient Rome. Year 3 will demonstrate their knowledge of the magnets and the forces they enact by showcasing the investigations they have completed through the term.



Our **Class Texts and Poems** for this theme are:

- Across the Roman Wall - Theresa Breslin
- Escape from Pompeii – Christina Balit
- Roman Myths – Geraldine McCaughrean
- So you think you've got it bad? Chae Strathie
- Meet the ancient romans – James Davies
- What the Romans did for us – Alison Hawes
- Romulus and Remus – Rudyard Kipling
- Miss Rumphius - Barbara Cooney



Plus other texts listed on the Brooke Reading Spine

During this theme we will develop as

Mathematicians by learning about:

- Angles and shapes
- Measures
- Securing multiplication and division

We follow the **Mathematics Mastery** scheme of learning, supplemented by White Rose.

Speakers, readers and writers by learning to:

Speakers:

- take on the role of Emperors and Caesars and create moving speeches to inspire the masses by developing our speaking language.

Readers:

- Apply our knowledge and skills throughout a variety of genres that cover both fictional and non-fictional writing.
- We will widen our knowledge of roman culture by a text based approach incorporating decoding, inference and retrieval skills
- We will take part in daily reading activities through shared read.

Writers:

- Apply our knowledge and skills throughout a variety of genres that cover both fictional and non-fictional writing.
- Plan, draft, write, evaluate and edit writing for a range of genres.

	<p>We follow the <u>Letters and Sounds</u> programme for Phonics and <u>No Nonsense Spelling</u> programme for spelling.</p>
<p><u>Scientists</u> by learning to:</p> <p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> investigate magnets and the forces and how they enact on the world around us. Will look at which materials are magnetic and why you can't make the two north poles of two magnets meet. discover what forces make things move, and discover what materials are magnetic. ask questions and use different types of scientific enquiry to answer them. make observations and gather data to answer questions. 	<p><u>A Geographer</u> by learning to:</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Understand human and physical geography linking this to the Ancient Romans by learning about types of settlement, trade links and natural resources. <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> We are learning about locational knowledge including the world's countries (including the location of Russia) and North and South America.
<p><u>A Historian</u> by learning to:</p> <ul style="list-style-type: none"> Understand the Roman conquest of Britain and the lasting effects it has had on our society. We will look at the famous rebellion of Boudica, why Caligula was thought to be crazy, how Hadrian built his wall and why the Romans had flushing toilets, but no toilet roll. 	<p><u>Citizens (PSHE)</u> by learning to:</p> <p><u>Relationships</u></p> <ul style="list-style-type: none"> Understand the role and responsibilities of a family Understand Friendship and negotiation Keep safe online and who to go to for help Be a global citizen Be aware of how my choices affect others <p><u>Changing Me</u></p> <ul style="list-style-type: none"> Understand how babies grow and its needs Identify and understand outside and inside body changes Family stereotypes Challenging my ideas Preparing for transition <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE.</p>
<p><u>Artists</u> by learning to:</p> <ul style="list-style-type: none"> explore the world of ceramics by looking at the famous ceramicist Sarah Miller creating our own crockery for our Roman Banquet inspired by Roman art and design. 	<p><u>Designers (DT)</u> by learning to:</p> <ul style="list-style-type: none"> Delve into the gruesome world of Roman food to recreate and invent our own vile, but delicious Roman banquet using locally sourced ingredients, We will take inspiration from ancient roman ingredients and their more modern Italian counterparts.
<p><u>Musicians</u> by learning to:</p> <ul style="list-style-type: none"> Play the recorder Develop our knowledge of songs and rhythm through the Charanga units 'Bringing us together' and 'Reflect, Rewind and Replay' 	<p><u>Users of technology (Computing)</u> by learning to:</p> <p><u>Branching Databases</u></p> <ul style="list-style-type: none"> sort objects using just 'yes' or 'no' questions. complete a branching database using 2Question. create a branching database of the children's choice.

<p>We Follow the <u>Charanga</u> scheme of learning for music.</p>	<p><u>Simulations</u></p> <ul style="list-style-type: none"> • To consider what simulations are • To explore a simulation • To analyse and evaluate a simulation <p><u>Graphing</u></p> <ul style="list-style-type: none"> • Enter data into a graph and answer questions. • Solve an investigation and present the results in graphic form. <p>We Follow the <u>Purple Mash</u> scheme of learning for computing.</p>
<p><u>Sports people</u> by learning to:</p> <ul style="list-style-type: none"> • Take part in field-based games, using bats and balls to take part in competitive team sports. • Orientate ourselves in the environment and traverse it safely • Practise sprinting, long distance running and other athletic skills <p>We follow the <u>IPEP</u> scheme of learning for PE</p>	<p><u>Spiritual, Moral, Social and Cultural (SMSC) citizens</u> by learning to:</p> <ul style="list-style-type: none"> • SMSC underpins our school ethos, values and policies. • The curriculum design provides opportunities for the development of SMSC. • We regularly invite external companies and visitors into school to further support the development of SMSC. • The School Nursing team and Big Talk provide puberty, sex and relationship education to our children, which is further supported through our curriculum. <p>PSHE is taught through <u>JIGSAW</u> which incorporates SMSC.</p>
<p><u>Linguists</u> by learning to:</p> <p><u>Food</u></p> <ul style="list-style-type: none"> • name some foods, including fruit and veg, cutlery and cooking ingredients. • say which foods we like and dislike • say what we are eating. • Create a French recipe "<i>Le pain perdu</i>" ("French toast") <p><u>At School</u></p> <ul style="list-style-type: none"> • Talk about our school day and favourite subjects • Talk about how we travel to school • become familiar with rooms in a school building and learn the vocabulary for items of stationery found in a pencil case • Tell the time in French <p>We follow the <u>Salut</u> scheme of learning for Modern Foreign Languages</p>	<p><u>Theologian</u> (RE) by learning to:</p> <ul style="list-style-type: none"> • Explore why festivals are important to religious communities • Explore what it means to be a Christian in Britain today <p>We will follow the <u>Doncaster Agreed syllabus</u> for RE.</p>



Year 3 Summer Term Theme Map



Each theme will start with a **'Talking Tub'**. This activity allows the children to explore, texts, photographs, artefacts and resources to inspire and engage them and to encourage them to pose questions and take ownership of their curriculum themes.

Some subjects do not link directly to the theme and will therefore be taught discretely.

Key dates and school events that link to this theme include a Roman Banquet day on 3rd July.

These are just some of the areas which we will cover when we explore the theme of Hail Caesar the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.

If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher.