

Welcome to the Empire

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**.

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.

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**.

Learning Journey Showcase

Our learning journey showcase will be an opportunity to share how year three travelled back in time to explore the Roman Empire. The children will take on a range of roles including poets, chiefs and roman slaves. The children will create their own menus for a roman banquet which they will host. They will also write instructions for their roman slaves to follow when they are preparing the food. They will share information and research of the Roman Empire through the retelling of the historical events in Pompeii and the reign of Emperor Caesar. The children will also use their sculptured cups and plates made using their design and technology skills. We hope after this showcase, year three will have a solid understanding of how Britain has been impacted by the Roman Empire.

The main **Class Texts and Poems** for this theme are:

Fiction:

Escape from Pompeii – Christina Balit
Romans on the Rampage – Jeremy Strong
Meet the Ancient Romans – James Davies

Play:

Work! Work! Work!

Non Fiction:

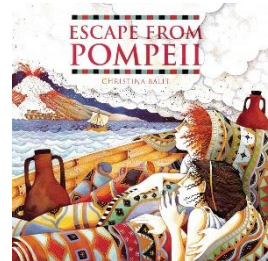
So you think you've got it bad a kids life in ancient Rome – Chae Strathie/ Marisa Morea

Poem:

The Romans in Britain by Judith Nicholls

Moving Image:

<https://www.bbc.co.uk/teach/class-clips-video/story-of-britain-roman-britain-animation/zvdc8xs>
The Legend of Spartacus <https://www.youtube.com/watch?v=Y8SIJyBRorc>



During this theme we will develop as

Mathematicians

We will focus on:

- angles and shape
- measures
- securing multiplication and division
- exploring calculation strategies and place value

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

Speakers, readers and writers

We will create:

- alliteration poetry
- diary Entry
- stories
- leaflet
- recount/retell
- menu
- invitations

We follow the Spelling Shed scheme of learning to develop our spelling knowledge and understanding.

Scientists

We will become scientists and explore:

- plants
- animals including humans

Geographers

We will find out about natural disasters learning about:

- volcanoes
- earthquakes

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| <p>Theologians (RE)</p> <p>We will discuss:</p> <ul style="list-style-type: none"> • What does it mean to be a Christian in Britain today? • What does it mean to be a Hindu in Britain today? <p>We will follow the <u>Doncaster Agreed syllabus</u> for RE</p> | <p>Historians</p> <p>We will go back to the roman empire to find out about:</p> <ul style="list-style-type: none"> • How did the Romans change Britain? • Who made an impact? • What was it like living in the roman empire? |
| <p>Linguists</p> <p>We will be introduced to French and learn:</p> <ul style="list-style-type: none"> • to order food • to speak about school <p>We follow the <u>Salut</u> scheme of learning for Modern Foreign Languages</p> | <p>Citizens (PSHE)</p> <p>We will begin by looking at the units Friendships and Relationships. During these units we will think about:</p> <ul style="list-style-type: none"> • family roles and responsibilities • friendship and negotiation • keeping safe online and who to go to for help. • being a global citizen • being aware of how my choices affect others • how other children have different lives • expressing appreciation for family and friends • understanding a baby's needs • outside body changes • 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>This is not a statutory subject but it is statutory to teach the content and schools have the flexibility to decide on their own content, based on their context.</p> |
| <p>Artists</p> <p>As Artists, we will be:</p> <ul style="list-style-type: none"> • sculpturing • using equipment confidentially • moulding • creating a piece of Roman pottery for a Roman banquet • showing awareness of third dimension • joining two parts together and learning to secure work • creating intricate patterns | <p>Designers (DT)</p> <p>As Designers we will create a healthy meal for a roman banquet by:</p> <ul style="list-style-type: none"> • researching • designing • making • evaluating |
| <p>Musicians</p> <p>We will begin to learn to sing, play and improvise focusing on:</p> <ul style="list-style-type: none"> • exploring disco • learning to improvise and perform • studying the units Bringing Us Together and Reflect and Rewind <p>We follow the <u>Charanga</u> scheme of learning for computing.</p> | <p>Users of technology (Computing)</p> <p>We will learn about:</p> <ul style="list-style-type: none"> • branching databases • simulations • graphing <p>We follow the <u>Purple Mash</u> scheme of learning for computing.</p> |

Athletes

We will focus on breaking records and making decisions through:

- outdoor adventure
- athletics

During the second half of the Summer Term the children will take part in Sports Day.

We follow the IPEP scheme of learning for PE

Spiritual, Moral, Social and Cultural (SMSC) citizens

We will focus on:

- how to be a good British Citizen
- our culture
- our historical past

We follow the JIGSAW scheme of learning for PSHE, which incorporates SMSC.

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** where the children will cook and prepare a roman banquet using their cross circular knowledge to take the roles of key historical people.

These are just some of the areas which we will cover when we explore the theme; 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.