

## Medium Term Plan

Year 3 Topic Name Romans Term 1 Year 3				
Overarching Question?	Who were the Romans?			
Stunning Start	Roman Day			
Fantastic Finish	Class Museum			
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can .....
English Genres and Focus	Poetry: If these walls could talk  Narrative: The Sheep and the Goat  Dialogue  Non-fiction: Recount – news report  Spelling: No nonsense spelling block 1	Plan his/her writing by discussing and recording ideas within a given structure.  Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  Begin to use inverted commas to punctuate direct speech.  Use the forms a or an according to whether the next word begins with a consonant or a vowel e.g. a rock, an open box  Draft and write by organising writing into paragraphs as a way of grouping related material.	Romulus and Remus  Roman story  Role play  Death of Caesar  Report about school trip	<i>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it.</i>  <i>I can read my work out to a group with confidence and make sure it sounds interesting using the right volume and tone of voice.</i>  I can use speech marks correctly sometimes.  I can understand when to use 'a' or 'an' in front of a word  <i>I can use paragraphs to organise my writing so that blocks of text group related material.</i>
Maths	Number – multiplication and division Measurement – money statistics	See White Rose Planning		
Science	Forces and Magnets Working Scientifically	Compare how things move on different surfaces. Notice that some forces need contact between two objects	Investigate friction on different surfaces. Explore magnetic fields. Identify magnetic and non-magnetic	I can compare how things move on different surfaces. I can see that some forces need contact between two objects

		<p>but magnetic forces can act at a distance. Compare and group together a variety of everyday materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials. Observe how magnets attract or repel each other and attract some materials and not others. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing. Set up simple practical enquiries, comparative and fair tests</p>	<p>materials. Create a magnetic toy. Investigate the strength of different sized magnets.</p>	<p>but magnetic forces can act at a distance. I can compare and group some materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials.</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others. I can describe magnets as having two poles.</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing. I can set up simple practical enquiries, comparative and fair tests</p>
<b>PE</b>	Tennis Fundamentals	<p>Vary skills, actions and ideas and link these in different ways to suit different activities Set more challenging goals and evaluate his/her achievements</p>	Tennis Fundamentals	<p>I can call upon a range of skills and abilities to perform well in different sports / games</p> <p>I can set myself a challenge and know how well I am doing.</p>
<b>Art/DT</b>	<p>Mosaics Roman pottery Shields DT day – chariot (wheels and axles) Sketches of Richborough fort Coin printing Cooking Roman food</p>	<p>Use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p> <p>Create printing blocks using relief or impressed techniques</p> <p>Create designs using annotated sketches, cross-sectional diagrams and simple computer programmes</p> <p>Safely measure, mark</p>	<p>Mosaics Roman pottery Shields DT day – chariot (wheels and axles) Sketches of Richborough fort Coin printing</p>	<p>I can use a sketchbook for recording observations, for experimenting with techniques or planning out ideas</p> <p>I can create printing blocks using relief or impressed techniques</p> <p>I can create designs using annotated sketches, cross-sectional diagrams and simple computer programmes</p> <p>I can safely measure,</p>

		<p>out, cut, assemble and join with some accuracy</p> <p>Investigate and analyse existing products and those he/she has made, considering a wide range of factors</p>		<p>mark out, cut, assemble and join with some accuracy</p> <p>I can investigate and analyse existing products and those I have made, considering a wide range of factors</p>
<b>PSHE</b>	Keeping Safe	<p>to recognise the difference between feeling 'safe' and 'unsafe'</p> <p>about the importance of recognising feelings of uncertainty and fear and finding a trusted person to help about the potential dangers of fire</p> <p>the 'keeping safe with fire' rules</p> <p>to distinguish between accepting responsibility for others and keeping themselves safe</p> <p>to identify risks in the school day</p> <p>the skills to keep safe in school</p> <p>the skills to keep themselves safe when they are out and about, alone and with friends</p> <p>to look ahead and identify situations which might arise when they are out and about</p> <p>skills for dealing with these situations</p> <p>about how they behave when they are feeling bored, excited, frightened, upset and angry, and ways this might affect their ability to keep themselves safe</p> <p>about some of the statistics for accidents involving children in</p>	<p>Draw someone keeping safe with fire</p> <p>Write what the person is doing to keep safe</p> <p>Write how the person feels</p> <p>Draw what they would do if they saw a fire</p> <p>Write what they should do to keep safe</p>	<p>I can recognise the difference between feeling 'safe' and 'unsafe'</p> <p>I can talk about the importance of recognising feelings of uncertainty and fear and finding a trusted person to help</p> <p>I can identify the potential dangers of fire</p> <p>the 'keeping safe with fire' rules</p> <p>I can distinguish between accepting responsibility for others and keeping themselves safe</p> <p>I can identify risks in the school day</p> <p>I can talk about the skills to keep safe in school</p> <p>I can talk about the skills I need to keep themselves safe when they are out and about, alone and with friends</p> <p>to look ahead and identify situations which might arise when they are out and about</p> <p>skills for dealing with these situations</p> <p>I can talk about how I behave when I am feeling bored, excited, frightened, upset and angry, and ways this might affect my ability to keep myself safe</p> <p>about some of the statistics for accidents involving children in the</p>

		the home what kinds of activity/behaviour are likely to cause accidents positive ways of minimising risks		home I can discuss what kinds of activity/behaviour are likely to cause accidents I can identify positive ways of minimising risks
<b>RE</b>	People of God  Noah  Abraham  Covenant promises  Wedding promises	Make clear links between the story of Noah and the idea of covenant.  Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.  Make links between the story of Noah and how we live in school and the wider world.	Promises  Covenant promises of God  Wedding promises  Salvation army – how they put their faith into action	I can make clear links between the story of Noah and the idea of covenant.  I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.  I can make links between the story of Noah and how we live in school and the wider world.
<b>Computing</b>				
<b>Geography</b>	World maps Roman Empire Fieldwork sketches	Make more detailed fieldwork sketches/diagrams Understand why there are similarities and differences between places	Locate Rome, discuss how Romans travelled across Europe Sketch Richborough Fort Compare Rome then to now Compare to Britain Compare Fort to Dover Castle	<i>I can make more detailed fieldwork sketches/diagrams I can understand why there are similarities and differences between places</i>
<b>History</b>	The Roman Empire and its impact on Britain. Boudicca Julius Caesar Evidence	Use an increasing range of common words and phrases relating to the passing of time	Roman empire How Romans invaded Timeline of Romans Timeline of Britain Boudicca How Caesar was killed	<i>I can use an increasing range of common words and phrases relating to the passing of time</i>
<b>KS2 MFL</b>	Greetings  Age	Show that he/she recognises words and phrases heard by responding appropriately Repeat sentences heard and make simple adaptations to	Talk about age Simple greetings and phrases	<i>I can recognise and respond to words and phrases I hear  I can use a familiar sentence and change one or two words to make a new sentence</i>

		<p>them</p> <p>Recognise some familiar words and phrases in written form</p> <p>Write some single words from memory</p>		<p><i>I can match written words and phrases to pictures or symbols</i></p> <p><i>I can remember how to write some words on my own</i></p>
<b>Music</b>	<p>Violins</p> <p>Harvest song</p>	<p>Find the pulse within the context of different songs/music with ease</p> <p>Develop an understanding of formal, written notation which includes crotchets and rests</p>	<p>Violin lessons</p> <p>Learn harvest song</p>	<p><i>I can find the pulse in a songs/music with confidence</i></p> <p><i>I can understand some formal, written notation which includes crotchets and rests</i></p>
<b>Local focus</b>				
<b>Visitors or trips</b>	Richborough Fort			
<b>Special Focus Days/Weeks</b>	<p>Roman theme day</p> <p>DT day building chariots</p> <p>Harvest Festival</p>			
<b>Key Vocabulary</b>	Past, present, Roman, soldier, gladiator, chariot, shield, fort, mosaic, toga			
<b>Language enrichment</b>	<p>Drama – acting out Soldier formation</p> <p>Story telling</p> <p>Making chariots</p> <p>Roman day</p>			