

Maths

Multiplication/Division

- Solve multiplication and division problems.
- Multiply 2-digit and 3-digit numbers by 1-digit numbers.
- Recognise and use factor pairs in mental calculations.
- Recall multiplication and division facts up to 12x12.

Decimals

- Count up and down in hundredths, recognise that hundredths arise when dividing an object by one and hundred and dividing tenths by ten.
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Compare numbers with the same number of decimal places up to two decimal places
- Round decimals with one decimal place to the nearest whole number
- Recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$

Geometry

- Identify acute and obtuse angles and compare and order angles up to two right angles by size
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identify lines of symmetry in 2D shapes presented in different orientations

Time

- Convert between different units of measure [for example, kilometre to metre; hour to minute]

History

- To understand the key events in the Roman invasion of Britain
- How long did the Roman Empire last?
- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Why did the Romans invade Britain twice?
- Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?
- To understand the impact of the invasion of Britain by the Romans.
- Why did Boudicca stand up to the Romans and what image do we have of her today?
- To evaluate the impact of the Roman Empire on modern Britain
- Roman Middlewich field study:

English

- I can write descriptions, recounts/diaries, narratives and non-chronological reports
- I can talk about time, place and cause using these words: when, before, after, while, so, because, then, next, soon, therefore, before, after, during, in, because of
- I can use an adverb phrase at the start of a sentence e.g. Later that day, I heard the bad news
- I can use commas after adverbials at the beginning of a sentence e.g. Later that day, we heard the good news
- I can draft and rewrite work that creates settings/ characters that excite the reader by using my best vocabulary
- I can draft and rewrite work that creates plots that excite the reader by using my best vocabulary
- I can plan my writing by talking about the important parts to have in a story
- I can use inverted commas and other punctuation to indicate speech
- I can plan my writing by discussing examples of texts from other writers and looking at their use of sentence structure, use of words and grammar
- I can edit my work by changing the spelling, use of punctuation and grammar to improve the way my work reads

Science

Light

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

Y3 The Romans in Britain Summer 1 2021



Computing

This unit is the first in two programming units and looks at repetition and loops with programming. They will create programs by planning, modifying and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

Art

**To be taught in Summer 2 (Local Area Study)*

R.E

Islam - What do Muslim say God is like?

- Muslims believe in one God, Allah
- Allah is one
- There are 99 names which describe Allah's character.

Music

Brass - move around 3 notes & tighten lips to produce higher notes

DT

- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (Make Roman bread)

P.E

RSE

Core Theme 1: Health and Wellbeing

- To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable anxious or that they believe to be wrong.

Core Theme 2: Relationships

To be aware of different types of relationship including those between friends and families civil partnerships and marriage.

PSHCE

Learning how important, valued and loved we are. Exploring the importance of others and how to love them well. Understanding how to process negative emotion and choose forgiveness to restore relationships. Unpacking how to bravely communicate truth and be proud of who we are. Knowing there is a way through every situation no matter how impossible it may seem.

Geography

**To be taught in Summer 2 (Local Area Study)*

French

- Parts of the body
- Numbers 21-31