

## GEOGRAPHY

### Geographical Enquiry

- Use geographical vocabulary to describe a place.
- Recognise the 8 points of a compass.
- Use maps and atlases to answer geographical questions.

### Physical Geography

- Locate the Mediterranean and Italy.
- Describe the physical features of Italy.
- Comment on the climate and transfer this information to Roman times.

### Human Geography

- Explain how the lives of people living in the Mediterranean would be different from our own.
- Explain how people's lives vary due to the weather.

### Geographical Knowledge

- Name and locate some countries bordering the Mediterranean.

## HISTORY-

The Roman Empire and its impact on Britain, including:

- -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.
- -"Romanisation" of Britain: sites and the impact of technology, culture and beliefs, including early Christianity.

### Chronological understanding

- Use a timeline within a specific time in history?

### Knowledge and interpretation

- Recognise that Britain has been invaded by several different groups over time.
- Realise that invaders in the past would have fought fiercely, using hand to hand combat.

### Historical enquiry

- Use various sources of evidence to answer questions.

## **Design and Technology – Where does food come from?**

### Developing, planning and communicating ideas.

- Put together a step-by-step plan which shows the order and also what equipment and tools they need.

### Cooking and nutrition

- Choose the right ingredients for a product.
- Use equipment safely.
- Make sure that their product looks attractive.
- Describe how their combined ingredients come together.
- Set out to grow plants such as cress and herbs from seed with the intention of using them for consumption.

## SCIENCE

- Identify and describe the functions of different parts of plants (roots, stem, trunk, leaves and flowers)
- Identify what a plant needs for life and growth and how this varies from species to species.
- Investigate the way in which water moves within plants
- Explore the role that flowers have within a life cycle of a plant (pollination, seed formation dispersal)
- Explain the importance of a nutritious balanced diet in both humans and animals
- Know that animals can't make their own nutrients and get it from what they eat

## ICT

- Experiment with variables to control models.
- Use 90° & 45° turns.
- Give an on-screen robot directional instructions.
- Draw a square, oblong and other everyday shapes on screen using commands.
- Write more complex programmes.

# ROMANS

## Year 3

## ART

Knowledge, Skills & Understanding. Clay/mosaic/painting (myths).

- Add onto their work to create texture & shape?
- Use mosaic?
- Predict with accuracy the colours that they might use?
- Know where each of the primary & secondary colours sits on the colour wheel?
- Create a background using a wash?
- Show facial expressions in their drawings.
- Make notes in their sketch books about techniques used by an artist.
- Suggest improvements in their work by keeping notes in their sketch books.
- Compare work from other cultures.
- Use the web to research an artist or style of art.
- Compare the work of different artists
- Make a printing block.
- Make a 2 colour print.

## MFL -

### Say/Write:

- Tell someone their name.
- Count to 10.
- Write numbers.
- Say how old they are.
- Know/ sing some French songs and rhymes.

### Including:

- Say and respond to a question.
- Children to write key words.
- Appreciate songs and rhymes in French.

## RE - Faith Founders

- Describe the qualities of someone I consider to be a good leader and say why.
- Describe and show an understanding of what particular faith members believe.
- Express my thoughts and feelings about the teaching of a faith founder.
- Consider how the key teachings of a faith founder might influence me.
- Consider the beliefs of different religions and how they might differ from my beliefs.