



Birchfield
PRIMARY SCHOOL

Year 3 Curriculum Overview

Term 3.1

Teaching Team:

Class Teachers: Miss Rose, Mr Taylor, and Miss Coughlan

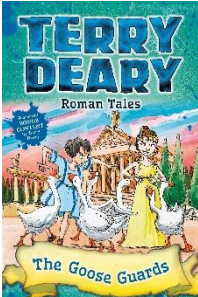
Teaching Assistant: Miss Brown

SLT: Mr Aldred

PE: PE lessons are on a **Tuesday and Wednesday**. On these days, children must be wearing their P.E kits. This includes a white t-shirt, black joggers, trainers, and no jewellery.

Homework: Workbooks and reading books are sent home on Friday to be **returned by Wednesday**. An additional piece of homework will be sent home on a Tuesday.

Please see below an overview of the main themes, knowledge, and skills we will be covering this half term.

Enquiry Question	What did the Romans do for us?
Significant people	<p><u>School Values (resilience)</u> Michael Jordan is considered the greatest basketball player ever to play the game. But he was cut out of the high school team because he was only 5'11 at the time and told he was too short to play at a professional level. He was also told he lacked the skills to play Basketball.</p> <p><u>Science</u> Sir Isaac Newton is most famous for his scientific discoveries around gravity and the three laws of motion, but he also explored light and colour.</p> <p><u>History</u> Boudicca was a Celtic queen who is famous for rising up against the Roman occupation in AD60 or 61. She was the joint ruler of the British Iceni tribe, who lived in a region of Britain now known as East Anglia, with her husband, Prasutagus.</p>
Significant places	<p>Pompeii is considered one of the world's most important historical sites because after the eruption of Mount Vesuvius the volcanic ash preserved the city and its people. This gives historians and archaeologists a vivid picture of life in the Roman Empire around 2,000 years ago.</p> <p>Rome was at the very centre of the Roman Empire. Many Roman emperors lived and ruled from there.</p> <p>Bath is a city in the South-West of England. It is most famous for its Roman baths, which the city is named after.</p>
Class Text	<p>The Goose Guards by Terry Deary</p> 

	<p>It's 387 BC. Brutus, a trainee priest at the Temple of Juno, hates the temple's holy geese. Little does he realize how useful they will be when the vicious Gaul army invades the city.</p>
Reading	<p>In Reading this half term, the children will be making predictions based on the characters and events within the class text <i>The Goose Guards</i>.</p> <p>They will also be looking at prefixes and suffixes and how they change the meaning of root words.</p> <p>Finally, the children will be looking at various types of poetry and how they are different based on appearance and word usage. They will also be reading these poems to enhance their reading skills, focussing on tone and intonation.</p>
Writing	<p>Throughout the half term, children will be continuing to develop their understanding of the different organisational and language features of the different writing genres we will be focussing on.</p> <p>In the first half of this half term, the children will be writing biographies based on famous Roman emperors and gods. The children will be learning how to use heading and subheadings, topic sentences and fronted adverbials to organise their writing into paragraphs. As well as using co-ordinating and subordinating conjunctions to link their ideas.</p> <p>During the latter part of the half term, the children will write a narrative based on the plot and characters from our whole class text, <i>The Goose Guards</i>. They will be looking at how they can use descriptive language (expanded noun phrases and similes) in order to create simple settings and characters and develop a basic plot in order to make their writing entertaining for the reader.</p>
Maths	<p>During this half term, children will be learning to understand fractions, mass, and capacity. Within the fractions unit the children will learn about the whole, tenths, equivalent fractions, comparing and ordering fractions and adding and subtracting fractions. In mass and capacity, the children will learn how to measure mass/ capacity, add and subtract mass/ capacity and compare mass/ capacity.</p>
Science	<p>This half term's science focus will be Forces and Magnets where the children will be using magnets to understand</p>

	<p>magnetic force and measuring frictional forces. They will also learn about Light, by understanding the importance of sun safety and how light is measured. They will explore this through experiments showing how light can be manipulated by shape and colour.</p>
History	<p>During this term, we will be studying the Roman Empire and the Roman invasion of Britain. This topic will look at the history and structure of ancient Rome and the Roman Empire, including a detailed exploration of the Romanisation of Britain.</p> <p>This half term, will focus on the Roman Empire including:</p> <ul style="list-style-type: none"> • Everyday life in ancient Rome • The founding of ancient Rome • The rulers and emperors of ancient Rome • The growth and expansion of the Roman Empire • The hierarchy of ancient Rome • The Roman army
Art	<p>This half term the children will be learning about botanical art. They will be looking at how botanical art has been an important part of art and science and that botanical artists have often accompanied voyagers and discoverers throughout history. The children will be making prints, arrangements, and watercolour pictures. They will explore many botanical artists such as Franz Bauer, Rory McEwan and Margaret Mee.</p>
Music	<p>This half term, children will be exploring the song 'Bringing Us Together' and the Disco music genre. The Children will identify the musical instruments, styling, artists, and songs within the Disco genre. They will look at finding the pulse of a song and learning the lyrics in order to perform the song. The children will also be given the opportunity to play instruments alongside the song.</p> <p>They will learn the following vocabulary: Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody</p>
Computing	<p>This half term the children will be desktop publishing using Microsoft Word. They will consider careful choices of font size, colour and type to edit and improve premade documents. They will learn the terms 'templates', 'orientation', and 'placeholders' and begin to understand how these can support them in making their own template for a magazine front cover.</p>

PSHE	This half term the children will exploring the question, Why should we eat well and look after our teeth? The children will explore what it is to eat a balanced diet and regulate the amount of sugar they eat. They will also learn about the importance of regular visits to the dentist.
RE	The children will first look at the disposition ' Being Open, Honest and Truthful '. They will look at how different religions, in particular Christianity, teach their followers about the importance of being honest. In the final part of the half term, the children will focus on the disposition, ' Being Attentive to the Sacred as well as the Precious '. They will understand how different religions worship and spend time being attentive.
PE	<p><u>Athletics</u> In this unit, pupils will develop basic running, jumping, and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best. Pupils are also given opportunities to measure, time and record scores.</p> <p><u>Outdoor Adventurous Activities</u> Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect, and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols, and follow routes.</p>

Book Knowledge Organiser - The Goose Guards by Terry Deary

Important Information

Plot

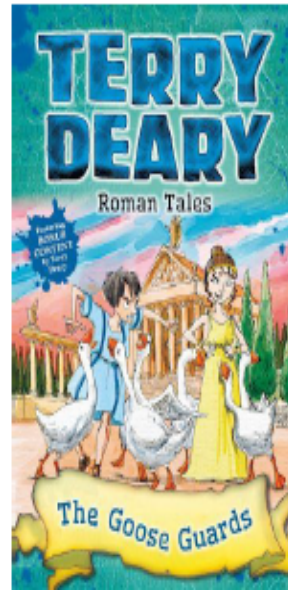
It's 387 BC. Rome is under attack from the vicious Gauls and the barbarian army is now preparing to besiege the Temple of Juno on Capitol Hill, home of Brutus, a trainee priest. The temple's inhabitants are offered help from the army of Lord Furius but are not sure if he is to be trusted. However, when rescue eventually comes it is from an even more unlikely source.

Themes

Talent, courage and perseverance, good fortune, determination and ambition

Setting

The city of Rome, Italy, 387BC. The Temple of Juno on Capitol Hill.



Name of Book:

The Goose Guards

Date Published: 2008

Author: Terry Deary

Genre: Children's Literature/ Legend

Link to Enquiry

This book is set during Ancient Rome and we will be learning about this time period this term.

Key Questions/Reflection Points

- How will Fabia and Brutus save Rome?
- Who were the Gauls?
- Will they eat the geese?
- Will Furius reach the Temple in time?

Key Vocabulary

Juno	The goddess of marriage.
Temple	A building for religious worship, especially in religions other than Christianity.
Goose	A large waterbird with a long neck, short legs, webbed feet, and a short broad bill. Generally, geese are larger than ducks and have longer necks and shorter bills.
Priest	A priest is a religious leader authorized to perform the sacred rituals of a religion.
Gaul	A native or inhabitant of ancient Gaul.
barbarian	In ancient times a member of a people not belonging to one of the great civilizations (Greek, Roman, Christian).
senator	A member of a senate.
senate	An assembly of the senior and therefore considered wiser and more experienced members of the society or ruling class.

Characters

Brutus

The main character and young priest at the Temple of Juno.

Fabia

The junior priestess of the geese.

Marius

The head priest at the Temple of Juno.

Brennus

The king of the Gauls.

Marcus Manlius

The captain of the guard.

Enquiry Question: What did the Romans do for us?

Founding Rome

There are two explanations for the founding of the city of Rome in Italy.

Mythical version: Romans believed that the city was built by Romulus, the son of the god Mars, on 21st April 753 BC.

Historical version: Historians believe that the city started as a collection of small settlements that were built on hills near the River Tiber. Over time, they grew and joined together to form a city.

Emperors

An emperor is the male ruler of an empire. Roman emperors had absolute power. Some emperors, like Trajan (AD 53-117), used this power wisely. Other emperors, like Commodus (AD 161-192), were foolish and selfish.

Ruling Rome

Ancient Rome was ruled in three different ways. At first, Rome was a kingdom (753-509 BC) led by a king. Next it was a republic (509-27 BC) led by two consuls and a group of 600 men called a senate. Finally, it was an empire (27 BC-AD 476) ruled by an emperor.

Roman army

The Roman army was well structured and had a clear hierarchy, which made it the most effective fighting force in the ancient world. The army was led by high ranking officers and ordinary soldiers were expected to follow commands and keep an oath to the emperor. All soldiers had similar equipment, armour, shields for protection and javelins and swords for fighting. Soldiers were well trained and fit. After an invasion, they also used their skills as engineers and builders to create forts, towns, roads and bridges in the countries they conquered.

Growth of an empire

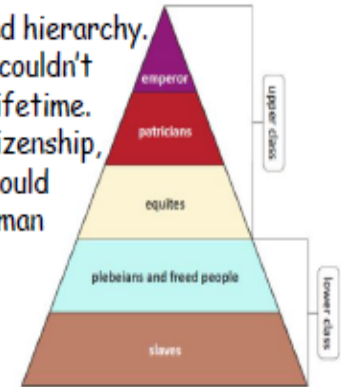
The Roman army conquered countries all around the Mediterranean Sea and so the Roman Empire grew to include many neighbouring lands. It was at its largest between AD 117 and AD 200.

Ancient Rome

Ancient Rome was a bustling city of over one million people. At the centre of the city was a meeting place called the forum, and a basilica where court cases and official business took place. The people of Rome lived in houses and apartments around the city. They visited the shops and markets, bathed at the public baths and visited the Colosseum to watch gladiator fights for entertainment.

Social hierarchy

Ancient Rome had a well structured hierarchy. People were born into a group and couldn't usually move from it during their lifetime. Almost every group had Roman citizenship, which meant they had rights and could vote. However, slaves were not Roman citizens so they had no rights and were owned by individuals or the government.



Key Vocabulary

absolute power	Complete authority to make decisions.
conquer	To take control of another country and its people, usually after a war or battle.
consul	One of the two men who held the highest position in the senate of the Roman Republic.
defeat	To win a war or battle against an enemy
elect	To choose a person for a job by voting.
emperor	A group of countries ruled by a single person, government or country.
empire	A group of countries ruled by a single person, government or country.
republic	A country ruled by an elected person instead of a king or queen.

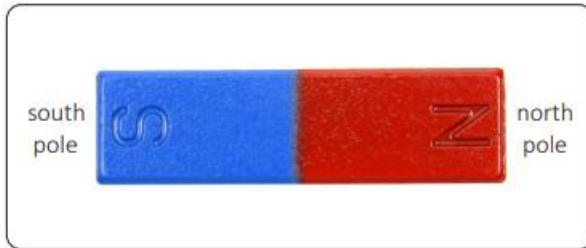
Science Knowledge Organiser - Forces and Magnets

Non-contact forces

Non-contact forces exert a push or a pull but have no direct contact with the objects they affect. We cannot see non-contact forces, but we can feel them. Magnetic forces are a type of non-contact force.

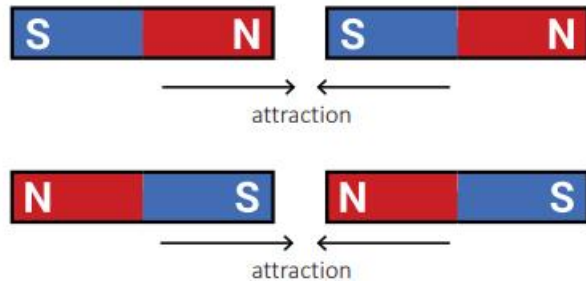
Magnets

Magnets have two ends called poles. The red end is the north pole and the blue end is the south pole.



Magnetic attraction

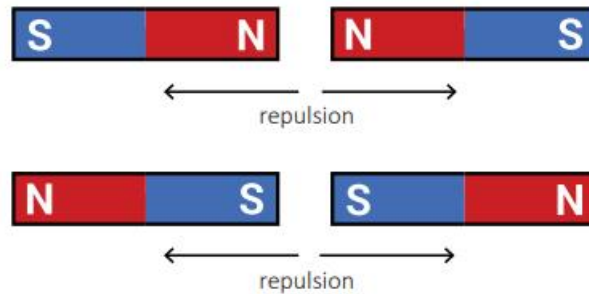
When different, or unlike, poles of two magnets are placed near each other, the magnets pull towards each other. This is called magnetic **attraction**.



Magnets also attract some materials towards them. These materials are known as magnetic. Materials that are not attracted to magnets are called non-magnetic.

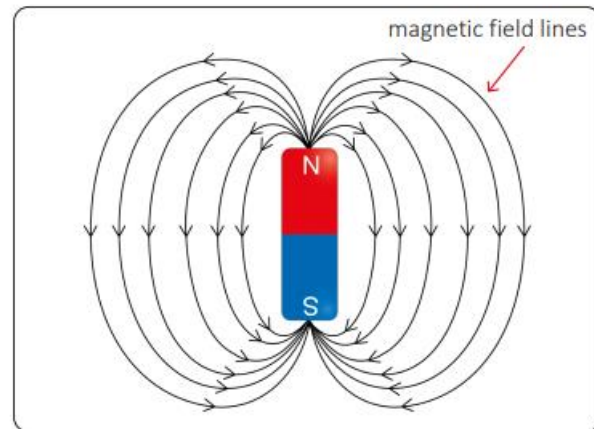
Magnetic repulsion

When the same, or like, poles of two magnets are placed near each other, they push apart. This is called magnetic **repulsion**.



Magnetic fields

The invisible forces we can feel when magnets are close together are caused by their magnetic fields. Magnetic fields are invisible but can be shown as lines on a diagram.



Magnetic Earth

The Earth acts like a huge bar magnet. It is surrounded by an invisible magnetic field called the magnetosphere. Without the magnetosphere, nothing could live on Earth. The magnetosphere is responsible for creating lights in the sky called aurora and also makes navigational compasses work.



aurora

Glossary

attraction	When one object moves towards another object.
aurora	A natural phenomenon characterised by coloured lights in the sky near the North and South Poles.
bar magnet	A rectangular magnet.
magnetic	Attracted to or acting as a magnet.
navigational compass	An instrument used for finding directions.
repulsion	When one object pushes another object away.

Science Knowledge Organiser - Light and Shadows

Light and Shadows

Light

Light is a form of energy that travels in straight lines. The Sun is the main natural source of light on Earth. Darkness, like at night time, is the absence of light. Light from the Sun is vital for life on Earth. Plants need light to grow and survive. Light from the Sun creates daytime and provides heat that is essential for all living things. Without the Sun's light, no plants or animals could live on Earth.

Light sources

A light source is something that produces light. Light sources can be natural or artificial. The Sun and a firefly are examples of natural light sources. A light bulb and candle are examples of artificial light sources.

natural light sources



Sun



firefly

artificial light sources



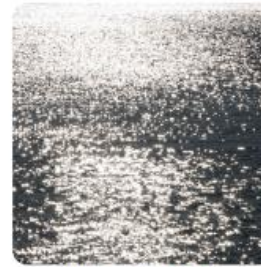
light bulb



candle

Reflectors

A reflector is an object that reflects light from a light source. Light is not produced by a reflector. The light from a light source hits and then bounces off a reflector's surface. When this happens, the reflector appears to be lit up. Water is an example of a reflector.



Water reflects light.

Reflectors can be natural or artificial. Animals' eyes and the Moon are examples of natural reflectors. Reflective clothing or a bike reflector are examples of artificial reflectors.

Reflectors are useful in everyday life. For example, reflective clothing is worn for safety so people, such as work workers or cyclists, can be seen in the dark.

natural reflectors



animals' eyes



Moon

artificial reflectors



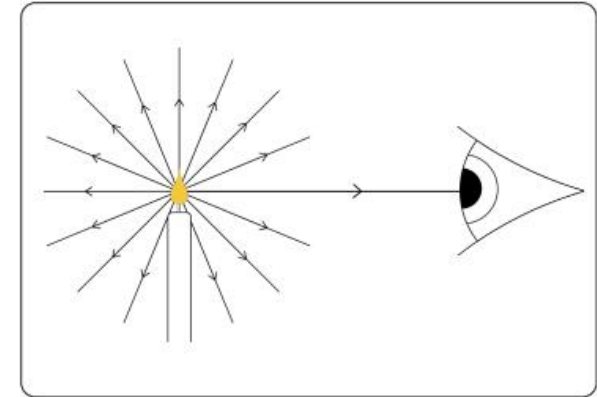
reflective clothing



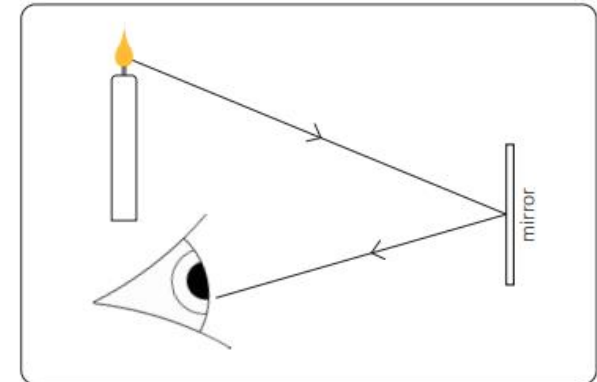
bike reflector

Seeing light

Without light, we cannot see. We can see a light source because light travels from the light source into our eye.

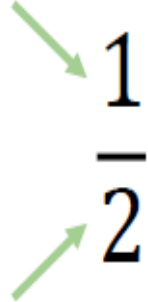


We can see reflectors because light travels from a light source to the reflector. It then bounces off the surface of the reflector and travels to our eyes.



Maths Knowledge Organiser: Fractions

Numerator



Denominator

Unit and Non-unit Fractions

A unit fraction is a fraction where the numerator is 1 e.g.

$$\frac{1}{2} \quad \frac{1}{3} \quad \frac{1}{7} \quad \frac{1}{11}$$

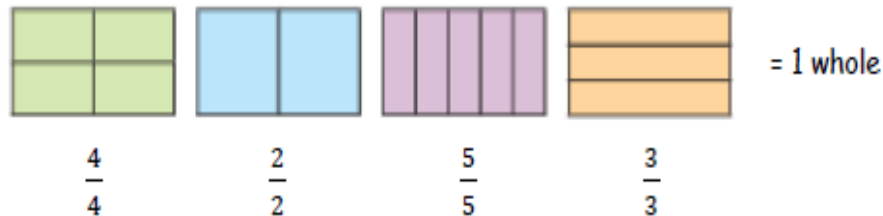
A non-unit fraction is a fraction where the numerator is more than 1 e.g.

$$\frac{2}{3} \quad \frac{3}{4} \quad \frac{5}{6} \quad \frac{8}{11}$$

Key Vocabulary	
numerator	The number above the line in a fraction. The numerator of a fraction shows how many parts we have out of the whole,
denominator	The bottom number in a fraction. It shows the equal number of parts something is divided into
whole	A fraction where the numerator and the denominator are equivalent.
unit fraction	A fraction where the numerator is 1.
non-unit fraction	A fraction where the numerator is more than 1.
equivalent	The same or equal.

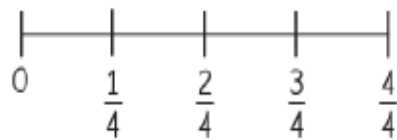
Understanding the whole

When the numerator of a fraction is equal to the denominator, the fraction is equivalent to 1 whole.



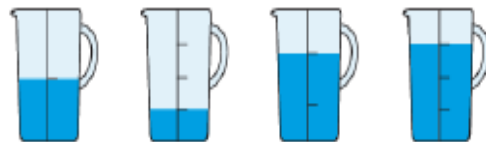
Fractions on a number line

Placing where fractions with the same denominator go a number



Fractions of scales

Finding fractions of scales.
e.g. What fraction of each jug is full?



Comparing and Ordering Fractions

Using the < > and = to compare fractions

$\frac{3}{10} \bigcirc \frac{7}{10}$

$\frac{5}{6} \bigcirc \frac{4}{6}$

$\frac{0}{5} \bigcirc \frac{3}{5}$

$\frac{8}{9} \bigcirc \frac{1}{9}$

$\frac{5}{23} \bigcirc \frac{1}{23}$

$\frac{5}{7} \bigcirc 1$

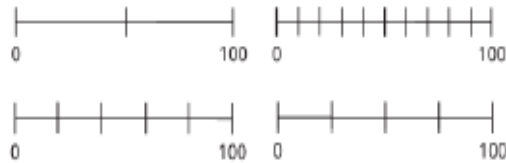
Put the fractions into order, starting with the smallest

$$\frac{4}{9} \quad \frac{7}{9} \quad \frac{2}{9} \quad 1 \quad \frac{8}{9}$$

Maths Knowledge Organiser: Mass

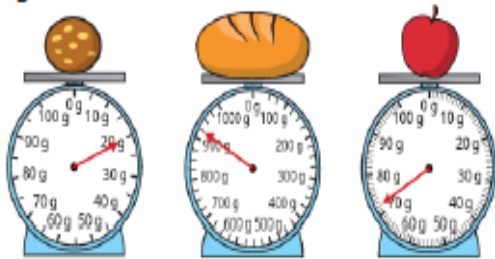
Using and understanding scales

The focus is on dividing 100 into 2/4/5/10 equal parts using number lines. Children become more experienced at reading scales in the context of measurement. They learn what size groups are made when 100 is split into equal parts, then extend this learning to other multiples of 100



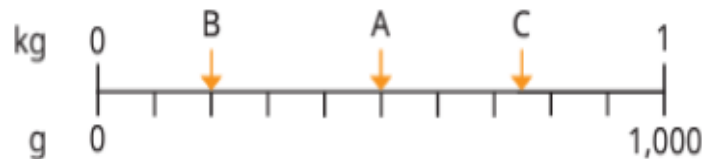
Measuring in grams

Children experiment with weighing various items and reading different scales.



Measuring in grams and kilograms

Children will have a go at reading scales giving their answers in both grams and kilograms.



Equivalent Masses

Children build on their understanding of 1 kg being equivalent to 1,000 g.

They also look at how many grams different fractions of a kilogram are equal to.

e.g. $\frac{1}{2}$ kg = 500 g, $\frac{1}{4}$ kg = 250 g, $\frac{3}{4}$ kg = 750 g and $\frac{1}{10}$ kg = 100 g

Comparing Masses

Using units of measure to work out which object is heavier or lighter. Understanding that kilograms are heavier than grams

500 g ○ 500 kg 1 kg and 300 g ○ 3 kg and 300 g

900 g ○ 1 kg 1 kg and 300 g ○ 1 kg and 100 g

210 g ○ $\frac{1}{5}$ kg 4 kg and 27 g ○ 27 kg and 4 g

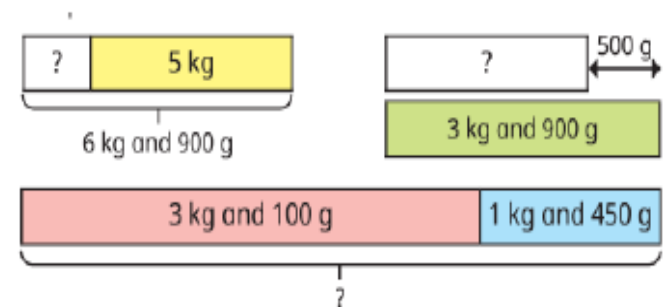
Key Vocabulary

mass	How much something weighs.
gram	A unit of measurement used to measure very light objects
kilogram	A unit of measurement used to measure much heavier objects

Adding and subtracting mass

Children will focus on adding and subtracting mass using both grams and kilograms.

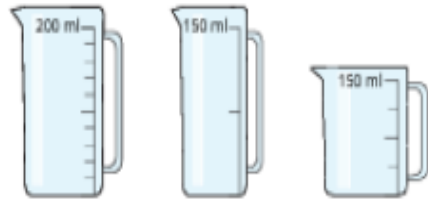
Children use previously taught formal written methods and bar models.



Maths Knowledge Organiser: Capacity

Measuring capacity and volume in millilitres

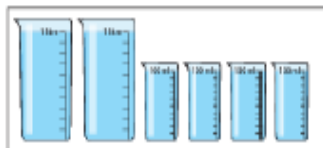
Children explore millilitres as a measure of capacity



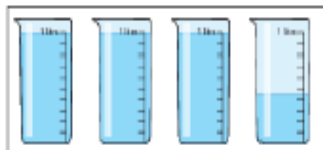
and volume.



Children also look at measuring amounts in litres and millilitres



= 2 l and 400 ml



= 3 l and 450 ml

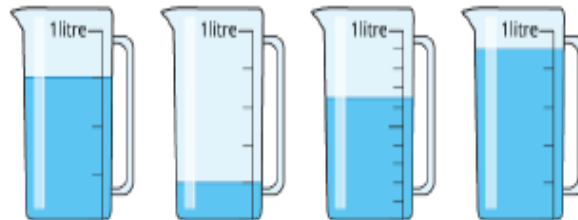
Equivalent capacity and volume.

Children will convert different volume and capacities from millilitres to litres and vice versa.

Example

What is the volume of liquid in each jug?

Give your answer in millilitres



$$30 \text{ ml} + 70 \text{ ml} = \underline{\quad} \text{ ml} \quad \blacktriangleright \quad 300 \text{ ml} + 700 \text{ ml} = \underline{\quad} \text{ ml}$$

$$45 \text{ ml} + 55 \text{ ml} = \underline{\quad} \text{ ml} \quad \blacktriangleright \quad 450 \text{ ml} + 550 \text{ ml} = \underline{\quad} \text{ ml}$$

$$100 \text{ ml} - 38 \text{ ml} = \underline{\quad} \text{ ml} \quad \blacktriangleright \quad 1,000 \text{ ml} - 380 \text{ ml} = \underline{\quad} \text{ ml}$$

$$21 \text{ ml} + \underline{\quad} \text{ ml} = 100 \text{ ml} \quad \blacktriangleright \quad 210 \text{ ml} + \underline{\quad} \text{ ml} = 1,000 \text{ ml}$$

$$\underline{\quad} \text{ ml} + 340 \text{ ml} = 1,000 \text{ ml} \quad \blacktriangleright \quad \underline{\quad} \text{ ml} + 340 \text{ ml} = 1 \text{ litre}$$

Add and subtract capacity and volume.

In this small step, children explore adding and subtracting capacities and volumes. Children use mixed units, adding the litres and millilitres separately

Key Vocabulary

capacity	The maximum amount of liquid a container can hold when full.
volume	The specific amount of liquid in a container.
millilitres	A unit of measure used for measuring volume and capacity.
litres	A unit of measure used for measuring volume and capacity. 1l = 1000 ml

Compare capacity and volume

Children compare capacities or volumes purely by visual estimation using language such as "full", "nearly full", "half full" and "nearly empty". They then progress to using "greater than" and "less than" as well as the inequality symbols (<, >, =) to compare capacities and volumes.

Useful Links:

Reading:

[Oxford Owl for School and Home](#)

[Reading and comprehension - English - Learning with BBC Bitesize - BBC Bitesize](#)

[Books for Year 3 children aged 7-8 | School Reading List](#)

Phonics:

[Letters and Sounds, English Games for 5-7 Years - Topmarks](#)

[PhonicsPlay](#)

[Phase 2 Games – Letters and Sounds \(letters-and-sounds.com\)](#)

Writing:

[Year 3 English - BBC Bitesize](#)

[Writing in Year 3 \(age 7–8\) - Oxford Owl for Home](#)

[Spelling and Grammar, English Games for 7-11 Years - Topmarks](#)

Maths:

[Year 3 Maths Curriculum Toolkit | 7 & 8 Year Olds | Home Learning \(thirdspacelearning.com\)](#)

[YEAR 3 MATHS - Topmarks Search](#)

[IXL - Year 3 maths practice](#)

Science:

[Forces – Year 3-4 / P4-5 Science Collection - Home Learning with BBC Bitesize - BBC Bitesize](#)

[Plants - Year 3/4 - P4/5 - Science Collection - Home Learning with BBC Bitesize - BBC Bitesize](#)

[Home | WowScience - Science games and activities for kids](#)

History/Geography:

[Explore volcanoes - BBC Bitesize](#)

[Who was the fossil hunter Mary Anning? - BBC Bitesize](#)

[The Lost City of Pompeii \(nationalgeographic.com\)](#)

Computing:

[Is my child safe online? Parent's questions answered | Barnardo's \(barnardos.org.uk\)](#)

[Parents and Carers - UK Safer Internet Centre](#)

[Parental Controls & Privacy Settings Guides | Internet Matters](#)

PSHE:

[Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

[How to make an emergency 999 call – West Midlands Ambulance Service University NHS Foundation Trust \(wmas.nhs.uk\)](#)

PE:

[Nutrition Based Physical Activity Games - Action for Healthy Kids](#)

[Kids Active Learning & PE at Home – Think Active](#)