



Birchfield
PRIMARY SCHOOL

Year 3 Curriculum Overview

Term 3.2

Teaching Team:

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

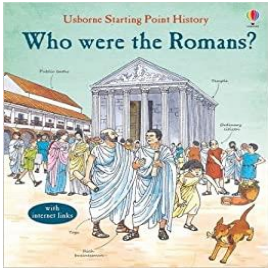
Teaching Assistant: Miss Brown

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>School Values (empathy) Mo Farah was born in Somalia but came to the UK at the age of eight. He is famous for his long-distance running and won Olympic gold in the 10,000 metres and 5000 metres in both the 2012 Olympic Games in London and the 2016 Olympic Games in Rio. In 2017, he was knighted and became Sir Mo Farah.</p> <p>History 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>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> <p>Hadrian's Wall, also known as the Roman Wall, Picts' Wall, or Vallum Hadriani in Latin, is a former defensive fortification of the Roman Empire in Britain. The building of the wall began in AD 122 during the reign of the emperor Hadrian. It was designed to keep the tribes from the north out of Roman occupied England.</p>
Class Text	<p>Who were the Romans? by Phil Roxbee Cox <i>Information Text (Non-fiction)</i></p>  <p>Did the Romans have parties? What was the Roman Army like? These questions and more are answered in this fascinating introduction to Ancient Rome, full of colourful illustrations and surprising facts about all-powerful emperors, gladiators, senators, and slaves.</p>

Reading	<p>In Reading this half term, the children will be exploring information texts. They will be looking at the different features of a non-fiction text, such as contents pages, glossaries, and indexes and how they can be used to find information.</p> <p>They will be using these features alongside the reading skills of skimming and scanning to retrieve and record information.</p>
Writing	<p>In writing this half term, the children will be writing non-chronological reports about the Roman army and life as a Roman citizen.</p> <p>They will also be writing diary entries to help them explore more about Roman life and what it was like to live during that era.</p>
Maths	<p>During this half term, children will be learning to understand mass, and capacity, shape, geometry, and time. In mass and capacity, the children will learn how to measure mass/ capacity, add, and subtract mass/ capacity and compare mass/ capacity.</p> <p>In shape and geometry, the children will learn about different angles, begin to describe the properties of 2D and 3D shapes.</p> <p>Whilst studying the topic of time the children will revisit o'clock and half past, quarter past and quarter to. As well as building their knowledge on telling the time by the minute using analogue, digital, 12-hour and 24-hour time.</p>
Science	<p>We will continue to look at the topic of light. This half term our learning unit will focus on shadows and how they are formed. We will also look at sun safety. Including the damage caused by UV rays and how to protect ourselves from the sun.</p> <p>We will also continue to look at forces and magnets. Our learning will focus on exploring magnetic fields. As well as categorising magnetic and non-magnetic fields. We will also look at uses of magnets in everyday life.</p>

History	<p>This half term we will continue to explore the Roman's through our enquiry 'What did the Roman's do for us?' The children will explore the hierarchy of Roman civilization and the Roman army.</p> <p>Then the focus will look at the invasion of Britain and how the Roman's have influenced the way we live in the British Isles.</p>
D&T	<p>The D&T focus for this half term the children will be cookery. The children will learn about the different food groups and the Eatwell guide. They will also learn about different methods of cooking and explore these by cooking potatoes and ratatouille. The children will then choose and make a taco filling according to specific design criteria.</p>
Music	<p>The topic this half term is Reflect, Rewind and Replay. This unit of work consolidates the learning that has occurred during the year. All the learning is focused on revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
Computing	<p>This half term the children will be looking at programming. This unit explores the links between events and actions, whilst consolidating prior learning relating to sequencing. Learners will begin by moving a sprite in four directions. They will then explore movement within the context of a maze, using design to choose an appropriately sized sprite.</p> <p>This unit also introduces programming extensions, through the use of pen blocks. Learners are given the opportunity to draw lines with sprites and change the size and colour of lines. The unit concludes with learners designing and coding their own maze tracing program.</p>
PSHE	<p>This half term the children will exploring the question, why should we keep active and sleep well? The children will explore the ideas surrounding how regular physical activity benefits bodies and feelings, the importance of time management and making healthy choices, screen time, the impact of the lack of sleep and seeking support.</p>
RE	<p>This half term the children will be exploring how to be courageous and confident and how the different religions show this.</p>

PE	<p><u>Athletics</u></p> <p>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>Cricket</u></p> <p>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>
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Book Knowledge Organiser - Who were the Romans? by Phil Roxbee-Cox

Name of Book: Who were the Romans?
Date Published: 2025
Author: Phil Roxbee-Cox
Genre: Information Text/Non-fiction

Synopsis

What were gladiators? Were people really thrown to the lions? What did Romans learn at school?

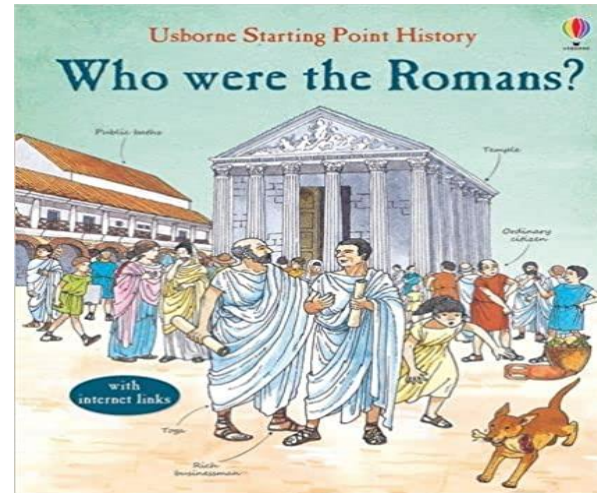
These questions and more are answered in this fascinating introduction to Ancient Rome, full of colourful illustrations and surprising facts about all-powerful emperors, gladiators, senators and slaves.

Key Questions/Reflection Points

- What did Romans do for fun?
- What was the Roman army like?
- Did Roman Children go to school?
- Did the Romans believe in God?
- Were people really thrown to the lions?
- What was the Roman social hierarchy like?
- What were gladiators?

Enquiry Question:
What did the Romans do for us?

Link to Enquiry
 This book is full of information on what life was like for those living during the Romans time period.



Content domain 2b - To retrieve and record information / identify key details from non-fiction texts.

We will focus on using the different features of the book, such as contents pages, indexes and glossaries to locate information from the book.

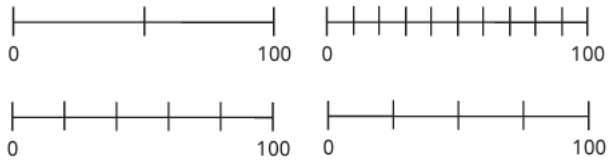
Key Vocabulary

Aqueduct	A manmade channel used for delivering water to Roman towns. Public fountains and baths made water available to everyone. Wealthy Romans had running water in their homes.
Century	A division of the Roman army made up of 80 soldiers and led by a centurion.
Consul	The highest position in the Roman government.
Emperor	The leader of an empire.
Forum	The area of a Roman town that was the centre of Roman life. Government meetings, public speeches, and business all took place in the forum.
Gladiator	A person who fought for the entertainment of Roman audiences. Gladiators sometimes fought to the death.
Legion	The main unit of the Roman army. It generally had around 5400 soldiers and was divided up into groups of men called cohorts and centuries.
Mosaic	A type of art using small tiles made of glass or stone to create a picture.
Republic	A country where the government is run by elected officials rather than by a king or emperor.
Senate	A group of prestigious men who advised the consuls.
Toga	A long robe worn by Roman citizens. It was generally white with colour markings for high-ranking officials.

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



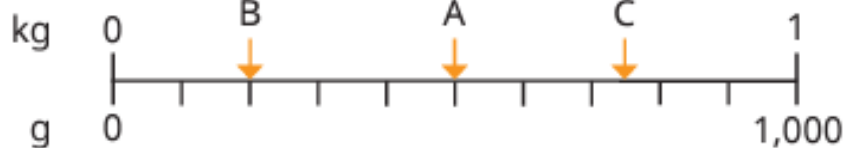
Measuring in grams

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

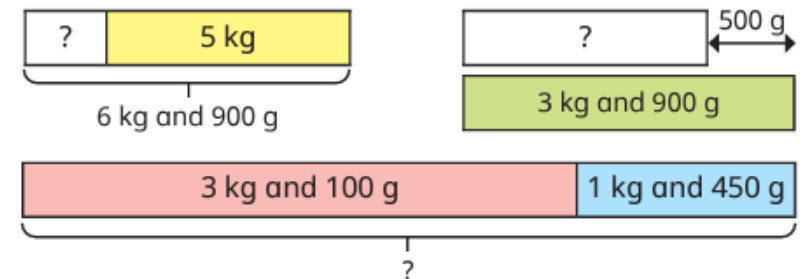
Key Vocabulary

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.



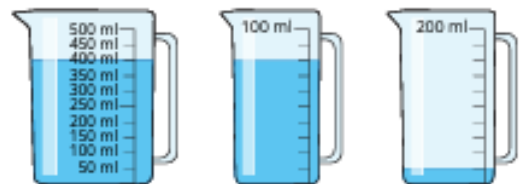
Maths Knowledge Organiser: Capacity

Measuring capacity and volume in millilitres

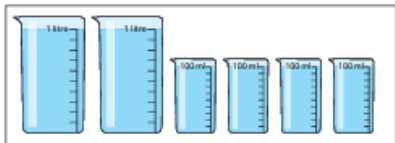
Children explore millilitres as a measure of capacity



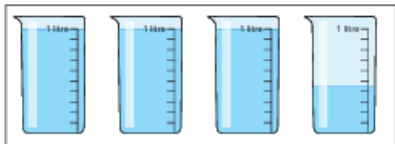
and volume.



Children also look at measuring amounts in litres and millilitres



= 2 l and 400 ml



= 3 l and 450 ml

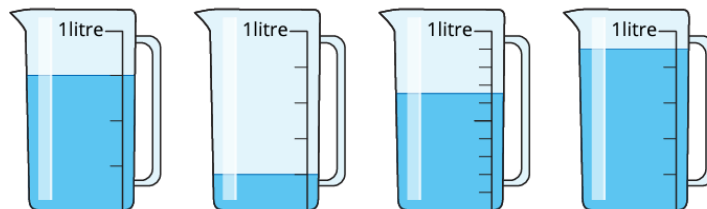
Equivalent capacity and volume.

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



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

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

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

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

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

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.

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

Turns and Angles

quarter turn

half turn

three-quarter turn

angle

right angle

acute

obtuse

horizontal

vertical

parallel

perpendicular

polygon

two-dimensional

three-dimensional

flat face

curved surface

edge

vertex

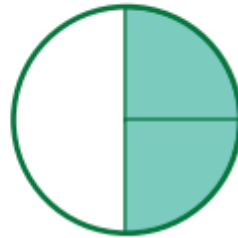
vertices

apex

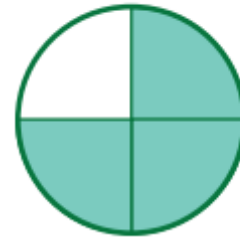
Angles can be used as a description of a turn.



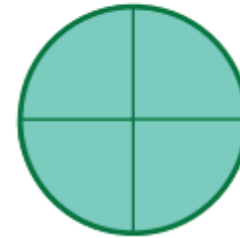
$\frac{1}{4}$ turn



$\frac{1}{2}$ turn



$\frac{3}{4}$ turn



1 turn



clockwise



anticlockwise

An angle is created when two straight lines meet at a point or intersect.

Right Angle



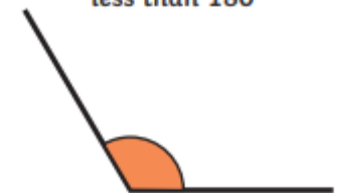
Acute Angle

Less than 90°



Obtuse Angle

Greater than 90° and less than 180°



Type of Lines

horizontal



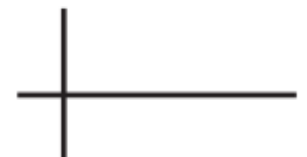
vertical



parallel



perpendicular

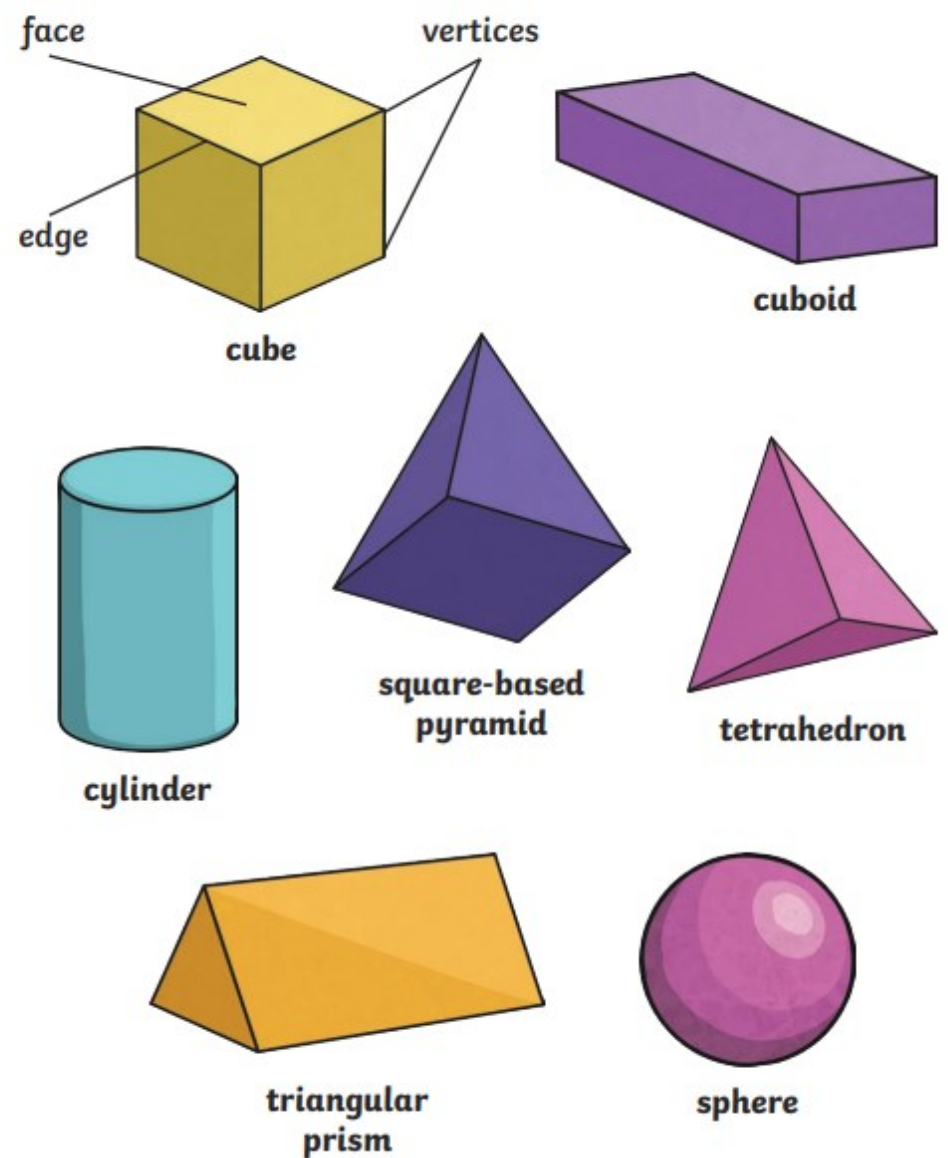
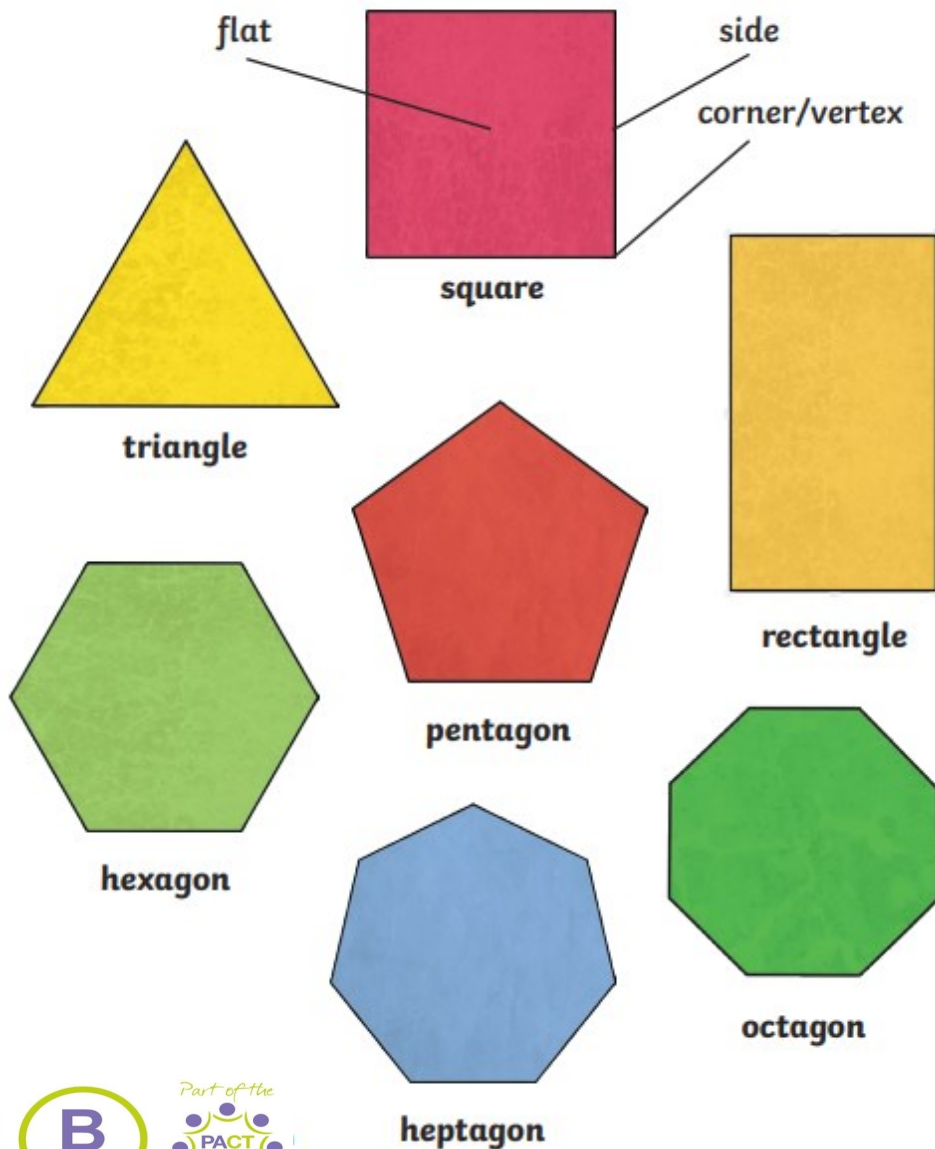


Properties of Shapes

Knowledge Organiser

Recognise and Describe 2D Shapes

Recognise and Describe 3D Shapes



Key Vocabulary

Analogue and Digital Clocks

12-hour time

24-hour time

Roman numerals

analogue

digital

hours

minutes

seconds

o'clock

half past

quarter past

quarter to

midday

midnight

noon



Minute Hand
The long hand points to the minutes past or the minutes to the hour.

Hour Hand
The short hand points to the hour. If this hand is pointing between hours, it is either past the earlier hour or to the later hour.



twelve o'clock



quarter past twelve



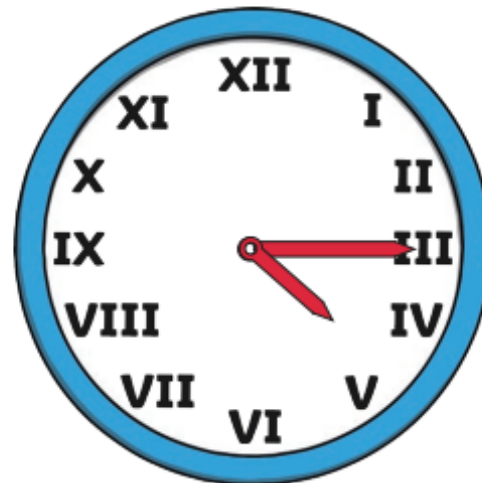
half past twelve



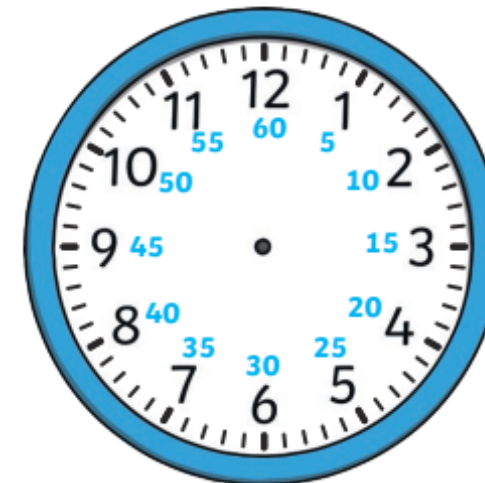
quarter to one

Time and Roman Numerals

Hours, Minutes and Seconds



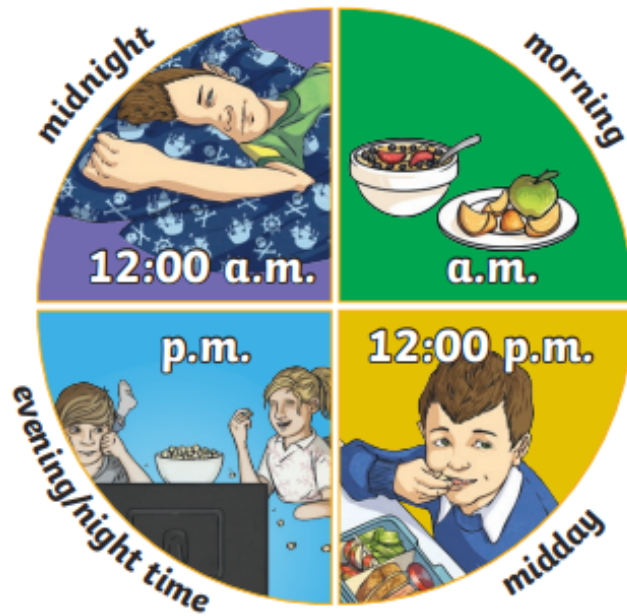
There are **60 seconds** in a minute.



There are **60 minutes** in an hour.

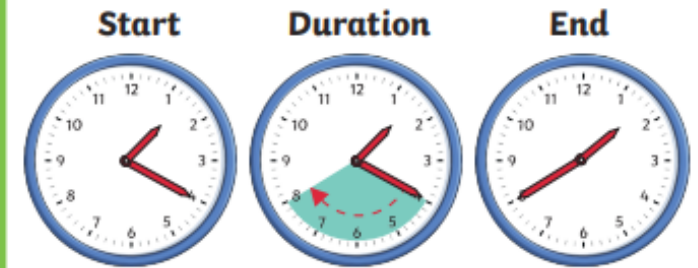
24-Hour Time

There are 24 hours in a day.



	13:00	1 p.m.	1 o'clock	
	14:00	2 p.m.	2 o'clock	
	15:00	3 p.m.	3 o'clock	
	16:00	4 p.m.	4 o'clock	
	17:00	5 p.m.	5 o'clock	
	18:00	6 p.m.	6 o'clock	
	19:00	7 p.m.	7 o'clock	
	20:00	8 p.m.	8 o'clock	
	21:00	9 p.m.	9 o'clock	
	22:00	10 p.m.	10 o'clock	
	23:00	11 p.m.	11 o'clock	
	00:00	12 a.m.	12 o'clock	

Calculate Durations of Time



20 minutes has passed.

Compare Durations of Time

Compare the time using the vocabulary 'longer' and 'shorter'.

180 seconds	is the same as	3 minutes.
90 minutes	is shorter than	2 hours.
48 hours	is longer than	1 day.

Emperors and Empires

Founding of 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.

Ruling Rome

Ancient Rome was ruled in three different ways. At first, Rome was a kingdom (753–509 BC) lead by a king. Next it was a republic (509–27 BC) lead 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 senate

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.



Commodus

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.



Roman Empire, AD 117–200

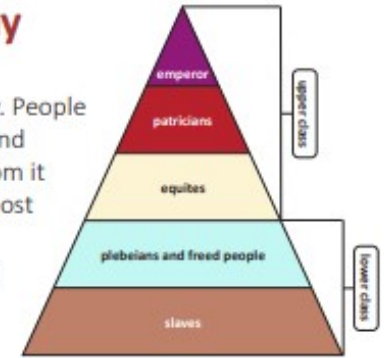
Ancient Rome

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.



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 lead 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.



Romans in Britain



Invasion

Julius Caesar invaded Britain in 55 and 54 BC, but both invasions were unsuccessful. The Roman emperor, Claudius, successfully conquered Britain in AD 43.



Britannia

The Roman army spent many years, conquering Britain. After 30 years, England and Wales became part of the Roman Empire, called Britannia. Caledonia (Scotland) and Hibernia (Ireland) were never conquered by the Romans.



Boudicca

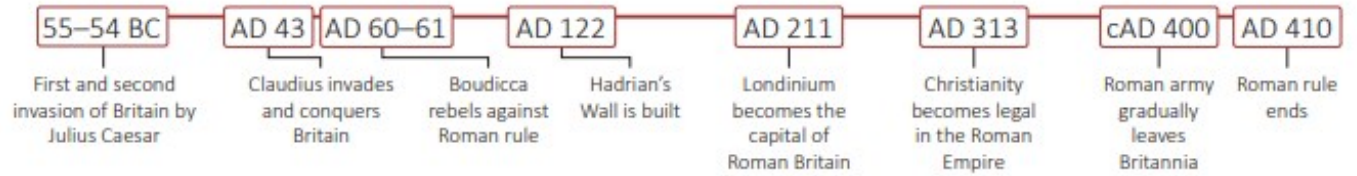
Boudicca was the queen of the Celtic Iceni tribe who revolted against Roman rule in AD 60–61. She and her army of tribal warriors destroyed the Roman cities of Camulodunum (Colchester), Londinium (London) and Verulamium (St Albans).



Hadrian's Wall

The emperor, Hadrian, ordered that a wall should be built along the frontier of Caledonia and Britannia in AD 122. Parts of Hadrian's Wall can still be seen in Northumberland today.

Timeline of Roman Britain



Romanisation of Britain



Towns

The Romans built towns in Britain that were similar to towns across the Roman Empire. Britons living in towns adopted a Roman lifestyle.



Inventions

The Romans brought roads, aqueducts, hypocausts, public baths, toilets, money and the Latin language to Britain.



Londinium

Londinium was founded near the River Thames cAD 50. It grew and became the capital of Roman Britain.



Christianity

Emperor Constantine made Christianity legal in AD 313. Some people in Britannia became Christians.

Glossary

absolute power	Complete authority to make decisions.
aqueduct	A channel for carrying water, normally in the form of a bridge across a valley or other gap.
consul	One of two men who held the highest position in the senate of the Roman Republic.
empire	A group of countries ruled by a single person, government or country.
hierarchy	A system where people or things are arranged in order of importance.
hypocaust	A system of underfloor heating invented by the ancient Romans.
Roman citizen	A person who had privileges and protection from the Roman state.
Romanise	To become Roman.
Romano-British culture	The culture that was created in Britannia after the Roman invasion.

Science Knowledge Organiser – Forces and Magnets

What should I already know?

Know how different toys move. Know what a force is and be able to explain that a push and pull are types of forces.

Key vocabulary

friction	the resistance of motion when there is contact between two surfaces
magnet	a piece of iron or other material which attracts magnetic materials towards it
repel	When a magnetic pole repels another magnetic pole, it gives out a force that pushes the other pole away
magnetic field	an area around a magnet, or something functioning as a magnet, in which the magnet's power to attract things is felt
resistance	a force which slows down a moving object or vehicle
poles	North & South poles are found at different ends of the magnets
attract	If one object attracts another object, it causes the second object to move towards it
gravity	A force that pulls objects towards the ground

Diagrams

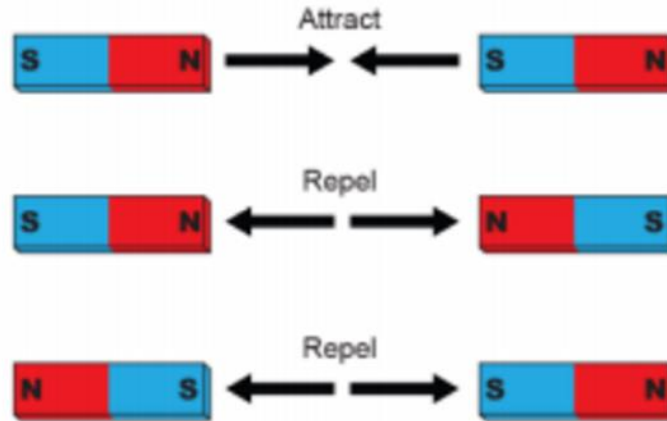
How do magnetic poles work?

The ends of a magnet are called **poles**.

One end is called the **north pole** and the other end is called the south pole.

Opposite poles attract, similar poles repel. If you place two magnets so the south pole of one faces the north pole of the other, the magnets will move towards each other. This is called attraction.

If you place the magnets so that two of the same poles face each other, the magnets will move away from each other. They are repelling each other.



What will I know by the end of the unit?

Compare how some things move on different surfaces.

Notice that some forces need contact between two objects but magnetic forces can act at a distance.

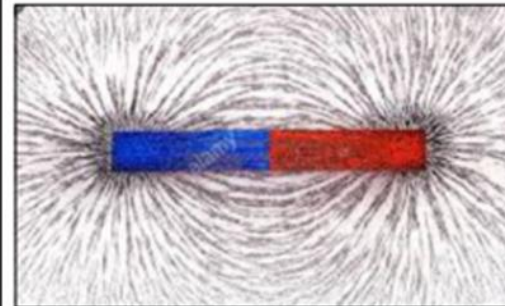
Observe how magnets attract or repel each other and attract some materials and not others.

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

Describe magnets as having two poles (*like and unlike poles*).

Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Like **poles** repel.
Opposite **poles** attract.



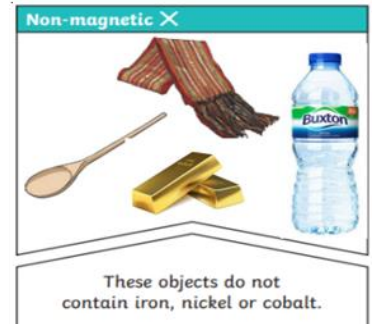
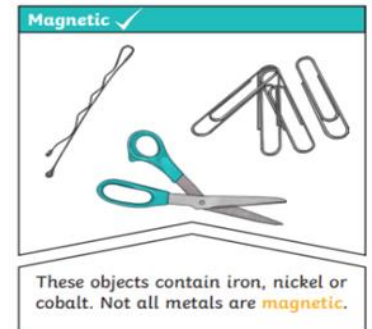
How do magnets work?

Magnets produce an area of force around them called a magnetic field.

When objects enter this magnetic field, they will be attracted to or repelled from the magnet if they are magnetic.

When magnets repel, they push each other away

When magnets attract, they pull together.



Science Knowledge Organiser - Lights, Shadows and Sun Protection

The dangers of sunlight

Even though the sun produces light, it can be dangerous for our skin and eyes. The sun can cause:

- Sun burn
- Wrinkles
- Skin cancer
- Damage to eyes

To protect our eyes and skin we can wear sunglasses that have a UV filter, a hat or cap, and sun cream.



Put sun cream on.



Wear a sun hat.



Keep in the shade.



Wear sunglasses.

How is a shadow formed?

A shadow is formed when an opaque object blocks the light.



Why are shadows different shapes and sizes?

A shadow will take on the shape of the object that is blocking the light source.

Shadows change size depending on how close they are to the light source. A shadow will get bigger the closer the object is from the light source. This is because the object blocks more of the light.

Shadows change angle and length during the day due to the position of the sun in the sky.

Key Vocabulary

Light Source	Anything that makes light e.g., the sun, a light bulb, a firefly etc.
Darkness	The absence of light.
Transparent	A material that allows light to pass through it.
Opaque	A material that blocks light from passing through it.
Translucent	A material that allows some light to pass through it so that what can be seen through the other side can not be seen clearly.
UV rays	Light waves made by the sun, which are harmful to our skin.
Shadow	A shadow is created when an opaque material or object is placed in front of a light source and prevents the light from passing through. It creates a dark area or shape on a surface as a result.
Sun Protection	Something which prevents or reduces the effect of the sun i.e., sun hat, sunglasses, sun cream etc..

Fun Fact!

Light travels at around 300,000,000 metres per second.

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](#)

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:

[Science | What is light?](#)

[Science | What is reflection?](#)

[Science | Light and Shadows](#)

History/Geography:

[History | Roman Britain](#)

[History | The Roman Britain](#)

[History | Who were the Romans?](#)