



Birchfield
PRIMARY SCHOOL

Year 3 Curriculum Overview

Term 3.1

Teaching Team:

Year Group Leader: Miss Rose

Class Teachers: Miss Coughlan and Miss Karim

Teaching Assistant: Miss Ali

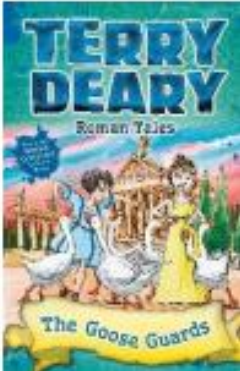
SLT: Miss Saboor

PE: PE lessons are on **Wednesday**.

On these days, children must be wearing their P.E kits. This includes a white t-shirt, black bottoms, and trainers. No jewellery is to be worn on PE days; parents must remove this before bringing their child to school on these days.

Homework: Workbooks and reading books are sent home on Friday to be **returned by 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?
<p>Significant people</p>	<p><u>Value (Resilience)</u> Malala Yousafzai is a brave and inspiring young woman who fought for girls' right to education. She was born in Pakistan and loved going to school, but the Taliban, a group that did not want girls to be educated, tried to stop her. Despite the danger, Malala spoke out and continued going to school. Sadly, when she was just fifteen, the Taliban shot her while on her way home from school. But Malala did not give up. She survived and became even stronger in her mission to fight for education for all children, especially girls. She won the Nobel Peace Prize for her courage and now travels the world, spreading her message of hope and education. Malala shows us that no matter how young you are, you can make a big difference in the world.</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 around AD60. 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>
<p>Class Texts</p>	<p>The Goose Guards by Terry Deary</p> 

<p>Reading</p>	<p>We will be covering the following reading domains:</p> <p>2a – Give / explain the meaning of words in context. This will see the children using the text to decipher what new words mean.</p> <p>2b – Retrieve and record information / identify key details from fiction and non-fiction. This will involve the children retrieving knowledge from non-fiction texts to answer questions.</p> <p>2e – Predict what might happen from details stated and implied. The children will use evidence from what they have read to predict what is going to happen next or how a character will react.</p> <p>2g – identify / explain how meaning is enhanced through choice of words and phrases. The children will focus on recognising and explaining how the selection of words and phrases enriches the conveyed meaning.</p>
<p>Writing</p>	<p>In writing, we will be looking at writing adventure narratives, biographies, and persuasive letters. We will use our class text '<i>Roman Tales: The Goose Guards</i>' as the basis for our writing.</p> <p>The children will use a range of organisational skills and language features including, writing in paragraphs, fronted adverbials, persuasive language, descriptive language, emotive language, and direct speech.</p>
<p>Maths</p>	<p>In maths this term we will be learning about Time, this includes hours, days seconds and minutes, 'to' and 'past' the hour and to the minute/5 minutes. The children will also learn about roman numerals to 12 using the context of clock face.</p> <p>The children will also be learning about Shape, this includes recognising 2D and 3D shapes, understanding different angles, parallel and perpendicular shapes.</p>
<p>Science</p>	<p>This half term's science focus will be Forces and Magnets where the children will be using magnets to understand magnetic force and measuring frictional forces.</p>

	<p>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
Art	<p>This half term the children will be learning about botanical art.</p> <p>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 different botanical artists such as Katie Scott, 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>

<p>Computing</p>	<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>
<p>PSHE</p>	<p>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.</p>
<p>RE</p>	<p>The children will first look at the disposition 'Being Open, Honest and Truthful.' They will look at how different religions, particularly 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.</p>
<p>PE</p>	<p><u>Cricket</u></p> <p>Pupils explore their understanding of the principles of striking and fielding. They expand on their knowledge of the roles of bowler, wicket keeper, fielder, and batter. The pupils have to think about how they use skills, strategies, and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><u>Dodgeball</u></p> <p>Pupils will improve on key skills used in dodgeball such as throwing, dodging, and catching. They learn how to apply simple tactics to outwit their opponents. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>

Book Knowledge Organiser - The Goose Guards by Terry Deary

Important Information

Plot

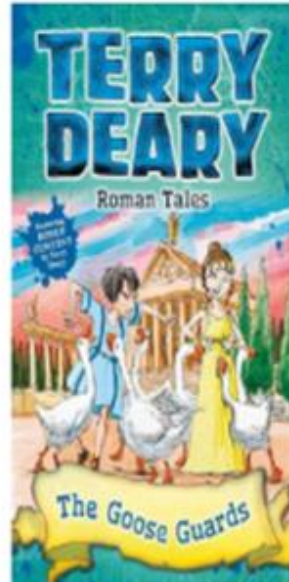
It's 387 BC. Rome is under attack from the vicious Gauls and the barbarian army is now preparing to besiege the Temple of Juno on Capitol Hill, home of Brutus, a trainee priest. The temple's inhabitants are offered help from the army of Lord Furius but are not sure if he is to be trusted. However, when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



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.		

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.

Maths Knowledge Organiser - Time

Key Vocabulary

12- hour time	quarter to
24- hour time	midday
roman numerals	midnight
analogue	noon
digital	
hours	
minutes	
seconds	
o'clock	
half past	
quarter past	

Time and Roman Numerals



Time and Roman Numerals



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	

Analogue and Digital Clocks

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

twelve o'clock

quarter past twelve

quarter past twelve

half past twelve

half past twelve

quarter to one

quarter to one

Calculate Durations of Time

Start

Duration

End

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.

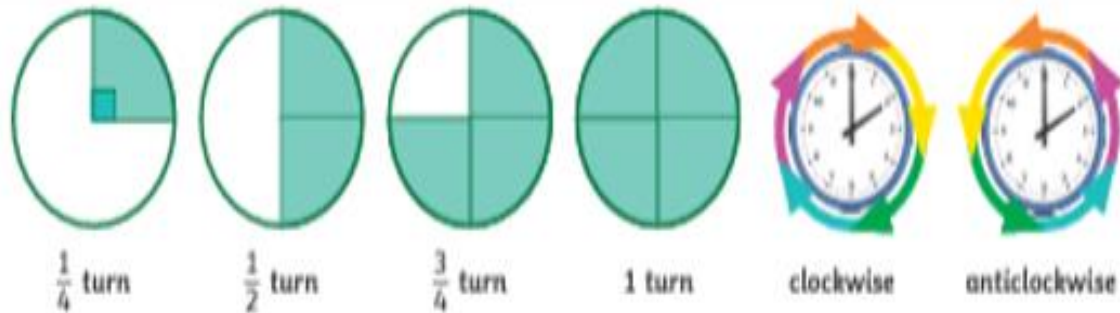
Maths Knowledge Organiser - Shape

Key Vocabulary

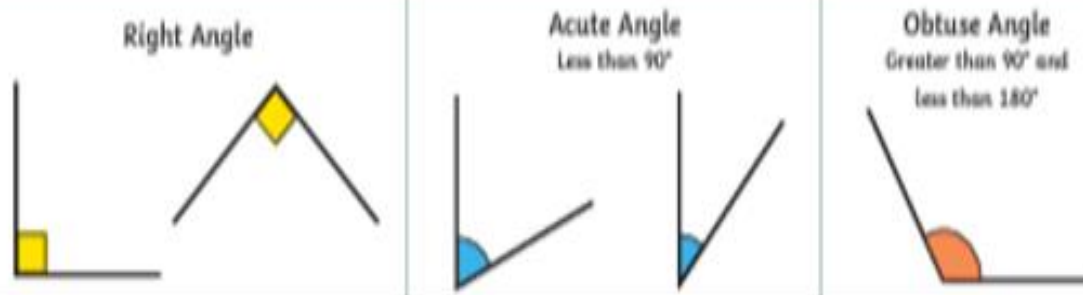
- quarter turn
- half turn
- three-quarter turn
- angle
- right angle
- acute
- obtuse
- horizontal
- vertical
- parallel
- perpendicular
- polygon
- two-dimensional
- three-dimensional
- flat face
- curved surface
- edge
- vertex/ vertices
- apex

Turns and Angles

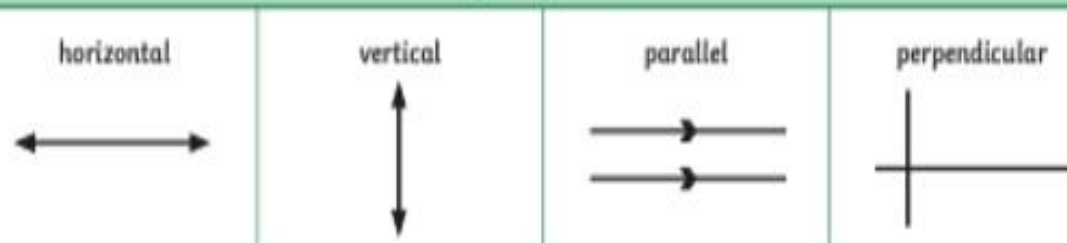
Angles can be used as a description of a turn.



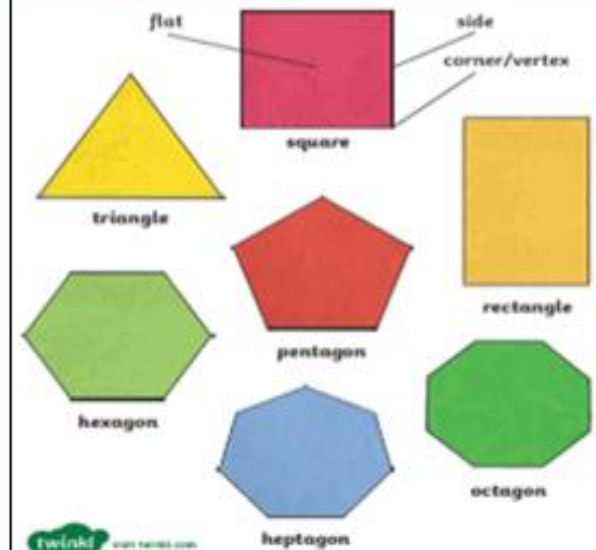
An angle is created when two straight lines meet at a point or intersect.



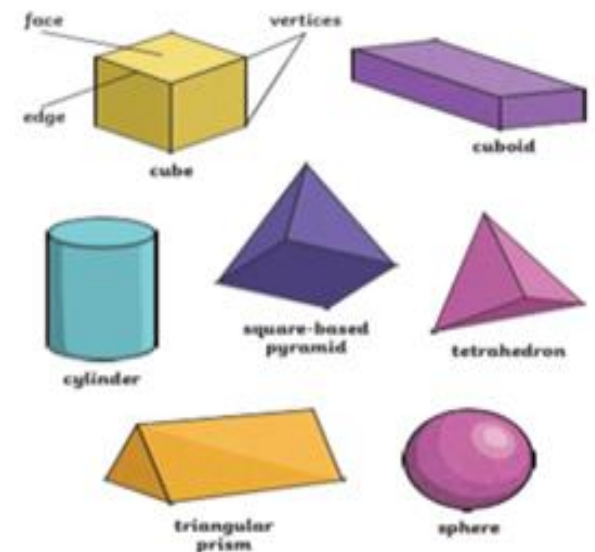
Type of Lines



Recognise and Describe 2D Shapes



Recognise and Describe 3D Shapes



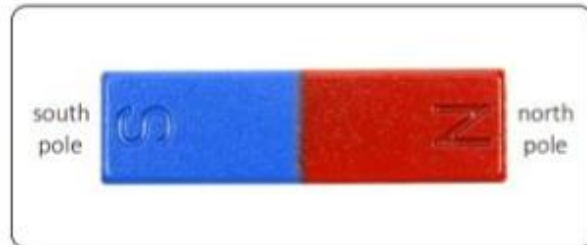
Science Knowledge Organiser - Forces and Magnets

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.

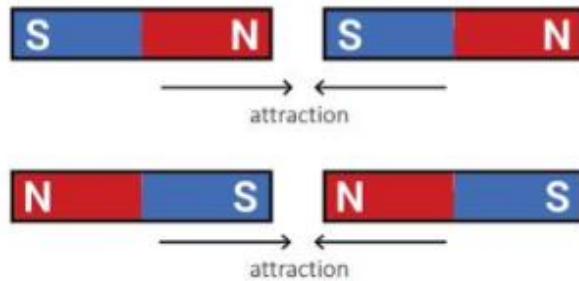
Magnets

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



Magnetic attraction

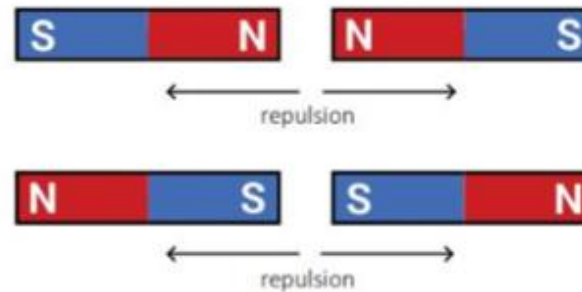
When different, or unlike, poles of two magnets are placed near each other, the magnets pull towards each other. This is called magnetic **attraction**.



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

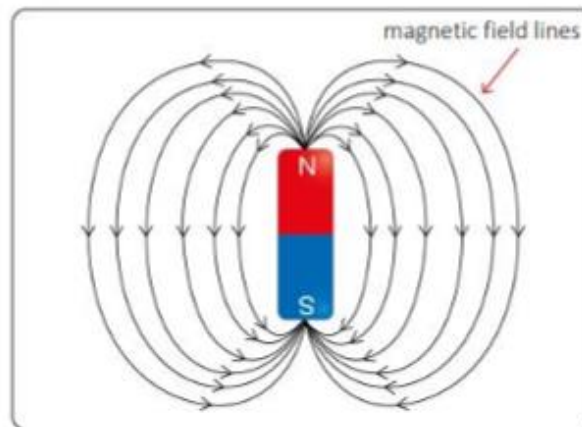
Magnetic repulsion

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



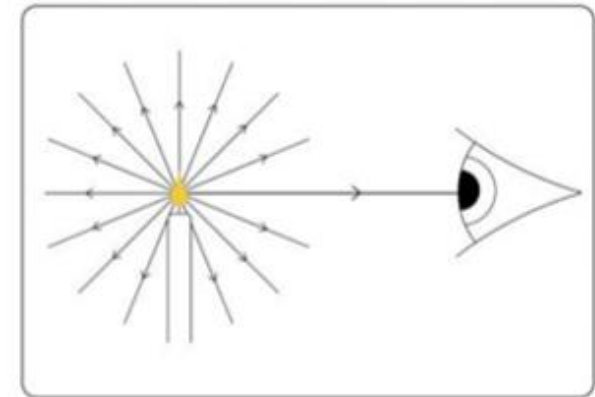
reflective clothing



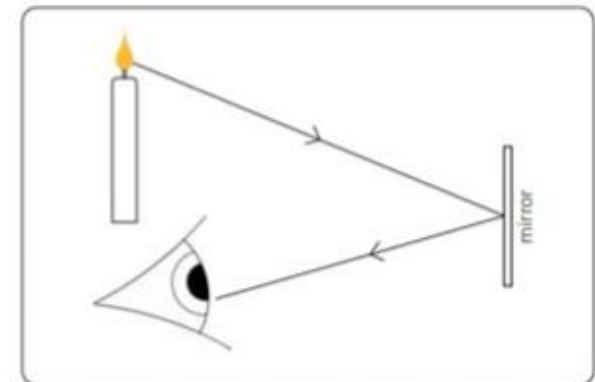
bike reflector

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.



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) 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 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.

Growth of an empire

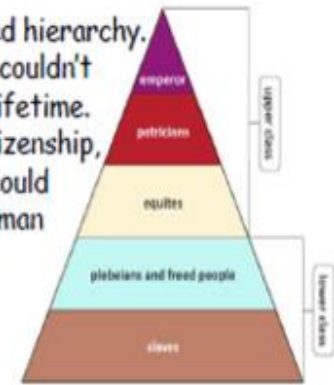
The Roman army conquered countries all around the Mediterranean Sea and so the Roman Empire grew to include many neighbouring lands. It was at its largest between AD 117 and AD 200.

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

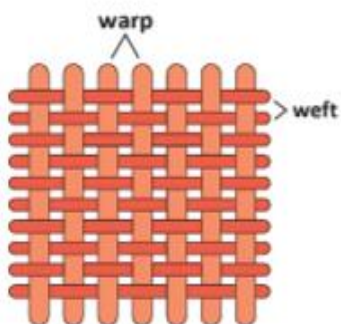
absolute power	Complete authority to make decisions.
conquer	To take control of another country and its people, usually after a war or battle.
consul	One of the two men who held the highest position in the senate of the Roman Republic.
defeat	To win a war or battle against an enemy
elect	To choose a 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.

Art Knowledge Organiser - Beautiful Botanicals

Beautiful Botanicals

Weaving

Weaving is a way to make fabric using yarn. Threads of yarn are hung vertically from a frame called a loom. These are called the warp. Then, threads of yarn are fed horizontally over and under each warp thread so that they cross at right angles. This is called the weft.



Evidence of weaving on looms can be seen in the ancient civilisations of Egypt and China. It can also be seen in British Stone Age settlements.

Botanical weaving

Botanical weaving uses natural materials, such as grasses, leaves or fronds. Looms are made from sticks with a woollen or string warp. Natural materials are passed under and over the warp to act as the weft. Botanical weavings can be decorated with other natural materials, such as flowers or berries.



Botanical art

A botanical artist is someone who draws and paints plants. They observe the plants' parts very closely to make sure all the details are recorded accurately. Botanical art is useful for botanists, who use the images to identify plants.



Some contemporary botanical art includes more simplified graphic or digital representations.



Botanical art is often used on decorative items, such as wallpaper, greetings cards and pottery.



Printing

Printing is the process of transferring ink or paint from one surface to another.

In unit printing, an ink roller is used to cover the object in ink or paint. A piece of paper is pressed on top to transfer the ink or paint.



In lino printing, the artist carves an image into a lino board. The raised surface catches the ink or paint, which is then transferred onto a piece of paper.



Glossary

botanical	Something related to the study of plants.
botanist	A scientist who studies plants.
frond	The leaf or leaf-like part of a palm, fern or bracken plant.
illustration	A picture or drawing.
lino	A flat, rubber-like material into which a pattern can be carved.
loom	A piece of equipment used to make fabric by weaving.
weaving	The process of making fabric by crossing warp and weft threads.

Home Learning and Useful Links:

This half term our school value will be '**Resilience.**' Please discuss what this means with your child.

Please talk to your children about the information contained within the Curriculum Overview and the Knowledge Organisers, as they contain information that is crucial to aiding their understanding of topics that we will be covering in class.

Please ensure that your child reads to an adult at home every day. We would like an adult to make a comment in the reading diary. Please return the reading books by **Wednesday** so they can be changed.

We highly recommend that children practice their times tables daily to increase fluency.

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](#)

Phonics:

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

[PhonicsPlay](#)

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

Maths:

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

[YEAR 3 MATHS - Topmarks Search](#)
[IXL - Year 3 maths practice](#)

[Times Table Rockstars](#)

[Multiplication Check Practice](#)

Science:

[What are Magnets? | BBC Bitesize](#)

[What Materials are Magnetic? | BBC Bitesize](#)

[What is Light? | BBC Bitesize](#)

[How are Shadows Formed? | BBC Bitesize](#)

History:

[Introduction to Ancient Rome | BBC Bitesize](#)

[Life in the Roman Army | BBC Bitesize](#)