



Birchfield
PRIMARY SCHOOL

Year 3 Curriculum Overview

Term 3.2

Teaching Team:

Year Group Leader: Miss Rose

Class Teachers: Miss Coughlan and Miss Karim

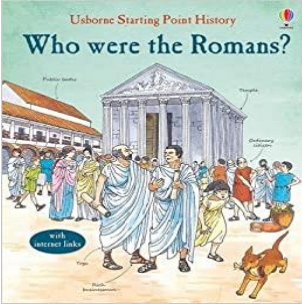
Teaching Assistant: Miss Ali

SLT: Miss Saboor

PE: PE lessons are on 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: Homework will be set for your child on **Atom Learning** weekly. This will need to be completed by the following **Thursday**. If you are unable to access Atom Learning, then please complete the specified pages in your homework book.

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

Enquiry Question	What was life like in ancient Rome?
Significant people	<p><u>School Values (Empathy)</u> 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><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>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>We will be covering the following reading domains:</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>2f – Identify / explain how information / narrative content is related and contributes to meaning as a whole. This will entail the children looking at how different parts of the text are linked.</p> <p>2h – Make comparisons within the text. The children will make comparisons between familiar texts and traditional tales. Such as comparing characters and typical tropes.</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>We will also write our own formal letters to explore more about life as an emperor in ancient Rome.</p> <p>As well as this we will be writing a narrative, focussing on different elements of descriptive writing and using direct speech.</p>
Maths	<p>During this half term, children will be learning to understand fractions and shape, geometry.</p> <p>Within the fractions unit the children will learn about the whole, tenths, equivalent fractions, comparing and ordering fractions and adding and subtracting fractions.</p> <p>In shape and geometry, the children will learn about different angles and begin to describe the properties of 2D and 3D shapes.</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 Romans through our enquiry 'What did the Roman's do for us?' The children will explore what life was like in the Roman army.</p> <p>We will also learn about the Roman invasion of Britain and how the Romans 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 focusing on greenhouses. They will understand that the purposes of greenhouses are to grow plants and explain why certain materials are (un)suitable for making a greenhouse. Children will develop skills and use iPads to research what is needed to build their greenhouse and which materials they need to use to build a greenhouse. Children will create a design, make their own greenhouse, and complete an evaluation at the end.</p>
Music	<p>The topic this half term is Exploring Sounds. For this unit of work, the children will listen to the song, 'The Planets by Gustav Holst.' They will explore this song in depth through a series of activities involving listening, appraising, composing, and playing.</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, using 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>Tennis</u></p> <p>In this unit pupils develop their understanding of the principles of net and wall games. Pupils will have to think about how they use skills, strategies, and tactics to outwit the opposition. The children will learn key skills such as racket control, hitting a ball and how to score points. The children are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p> <p><u>Dodgeball</u></p> <p>In this unit, pupils will improve on key skills used in dodgeball such as throwing, dodging, and catching. They will learn how to apply simple tactics to outwit their opponents. Children will be given opportunities to play games independently and will be taught the importance of being honest whilst playing to the rules</p>
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Knowledge Organiser: Class Text – Who were the Romans?

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?

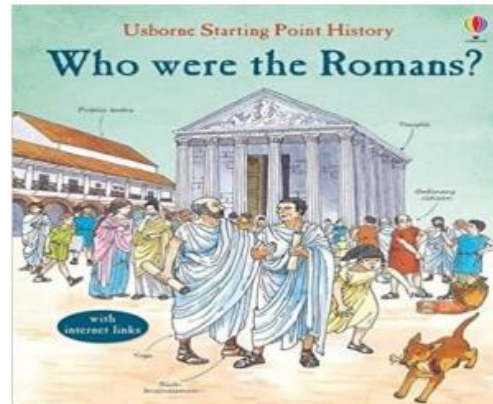
These questions and more are answered in this fascinating introduction to Ancient Rome, full of colourful illustrations and surprising facts about all-powerful emperors, gladiators, senators and slaves.

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.

Knowledge Organiser: Maths – Shape & Geometry

Properties of Shapes		Knowledge Organiser													
Key Vocabulary	Turns and Angles														
quarter turn	Angles can be used as a description of a turn.														
half turn															
three-quarter turn															
angle															
right angle															
acute															
obtuse															
horizontal	$\frac{1}{4}$ turn	$\frac{1}{2}$ turn	$\frac{3}{4}$ turn	1 turn	clockwise	anticlockwise									
vertical	An angle is created when two straight lines meet at a point or intersect.														
parallel	<table border="1"> <thead> <tr> <th>Right Angle</th> <th>Acute Angle Less than 90°</th> <th>Obtuse Angle Greater than 90° and less than 180°</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Right Angle	Acute Angle Less than 90°	Obtuse Angle Greater than 90° and less than 180°									
Right Angle				Acute Angle Less than 90°	Obtuse Angle Greater than 90° and less than 180°										
perpendicular															
polygon															
two-dimensional															
three-dimensional															
flat face															
curved surface	<table border="1"> <thead> <tr> <th colspan="4">Type of Lines</th> </tr> <tr> <th>horizontal</th> <th>vertical</th> <th>parallel</th> <th>perpendicular</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>			Type of Lines				horizontal	vertical	parallel	perpendicular				
Type of Lines															
horizontal				vertical	parallel	perpendicular									
edge															
vertex															
vertices															
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Knowledge Organiser: Maths – Fractions

Maths Knowledge Organiser: Fractions

Numerator \swarrow $\frac{1}{2}$
 \nwarrow Denominator

Unit and Non-unit Fractions

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

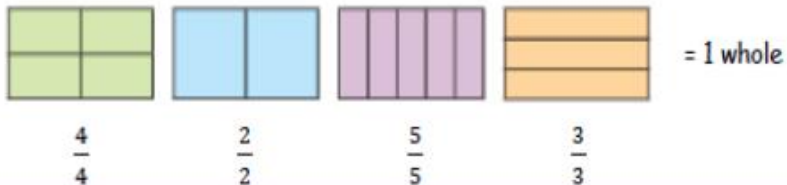
$$\frac{1}{2} \quad \frac{1}{3} \quad \frac{1}{7} \quad \frac{1}{11}$$

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

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

Understanding the whole

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



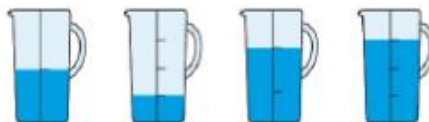
Fractions on a number line

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?



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.

Comparing and Ordering Fractions

Using the < > and = to compare fractions

$$\frac{3}{10} \bigcirc \frac{7}{10} \quad \frac{5}{6} \bigcirc \frac{4}{6} \quad \frac{0}{5} \bigcirc \frac{3}{5}$$

$$\frac{8}{9} \bigcirc \frac{1}{9} \quad \frac{5}{23} \bigcirc \frac{1}{23} \quad \frac{5}{7} \bigcirc 1$$

Put the fractions into order, starting with the smallest

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

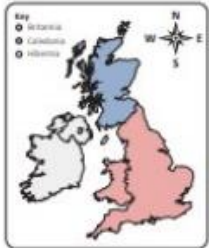
Knowledge Organiser: History

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

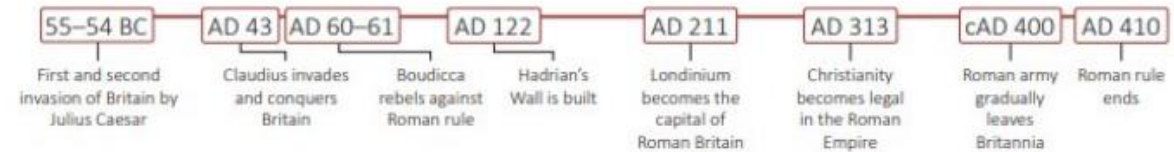
Boudicca was the queen of the Celtic Iceni tribe who revolted against Roman rule in AD 60–61. She and her army of tribal warriors destroyed the Roman cities of Camulodunum (Colchester), Londinium (London) and Verulamium (St Albans).



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.

Knowledge Organiser: Science – Light and Shadow

Reflective and non-reflective materials

Some materials are reflective, such as metals or smooth plastics, because they reflect light. Reflective materials are shiny and smooth and are usually light in colour. When they reflect light from a light source, reflective materials can appear lit up or show a reflected image.



Foil is a reflective material.

Some materials are non-reflective, such as rough fabric or stone, because they do not reflect light. Non-reflective materials are rough, dull, and usually dark in colour. They do not appear lit up or show a reflected image.



Stone is a non-reflective material.

Shadows

A shadow is an area of darkness. A shadow is made when an object blocks the passage of light from a light source. An object's shadow always forms on the side opposite the light source. The shape of a shadow is the same as the object that created it because light travels in straight lines.



Sun safety

The Sun gives out harmful light rays called ultraviolet (UV) light that damage our skin and eyes. UV light is invisible. It ages our skin, causes sunburn and increases the risk of skin cancer. There are five ways people can protect themselves from UV light.



apply sun cream



wear loose, close-weave clothing



wear a wide-brimmed hat



wear sunglasses that block UV light



find good quality shade

Shadows and opaque, transparent and translucent objects

Opaque objects, such as wooden or stone blocks, cast dark shadows. Translucent objects, such as frosted glass or tracing paper, cast light, blurry shadows. Transparent objects, such as glass or water, cast very light shadows.



opaque object



translucent object



transparent object

Changes in shadows

Shadows change shape and size when a light source moves. For example, when a light source is high above an object, the shadow is short and when a light source is low down, the shadow is long.



Glossary

artificial	Made by humans.
natural	Existing in nature and not made by humans.
opaque	A material that does not allow light to pass through and cannot be seen through.
ray	A narrow beam of light.
reflect	To bounce off a surface.
translucent	A material that allows some light to pass through and can be seen through, but objects appear blurry.
transparent	A material that allows light to pass through and can be seen through.

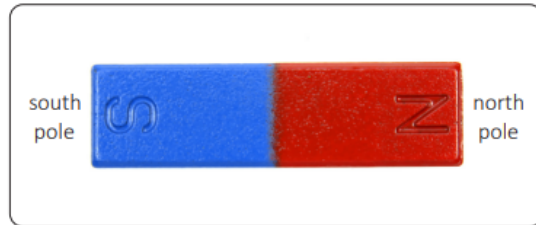
Knowledge Organiser: Forces & Magnets

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.

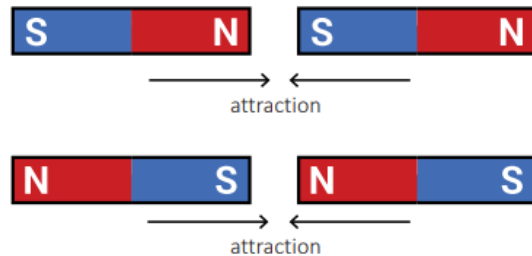
Magnets

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



Magnetic attraction

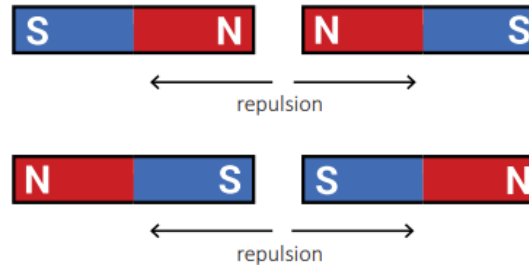
When different, or unlike, poles of two magnets are placed near each other, the magnets pull towards each other. This is called magnetic **attraction**.



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

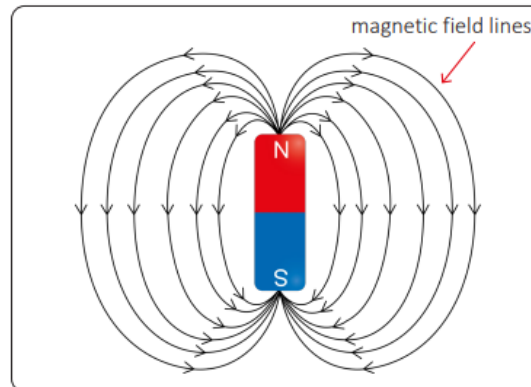
Magnetic repulsion

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.

Knowledge Organiser: DT

Greenhouse

Greenhouses

A greenhouse is a structure where plants can grow in a warm, protected environment.

Features and benefits of greenhouses

Greenhouses protect plants from bad weather but they also allow sunlight to reach plant leaves. Sunlight also warms the air inside the greenhouse. This trapped air provides warmth for the plants, which helps them to grow.



Greenhouses usually have windows or vents that open to stop the air inside from getting too hot.



Materials used to make greenhouses

Greenhouse frames need to be strong and lightweight. Wood, metal and PVC plastic are often used. The coverings must be transparent or translucent, strong, and waterproof. Plastic and glass are common coverings.

Mini greenhouses

Mini greenhouses have similar features to larger greenhouses but can be used where space is limited.



cold frame



cloche

Significant designers

All greenhouses provide protection and warmth for plants, but the materials, size and design can vary greatly.

Sir Joseph Paxton designed the Great Conservatory at Chatsworth House, Derbyshire, in 1840. The structure was built out of iron and covered with curved glass panels.



Great Conservatory, Derbyshire

Sir Nicholas Grimshaw designed the biomes at the Eden Project, Cornwall, in 2001. The structures were built using a steel frame covered with transparent, hexagonal plastic panels.

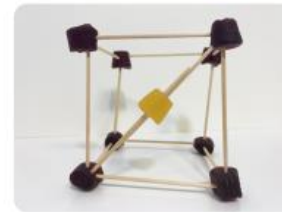


Eden Project, Cornwall

Strengthening structures

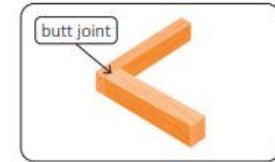
A frame is a 3-D structure with thin, rigid components which usually has an outer covering. Frame structures can be strengthened by adding diagonal struts to create triangular shapes.

Models of frames can be made using cocktail sticks and small jelly sweets. Their strength and stability can be improved by adding extra diagonal struts.

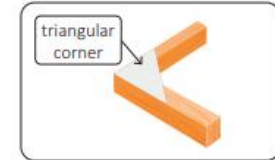


Butt joints

Butt joints occur when two pieces of wood are joined by gluing their ends together.



Butt joints can be strengthened by gluing a triangular corner over the joint.



Hot glue gun

A hot glue gun can be used to make strong joints. The advantages of a hot glue gun are:

- It allows melted glue to go onto a surface smoothly and neatly.
- The user can direct the glue to exactly where it is needed.
- The glue quickly hardens as it cools.

Safety rules must be followed when using hot glue.

Glossary

hot glue gun	A tool that heats and melts glue to be applied to a surface.
rigid	Not able to be bent.
transparent	A material that allows light to pass through and can be seen through.
translucent	A material that allows some light to pass through, but objects appear blurry.
vent	A small opening that allows air to flow in and out of enclosed space.

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?](#)