

Year 3 – What Romans did for us – Summer 1

Literacy - writing

Third person narrative (animal stories)

- Write a third person narrative using an animal as the main character
- Use a clear story structure with a beginning, build-up, problem and resolution
- Develop characters and settings through descriptive language
- Use past tense consistently and accurately
- Apply basic punctuation and sentence variety to improve clarity and interest

Formal letters to complain

- Write a formal letter of complaint for a clear purpose and audience
- Use the correct layout and features of a formal letter
- Explain a problem clearly and suggest an appropriate solution
- Use formal language and appropriate tone
- Edit writing to improve spelling, punctuation and grammar

Literacy – Read aloud

The Dancing Bear

- Listen attentively to a class text and respond appropriately
- Retell key events from the story in the correct order
- Discuss characters' actions, feelings and motivations
- Make simple predictions using evidence from the text
- Explain the meaning of new vocabulary in context
- Express personal opinions about the text and justify them

Guided Reading

Arctic Ocean

- Retrieve key facts from a non-fiction text
- Identify main ideas and supporting detail
- Use subject-specific vocabulary accurately
- Answer comprehension questions using evidence from the text

Maths

Fractions

- Recognise and show unit and non-unit fractions
- Compare and order fractions with the same denominator
- Find fractions of amounts
- Represent fractions using diagrams and number lines

Money

- Recognise and use pounds and pence
- Add and subtract amounts of money
- Solve real-life problems involving money
- Give change using practical methods

Time

- Tell and write the time to the nearest minute
- Use am and pm correctly
- Calculate durations of time
- Solve problems involving time in real-life contexts

Shape

- Identify and describe properties of 2D and 3D shapes
- Recognise right angles and identify angles greater or smaller than a right angle
- Draw shapes accurately using a ruler
- Describe shapes using mathematical vocabulary

Statistics

- Interpret and present data using bar charts and pictograms
- Answer questions about data using comparison and reasoning
- Collect and organise data for a given purpose

Consolidation

- Apply mathematical knowledge across different topics
- Use reasoning to explain methods and solutions
- Solve multi-step problems with increasing confidence
- Demonstrate improved fluency and accuracy

<u>King Midas and the Golden Touch/Boy Who Cried Wolf</u> - Identify key events and themes in traditional tales - Make inferences about characters' actions and motives - Explain the moral or message of a story - Justify answers using evidence from the text <u>The Royal Escape/Escape the Fire!</u> - Compare information across different non-fiction texts - Identify features used to organise information - Summarise key points clearly - Explain how layout and structure support understanding <u>How does a Squid tangle Catch its Prey? (Model Text Comprehension)</u> - Apply a range of comprehension skills to a model text - Use evidence to explain answers in full sentences - Interpret technical vocabulary using context clues - Explain information clearly in their own words		<u>Religious Education</u> (Sikhism) <u>Why are Gurus important to Sikhs?</u> - Explain who the Gurus are and why they are important in Sikhism - Identify key teachings of the Gurus and how these guide Sikh living - Describe how Sikhs show respect for the Gurus and the Guru Granth Sahib - Reflect on how the Gurus' teachings can influence their own choices and actions - Ask and answer questions about Sikh beliefs using evidence from stories and teachings	
<u>History</u> <u>Roman Britain</u> - Describe key events of the Roman invasion of Britain and place them in chronological order - Identify aspects of Roman life, including homes, food, clothing, and entertainment	<u>Geography</u> <u>A contrasting region in a European country – Italy</u> - Locate Italy on a map of Europe and identify key cities and regions - Describe and compare physical features (mountains, rivers, climate) with the local area - Identify human features, including towns, transport, and land use	<u>Art and Design</u> <u>Digital Media Linked to Roman Artwork (Mosaics)</u> - Explore the features, patterns, and colours used in Roman mosaics - Use digital tools to create and manipulate images with control and purpose	<u>Computing</u> <u>Touch Typing</u> - Position fingers correctly on the keyboard and type using all fingers - Increase typing speed and accuracy through structured practice - Use touch typing skills to produce short pieces of text efficiently

▪ Explain how the Romans influenced towns, roads, and technology in Britain ▪ Compare Roman life with life in Britain before the invasion ▪ Use a range of sources to find out about the past and suggest what they tell us about Roman Britain	▪ Explain how geography affects people's lives and activities in Italy ▪ Use maps, atlases, and digital resources to find and present information	▪ Plan and design a mosaic pattern, considering symmetry, shape, and colour ▪ Apply techniques digitally to produce a final mosaic-inspired artwork ▪ Evaluate their own work and that of others, suggesting improvements	▪ Apply typing skills across different subjects to support learning <u>Branching Databases</u> ▪ Understand what a branching database is and how it works ▪ Create a branching database to sort and classify information ▪ Ask and answer questions using a branching database ▪ Explain the benefits of using a database to organise information
<u>Physical Education</u> <u>Athletics</u> ▪ Run, jump, and throw with increasing control and accuracy ▪ Understand and apply techniques for different athletic events (e.g. sprints, relays, long jump, javelin) ▪ Pace themselves effectively and demonstrate endurance ▪ Work collaboratively in relay and team activities ▪ Evaluate their performance and suggest improvements <u>Striking and Fielding – Cricket</u> ▪ Strike a ball accurately with a bat and field with control ▪ Use catching and throwing skills effectively in game situations ▪ Apply simple tactics when batting, bowling, or fielding	<u>Music</u> <u>Just Three Notes</u> ▪ Perform simple melodies using only three notes with increasing accuracy ▪ Create their own short musical patterns using three notes ▪ Listen carefully to identify pitch and rhythm in their own and others' performances ▪ Use musical vocabulary such as pitch, melody, and rhythm to describe music <u>Samba with Sergio</u> ▪ Explore samba rhythms and patterns using body percussion and instruments ▪ Perform rhythmic sequences as part of a group, maintaining a steady pulse	<u>MFL – French</u> <u>Playing Together (Asking to Play)</u> ▪ Use simple French phrases to ask and respond to invitations to play ▪ Understand and answer questions about preferences and activities ▪ Pronounce words and phrases accurately in a conversational context ▪ Recognise key vocabulary related to games and activities <u>Eating Together</u> ▪ Name common foods and drinks in French ▪ Ask and answer simple questions about likes and dislikes ▪ Use basic sentences to talk about meals and eating habits ▪ Listen for key words and phrases in spoken French	<u>PSHE</u> <u>Being my best</u> ▪ Identify what being <i>my best</i> means in terms of health, learning, and relationships ▪ Set achievable personal goals and track their progress ▪ Understand the importance of healthy eating, exercise, and sleep ▪ Recognise ways to manage feelings, stress, and challenges positively ▪ Demonstrate resilience, motivation, and responsibility in completing tasks

- Work effectively as part of a team, showing fairness and respect
- Evaluate their own and others' performance to improve skills

- Respond to musical cues to start, stop, and change dynamics
- Recognise and describe the features of samba music

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