

The (Rotten) Romans
Medium Term Topic Plan – Year 3, Summer

Term	Summer	Curriculum Strands	Our Community and Beliefs
Classroom Environment	Create Display board including key vocabulary. Topic vocabulary. SLS Topic books. What we already know. What we want to know.	Super Starter (Hook) & Education Visit/Visitor	Roman Day, Roman Bootcamp training Horrible Histories film Bignor Roman Villa trip
Key Texts	Julius Zebra: Rumble with the Romans by Gary Northfield (AR level: 4.3) Selection of Roman myths including Romulus and Remus and Jupiter & the Bee Roman Diary: The Journal of Iliona, Young Slave by Richard Platt Escape from Pompeii by Christina Balit (AR level: 4.9)	End Product	Art work, Roman shields, diary writing, newspaper reports, Roman numerals, descriptive writing
English	Pompeii newspaper reports – write to inform – 3 weeks (overlap with Tremors) Roman Myths and Legends (Jupiter and the Bee) - write own roman myth by changing the animal – write to entertain – 3 weeks Diary entries from the perspective of a Roman – write to inform – 3 weeks		
Science	<p><u>Light</u> Pupils should be taught to:</p> <p>N.C. Obj. Recognise that they need light in order to see things and that dark is the absence of light N.C. Obj. Notice that light is reflected from surfaces N.C. Obj. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes N.C. Obj. Recognise that shadows are formed when the light from a light source is blocked by an opaque object N.C. Obj. Find patterns in the way that the size of shadows change</p> <p><u>Working Scientifically</u></p> <p>N.C. Obj. Asking relevant questions and using different types of scientific enquiries to answer them N.C. Obj. Setting up simple practical enquiries, comparative and fair tests N.C. Obj. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers N.C. Obj. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions N.C. Obj. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables N.C. Obj. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions N.C. Obj. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions N.C. Obj. Identifying differences, similarities or changes related to simple scientific ideas and processes N.C. Obj. Using straightforward scientific evidence to answer questions or to support their findings.</p>		
P.E.	Swimming and cricket		
History	<p><u>Roman Britain</u> N.C. Obj. Pupils should be taught about the Roman empire and its impact on Britain This could include:</p> <ul style="list-style-type: none"> • Julius Caesar’s attempted invasion in 55-54 BC • The Roman Empire by AD 42 and the power of its army • Successful invasion by Claudius and conquest, including Hadrian’s Wall • British resistance, for example, Boudicca • "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 		
Geography	<p>N.C. Obj. Name and locate counties and cities of the United Kingdom, geographical regions, identifying their use patterns and understand how some of these aspects have changed over time N.C. Obj. Understand geographical similarities and differences through the study of human and physical geography of a region of: a region in a European country</p>		
Art	<p><u>Volcanoes (Andy Warhol and Nick Rowland) and Roman Shields</u> Sketch design and paint in style of Andy Warhol N.C. Obj. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] N.C. Obj. Learn about great artists, architects and designers in history</p>		

<p style="text-align: center;">D&T</p>	<p><u>Cushions</u></p> <p><u>Design</u></p> <p>N.C. Obj. Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>N.C. Obj. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><u>Make</u></p> <p>N.C. Obj. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately</p> <p>N.C. Obj. Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p><u>Evaluate</u></p> <p>N.C. Obj. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
<p style="text-align: center;">Music</p>	<p>Instrument: recorder</p>