



Planned Curriculum Content

Literacy - <i>See the Long and Medium Term Planning for specific planned content.</i> Texts: Various non-fiction Roman Texts Writing Styles and Genres Non-chronological reports, news reports, recounts, diary entries	Maths White Rose Unit: Statistics White Rose Unit: Length and Perimeter <i>See the Long Term Plan for detailed small steps which set out the specific planned content.</i>	Science: Light The children will learn to: • Recognise that we need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect our eyes • Recognise that shadows are formed when the light from a light source is blocked by a solid object • Find patterns in the way that the size of shadows change
History: The Roman Invasion The children will learn to: • develop a chronologically secure knowledge and understanding of British and world history • about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius • understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made • about the resistance of Queen Boudicca and understanding different perspectives • when, how and why Hadrian's Wall was built • about the religious beliefs and the gods and goddesses that the Romans worshipped. • Use sources of evidence to identify what the Roman baths were and know about the different amenities they contained	In each of these subjects we follow schemes of work. Refer to the Long Term Plans for detailed information on the specific planned content: P.E. – Spiral (Weeks 21 → 25) Music - Music Express - Units: Building and Sounds RE - Leeds Agreed Syllabus – Unit: Who can inspire us? PSHE - You, Me and PSHE - Unit: Physical Health and Wellbeing - RSE Computing – Purple Mash – Unit: Spreadsheets French – Twinkl – Unit: Family and Friends	Art: Roman Mosaics The children will learn to: • Create original works of sculpture based on Roman mosaics • Comment on artworks using visual language. (for example, line, shape, pattern, colour, texture, form) • Use clay and other mouldable materials. • Take inspiration from Antoni Gaudi use some of the techniques to create their own mosaics.



Curriculum Drivers

Core Values	Knowledge and Long Term Learning	The Greats	Diversity and Community
Our focus shared values will be: Determination and Resilience	Our knowledge organiser will be focused on Light and The Roman Invasion. This will be used regularly to help the children to learn the essential knowledge and vocabulary that they need for the subject.	Through History we will learn about the Roman Empire and the great leaders; Julius Caesar and Claudius. We will also learn about the resistance of Queen Boudicca and Hadrian's Wall. In Art we will study the work of architect Antoni Gaudi as inspiration for our own mosaics. In music we will listen to and learn about Hindustani classical music	Our PSHE curriculum focuses on healthy, positive relations. Through our curriculum work in RE, we will explore the concept of leadership and will be an introduction to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews.

Assessment of Threshold Concepts

Science: Threshold Concepts

Scientific Concepts:	Working Scientifically:
• Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of a shadow changes	• Ask relevant questions. • Set up simple, practical enquiries and comparative and fair tests. • Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests. • Identify differences, similarities or changes related to simple, scientific ideas and processes. • Use straightforward, scientific evidence to answer questions or to support their findings



Art and Design: Threshold Concepts

Developing Ideas:	Mastering Techniques:	Taking Inspiration from the Greats:
• Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. (for example, line, shape, pattern, colour, texture, form)	Sculpture: • Use clay and other mouldable materials. • Add materials to provide interesting detail. Drawing: • Annotate sketches to explain and elaborate ideas. • Use hatching and cross hatching to show tone and texture. Paint: • Mix colours effectively.	Antoni Gaudi • Take inspiration from and use some of techniques used by notable artists and designers. • Create original pieces that are influenced by studies of others.

Computing: Threshold Concepts

Computer Science:	Information Technology:	Digital Literacy:
•	• Children can create a table of data on a spreadsheet and can use this to automatically create charts/graphs from data. Children will be able to select the most suitable type of chart to use for their data, edit headers and apply axis labels Children can create their own number lines within 2Calculate including 'more than', 'less than' and 'equal' tools. Children can collect and enter data within 2Calcualte, they are able to use the graphing tool to create suitable graphical representations of the data they have within a table.	•



History: Threshold Concepts

Investigate and interpret the past:	Build an overview of world history:	Understand chronology:	Communicate historically:
• Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. 	• Give a broad overview of life in Britain from ancient until medieval times. • Describe the social, ethnic, cultural or religious diversity of past society. • Compare some of the times studied with those of other areas of interest around the world.      	• Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe 	• Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change • chronology. 

Languages (French): Threshold Concepts

n/a

n/a

Music: Threshold Concepts

Singing	Playing Instruments	Improvising/Exploring	Composing	Listening	Appraising
•	• Layer rhythms using un-tuned percussion instruments (Unit 2)	•	• Make choices about musical structure (Unit 2)	• Listen to and learn about Hindustani classical music (Unit 3)	•



				Learn how sounds are produced and how instruments are classified (Unit 3)	
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PE: Threshold Concepts (Highlight focus areas for Half Term)

KS2

Cognitive	Manipulation	Physical
Anticipation Evaluation Peer Mentoring Tactical Variation Team Work Understanding Rules	Accuracy Dribbling Fielding and Catching Passing Shooting Striking	Agility Control Physical Processing Power Speed Strength

PHSE: Threshold Concepts

Theme: Physical Health and Wellbeing/ RSE

- to make healthy choices about food and drinks
- how branding can affect what foods people choose to buy
- about keeping active and some of the challenges they might face
- about how we change and grow throughout the human life-cycle

RE: Threshold Concepts

Pupils working <i>towards</i> the age-related expectations for their year group will be able to:	Pupils working <i>at</i> the age-related expectations (ARE) for this year group will be able to:	Pupils who are <i>deepening and widening</i> their knowledge and understanding will be able to:
• Describe a leader • Talk about why they find different leaders inspirational • Ask and respond to questions about experiences and feelings relating to leadership	• Describe and make links between different leaders (religious and non-religious), exploring similarities and differences. • Explain how leaders teach through their personal qualities, actions and stories.	• Find examples of leadership from other religious and non-religious leaders from the past to the present, discussing the similarities and differences • Give reasons why certain people become, or are chosen as leaders.



Year 3

Term: Spring 2

Topic: The Roman Invasion



	Give examples of the ways in which communities follow their leaders	• Explain how leaders / religious teachings inspire and influence people / believers. • Understand the connections between the religious leaders mentioned and their Abrahamic roots
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