

**St Dennis Primary Academy**

Year: 3

Term: Autumn 2

**Curriculum Drivers**

**Big Question:** How did the Romans change Britain?

**Stunning Start:** Roman artefacts and inventions to look at and discuss

**Fabulous Finish:** Presentation to parents in small groups

**Real life experiences**

Royal Cornwall Museum visit for Rocks workshop



**English**

**Storytelling Text:** Escape from Pompeii by Christina Balit



**Assembly Theme:** Aspiration

**Emotional Literacy:** The zones in me, Understanding different perspectives, Me in my zone

**Wellbeing**

Whale and Bear breathing  
Morning check-ins and regulation board  
Calm down box and corner to help regulation  
Friday morning task – any positives or worries from the week.



**Imitation:** Learn a tale of fear

**Spelling, Punctuation and Grammar:** Prepositions, conjunctions, noun phrases, speech and adverbials of time.

**Innovation:** Change events and activities

**Invention:** Write own tales of fear

**Wider Curriculum Writing:** Write a newspaper report about Pompeii (History)

**Book/Novel Study Text:** A Roman Story by Leila Rasheed

**Mathematics:**

**White Rose Units:**

**Number:** Addition and subtraction

**Number:** Multiplication and division



**Key Skills Session:**

Times tables

Number bonds

Maths jotter fluency

Mastering Number (when available)

**Oracy**

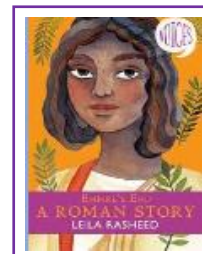
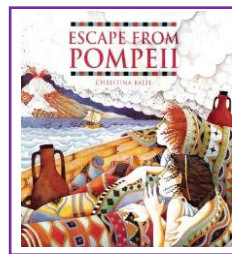
**Physical:** To consider position and posture when addressing an audience – presentation to parents.



**Linguistic:** To begin to use specialist vocabulary. Historical vocabulary in presentation.

**Cognitive:** To be able to summarise a discussion. Discussion about how different Jewish people might celebrate Passover in different ways.





**Social and Emotional:** To speak with confidence in front of an audience. Presentation to parents.










**Environment and Community**

Rocks workshop about Lithium in Cornwall



|                         | Science   | History   | RE   | Computing    |
|-------------------------|--|--|---|---|
| <b>Unit title:</b>      | <b>Subject:</b> Chemistry<br><b>Unit:</b> Rocks  | <b>Themes:</b> Settlements and location<br><b>Unit:</b> How did the Romans change Britain?   | <b>Theme:</b> Jews<br><b>Unit:</b> How do festivals and family life show what matters to Jewish people? (Unit 22)   | <b>Area:</b> Computer games and systems<br><b>Unit:</b> Connecting computers<br><b>Natterhub:</b> Feel it   |
| <b>Builds On:</b>       | <b>Year:</b> 2<br><b>Term:</b> 1<br><b>Unit:</b> Use of everyday materials   | <b>Year:</b> 2<br><b>Term:</b> Spring 1<br><b>Unit:</b> How was the Great Fire of London great?  | <b>Year:</b> 1<br><b>Term:</b> Spring 1<br><b>Unit:</b> Who is Jewish and how do they live? (Unit 9)  | <b>Year:</b> 2<br><b>Term:</b> Autumn 1<br><b>Unit:</b> Information technology around us  |
| <b>Memory Master:</b>   | Can give examples of what materials are suitable for different purposes and why (including vocabulary).  | Order key events explained why and how fire started. Explain how London changed with the rebuilding.   | Labelled drawings of what children think would be important to Jewish people at Chanukah.   | Revisit knowledge that devices are used in different ways e.g. communicate, play games, tills in shops, etc. Also that IT can be portable.  |
| <b>Lesson Sequence:</b> | I can compare and group together different kinds of rocks on the basis of their appearance.  | Why were the Romans so powerful and how did they build their empire?   | What do many Jewish people do to mark Shabbat?  | I can explain how digital devices function.   |
|                         | I can compare and group together different kinds of rocks on the basis of their physical properties (see science long term plan).  | What was the cause and consequence of the Romans invading Britain?   | What does Shabbat look like in the UK today?  | I can identify input and output devices.  |
|                         | I can explain how some rocks are formed.   | Who resisted the Romans and why?   | What do different Jewish people celebrate at Rosh Hashanah?   | I can recognise how digital devices can change the way that we work.  |
|                         | I can explain how the Earth is made up of different layers of rocks and soils.   | What stayed the same and what changed in Britain?  | What happens at Yom Kippur?   | I can explain how a computer network can be used to share information.  |
|                         | I can describe how fossils are formed when things that have lived are trapped within rock. Show what you know.   | What was the impact of the Roman Empire on Britain after they left? Show what you know.  | What is the story of Passover?  | I can explore how digital devices can be connected.   |
| <b>Composite:</b>       | Description of how fossils are formed using knowledge about types of rocks and soil.   | Diagram to show achievements and changes from Roman times.   | Children have hexagons with all the vocabulary on and images of Shabbat, Rosh Hashanah, Yom Kippur, and Passover. They place each hexagon next to another that logically links to it and justify links.                         | Children identify that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks.  |
| <b>Impact:</b>          | Can compare/group different rocks based on appearance/simple physical properties.<br>Can describe in simple terms how fossils are formed when things that have lived are trapped within rock Know that soils are made from rocks and organic matter. | Children can use more than one source as evidence to ask questions and research answers to questions about the past and understand the difference between a primary and secondary source. They can list inventions / events from an era in history that have influenced Britain. | Children can identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. They make links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. | Children know what a digital device, input and output is and can give examples. They know a network switch directs information between computers. They know that saving on a server is useful for sharing work and a printer on a network means this can also be shared. Know that without a wireless access point, wireless devices cannot connect to the network. |

|                         | Art and Design  | Physical Education (REAL PE)    | Sport (PE Planning)   | Music                                        |
|-------------------------|--|--|--|---|
| <b>Unit title:</b>      | <b>Technique:</b> Craft and design<br><b>Artist:</b> Judy Baker                                  | <b>Learning focus:</b> Social<br><b>Unit:</b> REAL Dance   | <b>Unit:</b> Tag Rugby   | <b>Unit:</b> Glockenspiel I   |
| <b>Builds On:</b>       | New this year  | <b>Year:</b> 2<br><b>Term:</b> Autumn 2<br><b>Unit:</b> Tag Rugby  | <b>Year:</b> 2<br><b>Term:</b> Autumn 2<br><b>Unit:</b> Tag Rugby  | <b>Year:</b> 2<br><b>Term:</b> Summer 1<br><b>Unit:</b> Friendship Song   |
| <b>Memory Master:</b>   | New this year  | N/A  | Discuss key rules about rugby (pass backwards/how to score etc)  | Revisit previous songs learnt and vocabulary from unit.   |
| <b>Lesson Sequence:</b> | <b>Artist</b><br>I can recall the key features of Judy Baker's mosaics.                          | <b>Cog:</b> Social<br><b>Warm up games</b><br>Dance baby, Dance battles<br><b>Fundamental Movement Skills</b><br>Shapes solo, Circles solo, Partnering shapes, Partnering circles, Artistry abstraction, Artistry (Making)<br><b>Skills Application</b><br>Dance shapers, Turning, jumping, moving, You turn me around, Dancing together is twice as fun, Silky smooth, circle move, The show must go on | I can control the ball when travelling.  | I can play D and E with note names and from memory.<br>I can find out how D and E are recorded.                                 |
|                         | <b>Experiment</b><br>I can accurately cut materials into various shapes.                         |  | I can show good technique when passing.  | I can play C and D with note names and from memory. I can find out how C and D are recorded.                                    |
|                         | <b>Plan</b><br>I can develop ideas for my Christmas themed mosaic.                               |  | I can catch the ball consistency.  | I can use the notes D, E and F to perform a piece of music I have learnt.   |
|                         | <b>Create</b><br>I can create my own mosaic.   |  | I can play tagging and defending games.  |   |
|                         | <b>Evaluate</b><br>I can review and revisit my ideas.  |  | I can work together with others.<br>I can make decisions in games.   |   |
| <b>Composite:</b>       | A Christmas themed mosaic inspired by the work of Judy Baker.                                    | Children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.  | Small game of tag-rugby involving defending and attacking and passing the ball backwards.  | Follow score to play and practise a tune.<br>Compose own tune for a glockenspiel.   |
| <b>Impact:</b>          |  | Children are happy to show and tell others about their ideas.  | Children will know how to tag another player. They develop attacking and defending skills and are able to pass the ball backwards to a teammate. | Children will have explored and developed playing skills through the glockenspiel. They will have started to use simple scores. |

|                         | PSHE                                | PSHE                 | PSHE                  |
|-------------------------|--|---|--|
| <b>Unit title:</b>      | <b>Brook Learn 1</b><br>Unit: Road Safety  | <b>Brook Learn 2</b><br>Unit: Individual and Collective Strengths                                       | <b>Theme:</b> Anti-bullying Week – Choose Respect  |
| <b>Builds On:</b>       | <b>Year:</b> Year 2<br><b>Term:</b> Autumn 2<br><b>Unit:</b> Everyday Safety   | <b>Year:</b> Year 2<br><b>Term:</b> Autumn 1<br><b>Unit:</b> Respecting Uniqueness                      | <b>Year:</b> Year 2<br><b>Term:</b> Autumn 2<br><b>Unit:</b> N/A   |
| <b>Memory Master:</b>   | Revisit knowledge about how to call 999 in an emergency.   | Revisit different ways we can be unique.  | N/A  |
| <b>Lesson Sequence:</b> | I can identify and model the 'Stop, Look, Listen, Think' sequence.   | I can identify what skills are needed to work with others in a team.                                    | I can define respect.  |
|                         | I can recognise safer places to cross the road.  | I can understand that everyone brings different strengths to working in a team.                         | I can explain how to show respect to others.   |
|                         | I can understand their responsibilities as a pedestrian, a cyclist, a passenger in a car or on public transport.     | I can recognise what I am good at when working in a team.   |  |
|                         | I can understand risk and the effect of risky behaviour.   |   |  |
|                         | I can identify the strategy of 'Stop and Think' to cope with dangerous situations caused by others.                  |   |  |
| <b>Composite:</b>       | Road safety Kahoot quiz.   | Self-reflection shield.   | Role play scenarios that show respectful and disrespectful disagreements. Create a 'Respect Pledge'.     |
| <b>Impact:</b>          | Pupils will have an understanding of risk and strategies for keeping safe, especially in the context of road safety. | Young people understand how a team can work effectively together and what strengths they can contribute | School will be an inclusive place for all, and pupils will feel empowered to speak out against bullying. |