

**History: Why did the Romans settle in Britain?**

Explain the meaning of empire and invasion.  
Understand the chronology of the Roman invasion of Britain.  
Identify the consequences of the Roman invasion.  
Create an interpretation of Boudicca using sources.  
Explain why the Romans needed a powerful army.  
Identify a soldier’s equipment.  
Explain how the Roman army was organised and perform simple manoeuvres and drills. Make observations about an artefact.  
Explain the meaning of legacy, identifying how the Romans

**RE**

In the first unit of the term, Y3 will ask the question, ‘What do Christians learn from the Creation story?’ They will look at how Christians are called to care for the world, before looking at how the story of Adam and Eve is part of ‘The Fall’. In the second unit of the term, Y3 will look at how Jewish, Christian, Muslim, and non-religious people try to care for the world. They will consider what motivates people from these worldviews to care for the world, basing their knowledge on scripture and religious teachings.

**RHSE (PSHE)**

Alongside assemblies, and whole school activities, PSHE will focus on getting HeartSmart by exploring the importance of being the best you and resilience.

**Modern Foreign Languages**

This term Y3 will learn French vocabulary surrounding animals.

**Geography: Are all settlements the same?**

Locate some cities in the UK.  
Describe the difference between villages, towns and cities.  
Identify features on an OS map using the legend.  
Describe the different types of land use.  
Follow a route on an OS map.  
Discuss reasons for the location of human and physical features.  
Locate some geographical regions in the UK.  
Identify and begin to offer explanations about changes to features in the local area.  
Describe the location of New Delhi.  
Identify some human and physical features in New Delhi.  
State some similarities and differences between land use and features in New Delhi and the local area.



**English:** During English lessons, we will follow the HfL Essential Writing units. In the first unit, Y3 will look at persuasive techniques and use these to create a persuasive letter, before moving on to our key text for the term: ‘Iron Man’ by Ted Hughes. In the second half term, Y3 will focus on non-fiction texts, looking at instructional texts which will link with our Geography work on maps followed by our final unit of the year, writing a non-chronological report. Our primary focus will be on creating pieces of writing which are accurately written in paragraphs.

**DT:**

Strengthening structures- making castles. Y3 will work with cardboard and find ways to make their designs strong.

**Art:**

In this term’s Art lessons Y3 will study botanical designs. The children will use oil pastels to create careful, observation pieces with fruits and vegetables as their focus. They will use viewfinders to select a section of their work, and this will be transferred onto a clay tile.

**Maths:** In Maths, Y3 will work through the following units:

Capacity, Fractions, Money, Time, Shape and Statistics.  
Alongside these units, the children will continue to master methods for the four operations and times tables.

**Science:** Y3 will learn to describe the structure and function of the parts of flowering plants. They will investigate how plants transport water and, from their learning, will be able to describe the life cycle of a flowering plant. The children will also learn about the various forms of seed dispersal.

**PE:**

Children will work on fundamental skills including athletics skills.

**Music:**

Children will focus on pitch, notation and working within the pentatonic scale.