



Why wasn't Rome built in a day? – Curriculum Driver

If you have faith as small as a mustard seed, you can say to this mountain, "Move from here to there", and it will move. Nothing will be impossible for you. (Matthew 17:20)

Year Group and Term: 3 Autumn Term

Prior Learning: Year 2: What left that footprint?

Influential People: Julius Caesar , Boudaccia

Topic Question: Why wasn't Rome built in a day ?

Linked Texts: Romulus and Remus/Escape from Pompeii

Legacy Outcome: Roman banquet / artefact museum

Topic Hook: Roman Role Play Day

Value Focus and Linked Bible Story: Perseverance /The Parable of the lost sheep

Trips/Visits: Truro Museum (workshop 'Life at Villa Magor') Blast from the past.

History

Intent: To understand when the Roman Times were, how they lived and what impact they had on

Curriculum and Skills Links: I can describe events from the past using dates when things happened. I can explain some of the times when Britain has been invaded.

Transferable Concepts: To develop research skills . To use mathematical knowledge to work out how long ago events occurred.

Key Vocabulary: Rome , Roman , invaded , invasion, BC , AD, Celts, Emperor , legions

Objective(s): To research the impact and influences that the Romans had on modern day Britain

Impact: Children will be able to research about Rome and Romans and explain the legacy that they left on Britain .

Geography

Intent: To understand when, why and how the Romans invaded different countries to create the 'Roman Empire'

Curriculum and Skills Links: I can use an atlas to find places. I can name and locate the capital cities of European countries.

Transferable Concepts: To develop research skills .To use mathematical knowledge in using grid references

Key Vocabulary: Britain , Rome, Europe, location , Roman settlements

Main Objective(s): To use maps to locate Roman settlements and trace their route of invasion

Impact: Children will understand the route that the Romans took in their invasion and movement across Europe. They will understand why they built the roads in Britain where they did .

Science

Intent: To understand that humans and animals need the right type of nutrition. To understand that humans and some other animals have skeletons and muscles.

Curriculum and skills links: I can work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. I can compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. I can research different food groups and how they keep us healthy, and design meals based on what they find out.

Transferable Concepts: To research what they need to keep themselves healthy.

Key Vocabulary: nutrition, skeleton , muscles (parts of body) **Main Objective(s):** To understand similarities/differences in animal nutrition and skeletal structure

RE

Intent: To make clear links between Genesis 1 and what Christians believe about God and Creation

Curriculum and Skills Links: I can describe the key aspects of religions, especially the people stories and traditions that influence the beliefs and values of others.

Transferable Concepts: To understand Christian beliefs in relation to Creation.

Key Vocabulary: Genesis , God, Creation , creator

Main Objective(s): To understand what Christians believe the link between Genesis and Creation

Impact: Children will ask questions and suggest answers about what might be important in the Creation story for Christians living today.

Music

Intent: To describe what they hear using a wider range of musical vocabulary.

Recognise how musical elements are used by composers to create different moods and effects

Curriculum and Skills Links: I can describe what I hear using musical vocabulary . I can recognise how composers use musical effects to create moods and effects. **Transferable Concepts:** To Understand the cultural and social meaning of lyrics.

Key Vocabulary: duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm

Main Objective(s): To learn a song 'Let your spirit fly' and use it as a basis for their performance.

Impact: Children will be able to sing musically and with increasing confidence.

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Year Group and Term: 3 Autumn Term

Topic Question: Why wasn't Rome built in a day ?

Topic Hook: Roman Dress up Day

Prior Learning:

Linked Texts: Romulus and Remus /Escape from Pompeii

Value Focus and Linked Bible Story: Perseverance /The Parable of the lost sheep

Influential People: Julius Caesar , Boudaccia

Legacy Outcome: Roman banquet / artefact museum
Trips/Visits: Truro Museum (workshop 'Life at Villa Magor' . Blast from the past

Art and Design

Intent: To explore Roman art.

Curriculum and Skills

Links: I can research Roman art , collect ideas in a sketchpad .I can explore different techniques based on Roman art.

Transferable Concepts:

To be able to compare and contrast Roman art with art of today.

Key Vocabulary:

Roman , mosaic , pottery

Main Objective(s): To create art and craft work based on Roman times

Impact: Children will be creating their own artefacts to contribute to a 'Class Museum'.

Design Technology

Intent: To create a moving shadow puppet to feature in a performance of Romulus and Remus

Curriculum and Skills Links:

I can design and make an appealing product . I can understand and use lever and linkage mechanisms.

Transferable Concepts: To design and evaluate a product that has a purpose.

Key Vocabulary:

mechanism, lever, linkage, pivots

Main Objective(s): To design ,make , evaluate and perform with a moving jointed puppet (link to literacy story writing)

Impact: Children will have experienced the design (purpose, audience), make and evaluate process.

Computing

Intent: To be able to communicate through technology whilst keeping themselves safe online.

Curriculum and Skills Links:

I can use a computer to create documents and communicate via email. I understand how to remain safe online.

Transferable Concepts: To know that the internet is a world wide tool for research , communication and collaboration.

Key Vocabulary: internet , safety , online, email

Main Objective(s): To be able to communicate safely via technology

Impact: Children will have developed their knowledge of how to keep safe online.

PE

Intent: To develop and perform a dance sequence which tells a story.

Curriculum and Skills

Links: I can develop, create and perform a dance sequence .

Transferable Concepts: To have more confidence in performing and be able to recognise what can be changed or improved.

Key Vocabulary: dance, sequence, movements, fluidity, perform

Main Objective(s): To be able to perform a dance sequence collaboratively

Impact: Children will feel more confident in performing and will learn to work cooperatively with other children.

PSHE

Intent: To learn what are rules, rights and laws?

Curriculum and Skills

Links: I can have an awareness of myself and my place in the world.

Transferable Concepts: To understand that I have rights and to understand that there are some rules for a reason (eg to keep me safe)

Key Vocabulary: rights, responsibilities, rules

Main Objective(s): To be able to share ideas and opinions through discussion.

Impact: Children will be more confident in sharing their ideas and know that they have a 'voice' .

Spanish

Intent: To begin to learn the basics of speaking Spanish

Curriculum and Skills

Links: I can learn the phonics sounds,count to 10 and speak in short sentences.

Transferable Concepts:

To be able to communicate to people who speak a different language. To begin to contrast and compare different cultures.

Key Vocabulary:

Numbers 1-10 , simple nouns, greetings **Main Objective(s):** To learn about a different culture and language. To speak a range of Spanish words

Impact: Children will feel more confident in understanding a diff language