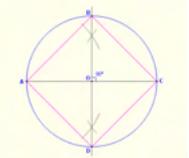
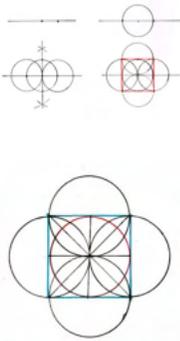
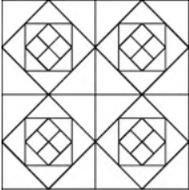
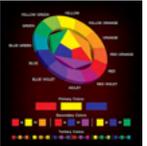
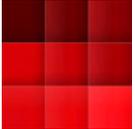


Year 3	SEQUENCE OF LEARNING					
Spring Term 2 2022	<p>Enquiry Question: 'How did the Romans adapt to life in Britain?' Understanding the legacy the Romans left behind with reference to the local area</p> <p><i>Does our question give the children a real sense of what they will be exploring and finding out about? It should engage them in thinking about the ways in which they might answer it or go about finding answers. Consider the best order for your enquiries and it fits the time of the year. Think about the location and cultural context of our school. Does it coincide with particular events or festivals and is relevant to our community?</i></p>					
	<p>Harmony Principle: Adaptation <i>Does this principle existing in nature integrate into our learning and help develop an understanding of how the world works?</i></p>					
	<p>Great Work: Year 3 Performance - Moana <i>A purposeful outcome of the learning and a celebration of what has been learnt. Generate a sense of excitement, achievement, pride. The outcome can be shared so we need to adjust our thinking in the current situation.</i></p>					
	<p>Partners in Learning: Dorchester Round House Katie Netley - Ceramic storyteller <i>Who can enrich and add value to an enquiry?</i></p>					
	<p>Sustainability theme: Living simpler lives and consuming less <i>What can we learn from this principle of harmony that helps us to live more sustainably? This is ultimately the learning goal of a harmony curriculum.</i></p>					
	<p>Weekly Questions <i>A series of questions that take the children on a journey towards a meaningful outcome.</i></p>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	How did the Romans harness nature?	How did the Romans use design and symmetry?	How did the Romans worship?	How were the Romans dependent on nature?	What role did cycles play in Roman invention?	How did nature influence Roman warfare?

<p>Geometry Square constructions</p> <p>Tessellation</p>			<p>Tessellated squares</p> 	<p>Tessellated squares</p> 	<p>Roman mosaic tile</p> 	<p>Whole class Roman mosaic display</p> 
<p>Outdoor Learning</p> <p>Geometry</p>	<p>How do you know you have made a square? (use string)</p> 	<p>Can you make regular and irregular shapes?</p> 	<p>Can you create shapes within a shape?</p> 	<p>How many 3D shapes can you make from sticks?</p> 	<p>Where are the right angles?</p> 	<p>What shapes can you see in nature?</p> 
<p>Art It's up to us Art Project</p> <p>It's Up To Us P.20-21 Gwen Keraval</p>	<p>How has the artist used colour in the painting?</p> 	<p>How do we mix paints to make different hues?</p> 	<p>How do we make different tints and shades of each hue?</p> 	<p>How do some artists use geometric shapes in their art to depict nature?</p> 	<p>How can we use the skills we have learnt to represent a natural setting?</p> 	
<p>Pond</p>	<p>How has life in the pond changed with the new season?</p>	<p>What natural colours can we find in and around the pond?</p>	<p>How have the plants and living creatures adapted to pond life?</p>			

Science Magnetism	How does the behaviour of magnets vary?	What patterns do we notice created by magnetism?	How can magnets help us in our everyday lives?	How were magnets discovered?	What can we remember about forces and magnetism?	What vocabulary do we know to help us explain our science?
Literacy	Journey	<i>Journey</i>	<i>Journey</i>	Roman myths	Roman myths	Roman myths
Spelling NNS (scheme)	Strategies at the point of writing.	Prefix 'super' and 'auto'	Personal spellings	Homophones	Proofreading	/k/ sound spelt 'ch'
Maths (scheme)	Multiplication and division	Multiplication and division	Multiplication and division	Length	Mass	Volumn
Computing (scheme) 'We Are Presenters'	What makes a good video presentation?	How do we use a video recorder?	How do we plan a video presentation?	How do we effectively film our presentation?	How can we edit a video?	How do we evaluate our presentation?
PE Dance	Can we begin to improvise with a partner to create a simple dance? How can we express a mood through our bodies in dance and how can we tell a story through dance?	Are we able to create a short motif inspired by a musical stimulus? Can we change the speed and level of the actions to fit with the musical stimulus?.	How can we use simple choreographic devices such as unison, canon and mirroring as part of a performance piece of dance?	Can we compose individual, partner and group dances that reflect a chosen dance style? Are we able to copy, remember and repeat actions?	Can we perform learnt skills and techniques with control, confidence, fluency and expression for an audience?	Are we able to watch, describe and evaluate the effectiveness of performances, giving ideas for improvements?
RSHE Relationships	Family Roles and Responsibilities	Friendship	Keeping Myself Safe	Being a Global Citizen	Being a Global Citizen	Celebrating My Web of Relationships
RE - Why does the	How can we help people when	Why did Jesus have his last	If Jesus knew what was going	What happened to Jesus after 'the	What is good about Good Friday?	Who was Good Friday good for?

crucifixion symbolize Hope for Christians.	things go wrong?	meal with his disciples?	to happen why didn't he leave?	last supper?'		
Cooking (Easter) 	What can we make to celebrate Easter together?					
History - Romans	Who were the Romans? Who ruled Rome? When did the Romans invade Britain?	What made the Romans so powerful? How was the Roman army organised?	Who was Boudica? Why is she significant in Roman history?	What is Hadrian's wall? When, why and by whom was it built?	What was life like for ordinary people in ancient Rome?	How did the Romans keep clean? What are the features of the Roman Baths?
Music Singing - Production	Singing for end of term production of Moana					
Notes					Katie Netley 28.3.2022 Ceramic workshops with year 3 in preparation for Summer 1 exhibition	