
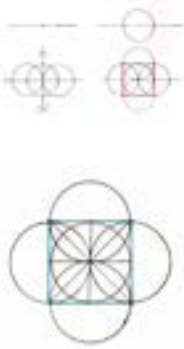
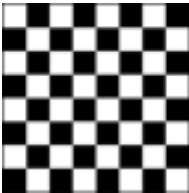
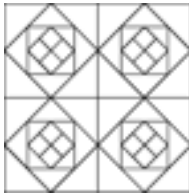

















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| Year 3 | SEQUENCE OF LEARNING | | | | | |
| Spring Term 2 2023 | <p>Enquiry Question: 'How did the Romans adapt to life in Britain?' Understanding the legacy the Romans left behind with reference to the local area <i>Does our question give the children 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.</i> <i>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: Diversity <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 - Hercules <i>A purposeful outcome of the learning and a celebration of what has been learnt. Generate a sense of excitement, achievement, pride.</i> <i>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 <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? |

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| <p>Geometry</p> <p>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</p> <p>Italian Renaissance tile designs - symmetry, geometry, printing,</p> | <p>How can a design be symmetrical 4 ways? Investigate.</p>  | <p>How can I create a symmetrical design for a tile using a compass and circles?</p>  | <p>Where can I look for patterns to decorate my symmetrical design?</p>  | <p>How can I transfer my design onto a tile for printing?</p>  | <p>What colours shall we choose to print with to create our wall of tiles?</p>  | |

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| Pond | How has life in the pond changed with the new season? | | What natural colours can we find in and around the pond? | | How have the plants and living creatures adapted to pond life? | |
| Literacy | Escape from Pompeii | Escape from Pompeii | Escape from Pompeii | 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 | Volume |
| Computing (scheme) Computing systems and networks-Connecting computers | How does a digital device work? | What parts make up a digital device? | How do digital devices help us? | How am I connected? | How are computers connected? | What does our school network look like? |
| 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 |

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| RE - Why does the crucifixion symbolise Hope for Christians. | How can we help people when things go wrong? | Why did Jesus have his last meal with his disciples? | If Jesus knew what was going to happen why didn't he leave? | What happened to Jesus after 'the last supper'? | What is good about Good Friday? | Who was Good Friday good for? |
| Cooking (Easter)  | What can we make to celebrate Easter together? | | | | | |
| History - Romans | Who were the Romans? What made Romans so powerful? | What was life like for ordinary people in ancient Rome? | How was the Roman army organised and how did they dress? | Invasion! How did the Roman Empire conquer? | Who was Boudica? Why is she significant in Roman history? | What was it like in a Roman town house? (Link:visit). |
| Music Singing - Production | Singing for end of term production of Hercules | | | | | |
| Notes | | | Trip | | Show | Roman Day |