

Year: 3- Spring 1 Topic: Romans		
Big question: What was live like in Roman Britain?		Hook task: Trip to Rugby Art Gallery for a Roman Workshop
PSHE focus: Dreams and Goals		Review task and presentation: Class Assembly
Experiences/ shared learning:		
<p>Science NC aims/objectives-<i>Forces and Magnets</i></p> <ul style="list-style-type: none"> • Compare how things move on different surfaces • Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. • Describe magnets as having 2 poles. • Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. 	<p>Art and Design NC aims/objectives:</p> <ul style="list-style-type: none"> • Use different grades of pencil. • Recognise use of shade, tone and texture in art work. • Use different grades of pencil to create a final piece. 	<p>Geography NC aims/objectives:</p> <ul style="list-style-type: none"> • Name English counties, towns and cities.
<p>Key vocabulary:</p> <ul style="list-style-type: none"> • Move • Surfaces • Force • Distance • Magnet • Magnetic • Non magnetic • Attract • Repel • Poles • North • South 	<p>Key vocabulary:</p> <ul style="list-style-type: none"> • Texture • Tone • Expression 	<p>Key vocabulary:</p> <ul style="list-style-type: none"> • County • Village • Town • City • Urban • Rural

<p>History NC aims/objectives:</p> <ul style="list-style-type: none">• Describe events from the past using dates including using AD and BC.• Explain what happened when Britain was invaded by the Romans.• Compare two different periods of British history and explain what was similar and what was different.• Describe and talk about an influential person from British history.	<p>Design Technology NC aims/objectives- <i>Mechanical Systems:</i></p> <ul style="list-style-type: none">• Prove that the design meets some set criteria• Follow a step-by-step plan, choosing the right materials and equipment• Work accurately to measure, make cuts and holes.
<p>Key vocabulary:</p> <ul style="list-style-type: none">• Compare• Contrast• Explore	<p>Key vocabulary:</p> <ul style="list-style-type: none">• Alter• Adapt• Improvements• Finishing• Strengthen• Digital plans

<p>Maths:</p> <ul style="list-style-type: none"> • Multiplication and division • Length and perimeter 	<p>PSHE- <i>Dreams and Goals</i></p> <ul style="list-style-type: none"> • The challenges that some people face • Why having dreams and ambitions is important • How to face new challenges • How to overcome obstacles • How I can improve my learning process for the future 	<p>RE- <i>How are religion and worldviews shaped and expressed through art and architecture?</i></p> <p>Key vocabulary for discussion:</p> <ul style="list-style-type: none"> • Icon • Cathedral • Architecture • Orthodox • Worldview • Allah • Represent • Mosque/masjid • Theological • Calligraphy • Salvation • Sufi • Reconciliation • Synagogue • Symbol • Embodied
<p>PE- <i>Cognitive</i></p> <ul style="list-style-type: none"> • Understand the simple tactics of attacking and defending • Explain what I am doing well and I have begun to identify areas for improvement • Begin to order instructions, movements and skills. • Recognise similarities and differences in performance. • Explain why someone is working or performing well. • Understand and follow simple rules and can name some things I am good at. 	<p>Computing -<i>Programming- Robot Algorithms</i></p> <ul style="list-style-type: none"> -To explore a new programming environment -To identify that commands have an outcome -To explain that a program has a start -To recognise that a sequence of commands can have an order -To change the appearance of my project -To create a project from a task description 	