

Help at home by...

DOING...

- Research – What life was like in Roman Britain?
- Building a model Roman palace out of paper
- Going on an archaeological dig
- Visiting Fishbourne Palace (Nr. Chichester)
- Walking down some Roman roads in Sussex



READING (3+ times a week)...

- Non-fiction Information books about The Romans and/or volcanos
- Roman / Greek Myths (Medusa etc)
- Horrible History books

WEBSITES...

- <http://www.oum.ox.ac.uk/thezone/rocks/index.htm>
- www.bbc.co.uk/schools/romans/
- www.woodlands-junior.kent.sch.uk/
- <http://www.primaryhomeworkhelp.co.uk/Romans.html>
- <http://www.ngkids.co.uk/history/10-facts-about-the-ancient-Romans>
- <http://www.historyforkids.net/ancient-rome.html>



Year 3: Summer Term Battles & Bangs

Who are the Romans?

Why do we learn about them today?

Why did they come to Britain?

What did Roman soldiers need armour?

How did they live their lives?



How can we make a mosaic?

How are rocks formed?

What happened in Pompeii?

Why are volcanoes important?

Are volcanoes still active today?

What happens during an eruption?



Where did the Romans conquer?



What would it have been like when Mount Vesuvius erupted?

Some of the questions we hope to answer this term are...

- Who were the Romans?
- How did the Roman Empire change over time?
- What was it like to live in Roman times?
- How did the Roman Empire help to shape modern society?
- How do we use artefacts to learn about the past?
- What do archaeologists do? Why is this important?
- Why did the Romans choose to invade Britannia?
- When did the Roman era occur?
- What makes a good Roman soldier?
- What was Britain like before the Romans invaded?
- Where is Pompeii and why is it so well remembered?
- What is a volcano? What are its features?
- Why do they erupt?
- Where are volcanoes located?
- What are the different properties of materials?
- How can we classify and sort types of rocks?
- What lies in the soil beneath our feet?

What will we be doing in each subject?

Our teaching style at Southway is a **creative, child-centred** one. We aim to develop children as independent learners and provide autonomy over their own learning wherever possible. This requires some flexibility within the curriculum but we will cover the following skills and knowledge set by the curriculum over the course of the term, including:

In **English** we will be learning about Roman myths and legends, writing stories based on the events at Pompeii, writing non-fiction texts about Butser Ancient Farm and creating interesting and imaginative poetry. We will also continue looking at simple, compound and complex sentences amongst a wider GPS curriculum throughout. We continue to expect children read regularly at home.

In **maths**, we aim to continue developing place value (what numbers mean) and improving children's fluency (quick-fire knowledge), focussing on the four operations and embedding the school's calculation policy. We will also learn Roman numerals. Links are made with the learning journey where possible.

In **history**, we will be discovering what life was like in Roman times and the legacy of the Roman Empire. We will be visiting Butser Ancient Farm to give children the opportunity to learn 'hands on' what it would have been like to live in this era.

In **science** we will be investigating materials and learning about volcanoes, rocks and soils. We will also focus on developing investigative scientific skills through practical activities and experiments.

In **ICT** we will be developing children's word processing and coding skills.

We will be venturing outside for all **PE** lessons (weather permitting, honing our handball, rounders, athletics and swimming skills).

In **Art** we will be making Roman mosaics. We will be using DT skills to design and create a Roman board game.

In **music** we will be following the Music Express scheme of work. Meanwhile, in **PSHCE** we will be continuing our work on Rights Respecting Schools. **RE** lessons will focus on understanding what stories about Jesus mean to Christians.

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