

## Year 3 - Spring Term Curriculum Plan 2025

### Topics: The Romans

This plan is to give you an insight into the topics your child will be covering this term - it's not intended as extra homework, just a prompt for some discussions you might want to have at home.



<b>English</b>	<p><b>Writing:</b> Independent pieces across a range of genre and form.</p> <p><b>Text:</b> a selection of texts inspired by The Romans, castles, myths and legends.</p> <p><b>Spelling, Grammar, Punctuation:</b> Reinforce and develop in school and at home.</p> <p><b>Reading:</b> across a range of literature in school and at home; both fiction and non-fiction and a variety of genre.</p>
<b>Maths</b>	<p><b>Number Sense:</b> Reading, writing, ordering and comparing numbers up to 1000; find 10 or 100 more or less than a given number; recognise the place value of each digit in a 3 digit number; identify, represent and estimate numbers using different representations; counting up and down in tenths; applying this knowledge to solve problems.</p> <p><b>Additive Reasoning:</b> Add and subtract numbers mentally; add and subtract numbers with up to three digits using formal written methods of columnar addition and subtraction; estimate answers to a calculation and use the inverse to check answers; solve addition and subtraction problems in different contexts, interpret and present data and answer questions using this information.</p> <p><b>Multiplicative Reasoning:</b> Count in multiples of 4, 8, 50 and 100; recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables; recognise and use fractions as numbers; add and subtract fractions with the same denominator within one whole; compare and order unit fractions and fractions with the same denominator; solve problems involving multiplication and division in different contexts.</p> <p><b>Geometric Reasoning:</b> Draw 2D shapes, make 3D shapes using modelling materials and describe them; recognise that angles are a property of shape or a description of a turn; identify right angles; recognise that two right angles make half a turn, three make three quarters of a turn and four a complete turn; identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p>
<b>Science</b>	<p><b>Forces and Climate Change.</b></p>
<b>Computing</b>	<p>Children will develop further their understanding of E-safety and how to use search technologies effectively, including the internet; revise their word processing skills. Programming with Scratch.</p>
<b>Art &amp; Design Technology</b>	<p><b>Art:</b> designing and creating mosaics.</p> <p><b>DT:</b> Make a Roman shield.</p> <p>DT Day making Robots</p>
<b>History/Geography</b>	<p><b>History:</b> The Romans.</p> <p><b>Geography:</b> Atlas skills; describe and understand key aspects of physical geography including volcanoes and human geography including land use, trade and use of natural resources.</p>
<b>PE/Games</b> Physical Education	<p><b>PE/ Games:</b> To develop running, jumping, throwing and catching skills; to play competitive games; take part in outdoor activity challenges.</p> <p>To combine movements to create a dance.</p> <p>To change movements when responding to stimuli.</p>
<b>Music</b>	<p>Listen to and appraise different genres of music. To play instruments with increasing fluency, accuracy, control and expression.</p>

<b>RE</b>	<p>To explore the meaning of faith. To explore the concept of God in a variety of religions. To re-visit the Easter story.</p> <p><b>What do different people believe about God? Christians, Hindus and/or Muslims</b></p> <p><b>Why do people pray? Christians, Hindus and /or Muslims</b></p>
<b>PSHE</b> Personal, Social and Health Education	<p>Throughout our curriculum, pupils consider and discuss how to treat others with respect, fairness and compassion and about personal safety.</p>
<b>MFL</b> Modern Foreign Languages	<p><b>French:</b> To learn and use vocabulary associated with classroom objects; to read and understand simple texts; vocabulary and traditions associated with Easter.</p>