



English

Launch Text: The Enchanted Wood by Enid Blyton

Writing

To know how to use a range of punctuation effectively (full stops, commas and apostrophes). To know how to write a Science based explanation text. To know how to write sentences using suspense.

Spelling

To know how to spell words with a range of prefixes (mis- and dis-) and suffixes (er/ed/en and ing).

Reading

To know how to summarise what I have read. To know how to read range of poems and discuss the types of poems they are and how you know, the structure of the poem and the purpose of the poem.

Maths

Multiplication and Division:

To know how to multiply and divide a 2-digit number by a 1-digit number and link multiplication and division.

Length and Perimeter:

To know how to measure in mm, cm and m. To know how to add and subtract length. To know how to measure perimeter.

Personal, Social and Health Education

Jigsaw Piece - Dreams and Goals

To know about specific people who have overcome difficult challenges to achieve success. To know what dreams and ambitions are important to them. To know how they can best overcome learning challenges. To know that they are responsible for their own learning. To know what their own strengths are as a learner. To know what an obstacle is and how they can hinder achievement. To know how to take steps to overcome obstacles. To know how to evaluate their own learning progress and identify how it can be better next time.

Religious Education

Does Easter make sense without Passover?

Is a Jewish child free to choose how to live?

To explore the impact Jewish beliefs have on the life of a child.

Bluebell Class – Spring Term 1

How successful were The Romans at Invading Britain?



Physical Education

Swimming

To know how to co-ordinate breath in time with basic strokes showing some consistency in timing. To demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes. To know how to float on front and back using different shapes with increased control.

Gymnastics - rolling

To know some muscle groups used in gymnastic activities. To know what they need to do to get ready to play games. To carry out warm ups with care and an awareness of what is happening to their bodies. To know when their heart rate, temperature and breathing rate have changed.

Computing

Touch Typing

To know how to touch type with growing speed and accuracy.

French

Food:

To know how to engage in conversations and ask and answer questions. To know the vocabulary I need to use when talking about food. To know the key features and patterns of basic grammar in the context of food.

Science

Magnets

To know how to compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance. To know how to observe how magnets attract or repel each other and attract some materials and not others.

To know how to describe magnets as having two poles, predict whether two magnets will attract or repel each other, depending on which poles are facing. To know how to set up some simple practical enquiries, comparative and fair tests. To begin to know how to recognise when a simple fair test is necessary and help to decide how to set it up. To begin to know how to think of more than one variable factor.

History

To know how to identify and give reasons for different ways in which the past is represented. To know how to distinguish between different sources. To know how to look at representations of the period – museum, cartoons etc. To know how to use a range of sources to find out about a period. To know how to observe small details – artefacts, pictures. To know how to select and record information relevant to the study. To know how to use the library and internet for research.

Art

Printing

To know how to develop their technique (of printing) including their control and use of materials. To begin to evaluate and analyse their work. To know how to print simple pictures using different printing techniques.

Mosaics

To know how to research and discover information on Roman mosaics and present it effectively. To know how to design a central motif for a printed mosaic and to evaluate the finished piece. To know how to plan and develop understanding of different adhesives and methods of construction.

Music

Charanga – Three Little Birds

To know about reggae music.

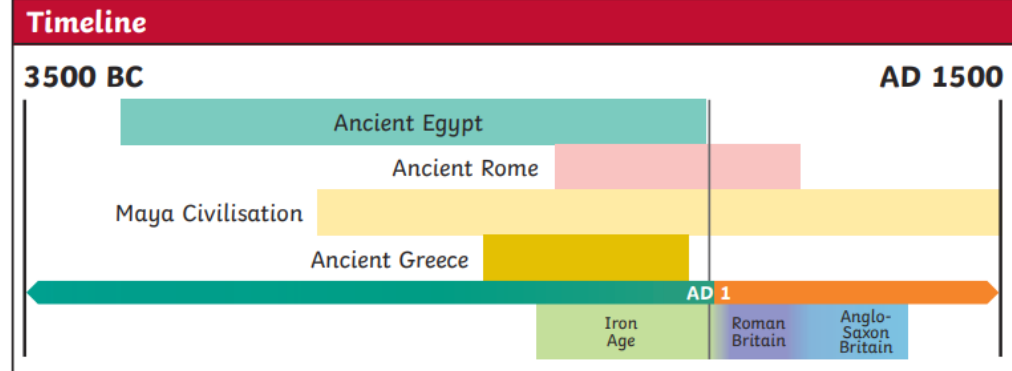
Year 3 – Spring 2 – Knowledge Organiser

Enquiry Question: How successful were The Romans at invading Britain?

Key Vocabulary

Celts	People living in Britain in tribes , including the Iceni, Brigantes and Catuvellauni.
citizen	A person with all the rights and protections of a nation or land. In the Roman Empire , only citizens were able to vote.
conquest	Taking control of a place by force, often with an army.
emperor	The ruler of an empire .
empire	A group of countries controlled by one ruler (emperor or empress) or government.
legion	A large section of the Roman army, made up of around 5000 soldiers.
rebellion	An uprising or revolt by people who want to challenge what they believe is unfair treatment by rulers.
Roman Empire	The name used for the land that was controlled by the Romans, including large parts of Europe plus parts of North Africa and West Asia.
tribe	A group of people who share the same culture and values.

Time Line



Key Information

Julius Caesar Invades in 55 BC and 54 BC

The Roman General Julius Caesar made two attempts to **conquer** Britain. He wanted to add the rich land to the **Roman Empire** and punish the **Celts** for helping his enemies. His **legions** weren't able to overcome the **Celts** in 55 BC or 54 BC, but some leaders did pay tributes (a tax) so the Romans would leave. This meant the **Celts** could continue to live as they were.



Emperor Claudius Conquers Britain in AD 43

In AD 43, **Emperor** Claudius launched a third attack on Britain. He sent a powerful and well-organised army of around 40,000 men (that landed in southern England) to **conquer** the **Celtic tribes**. This time, much of Britain (or Britannia as the Romans called it) did become another province of Rome.

Hadrian's Wall in AD 122

In AD 122, **Emperor** Hadrian gave an order to build a wall in the north of the country. Roman **legions** had tried to **conquer** Caledonia (Scotland), but the Picts would not give up their lands and they also raided land that the Romans controlled. Hadrian's Wall took around six years to build and it was 73 miles long. Around 15,000 troops lived at Hadrian's Wall so they could defend this northern border of the **Roman Empire**.

