



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: homophones, words with prefix 'bi' and 're, /g/ spelt 'gue' and /k/ spelt 'que' and /sh/ spelt 'ch'.

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

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.

Fractions:

To know about the denominator of unit fractions. To compare and order unit and non-unit fractions. To know about the numerator of non-unit fractions. To know how to place fractions on a number line and count in fractions on a number line.

Personal, Social and Health Education

Jigsaw Piece – Healthy Me

To know how exercise affects their bodies. To know why their hearts and lungs are such important organs. To know that the amount of calories, fat and sugar that they put into their bodies will affect their health. To know that there are different types of drugs. To know that there are things, places and people that can be dangerous. To know a range of strategies to keep themselves safe. To know when something feels safe or unsafe. To know that their bodies are complex and need taking care of.

Religious Education

Does Easter make sense without Passover?

To know how to explore the connections between Passover and Easter, particularly the Last Supper

Bluebell Class – Spring Term 2

How successful were The Romans at Invading Britain?



Physical Education

Personal improvement – circuit training

To know how to travel using a sidestep action, with support and encouragement. To know how to travel in different ways. To know how to change speed and direction while travelling. To practise exercises and look for improvement over time.

Net/wall games – tennis

To know the point of the game. To know how to keep rules effectively and fairly. To know how to keep up a continuous game, using a range of throwing and catching skills and techniques. To know how to use a small range of basic racket skills.

Computing

Email

I know how to use email such as 2Email to respond to others appropriately and attach files.

Branching Databases

I know how to collect data and input it into software. I know how to analyse data using features within software to help such as, formula in 2Calculate (spreadsheets).

French

Family and Friends

To know how to identify and introduce some of their relations. To know how to name some common pets. To know how to name some rooms in their home. To know whether nouns are masculine or feminine. To know how make new sentences by substituting other vocabulary appropriately.

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 – The Dragon Song

To know about music from around the world, celebrating our differences and being kind to one another.



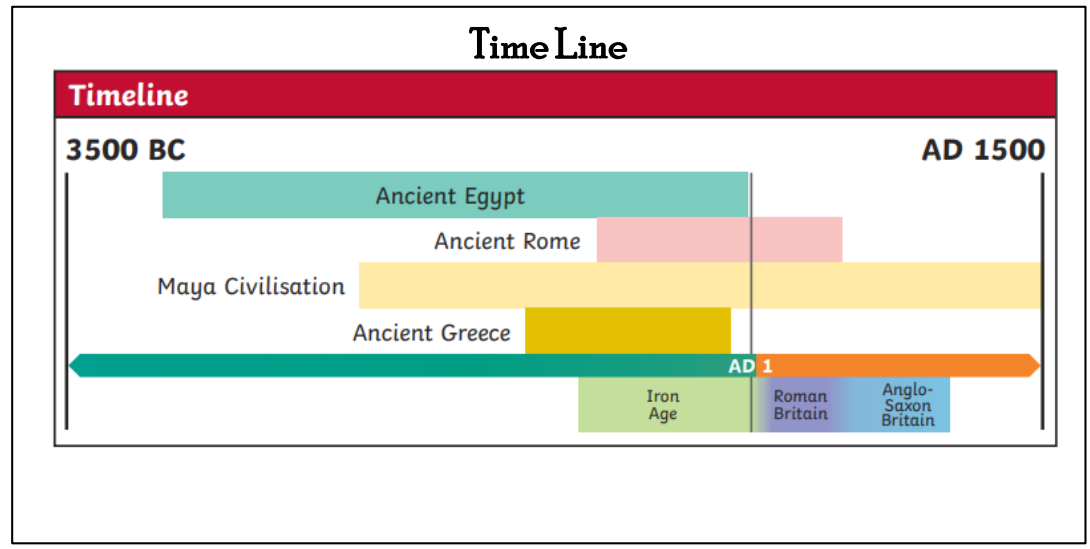
Year 3 – Spring 2 – Knowledge Organiser

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. |



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**.

