

# St Andrew's Church School

## Spring Term 2021—Year 3—Our Response to our City

### English

**Writing:** We will be using our focus texts as stimuli to write play scripts, diary entries, explanation texts, newspaper reports, setting descriptions and narratives.

**Skills and Knowledge:** Organise paragraphs by theme; using and punctuating direct speech; using conjunctions, adverbs and prepositions to express time and cause.

**Reading:** We will be reading a variety of texts that relate to our topic.

**Skills and Knowledge:** Preparing play scripts to read aloud and perform, increase familiarity with a wide range of books, including myths; predicting what might happen from details stated and implied.

This term we will be answering the following question: **‘Why do we live here in Bath?’**

We will be diving into the History of the Roman Empire, discovering how they lived, why they conquered Britain and settled in Bath. In Science, we will investigate plants, rocks and minerals looking for more answers as to why and how the Roman Baths are so unique.

Our core texts for this term will be: ‘Roman Diary: The journal of Iliona, a slave girl’ by Richard Platt and ‘Escape from Pompeii’ by Christina Balit.

### Maths

We will be following our Power Maths scheme to learn and apply our mastery of concepts. We will also practice our times tables daily.

#### **Knowledge and Skills:**

Unit 5: Multiplying and dividing 2 digit numbers by 1 digit numbers.

Unit 6: Add and subtract amounts of money to give change, using both £ and p in practical contexts.

Unit 7: Interpret and present data using bar charts, pictograms and tables.

Unit 8: Measure, compare, add and subtract: lengths (m/cm/mm).

Unit 9: Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts.

### Humanities

**History:** Our focus will be analysing The Roman Empire and its impact on Britain with particular reference to water, heating and the Roman Baths.

**Knowledge and Skills:** Know and understand significant aspects of the Roman Era, including the expansion and dissolution of the empire; key figures, events and achievements; cultural similarities and differences to the modern day and its impact on Britain and on Bath.

**Geography:** Volcanoes/Mountains and Minerals—Focus study on Mount Vesuvius and its impact on Roman Pompeii.

**Knowledge and Skills:** Describe and understand key aspects of physical geography including mountains and volcanoes.

**French:** Les Animaux (Animals), Les Fruits (The Fruits)

**Knowledge and Skills:** Introduced to 10 animals and 10 fruits in French.

**Music:** African Drumming—Djembe

**Knowledge and Skills:** Playing musical instruments with increasing accuracy, fluency, control and expression.

### STEAM

**Science:** We will be researching Plants and Rocks. We will conduct experiments investigating how water is transported in plants and what the requirements for life are.

**Knowledge and Skills:** Identify and describe the functions of different parts of plants; Compare and group together different kinds of rocks based on their appearance and simple physical properties; setting up simple practical enquiries and fair tests.

**DT/Art:** Designing and constructing Roman shields, a cross section of a Roman Road, Roman mosaics and a model clay volcano!

**Knowledge and Skills:** Develop, model and communicate ideas through cross-sectional diagrams, prototypes and pattern pieces. Improve mastery of art techniques, including painting and sculpture.

**Computing:** Coding and E-Safety

**Knowledge and Skills:** Use technology safely, respectfully and responsibly.

### Health and Well-Being

**PE: Dance**—taking part in a ‘Roman Dance Course’. For example learning how to march in formation and in time.

**Orienteering**—taking part in outdoor team building challenges.

**Knowledge and Skills:** Perform dances using a range of movement patterns; take part in outdoor and adventurous activity challenges both individually and within a team.

**Mindfulness:** Taking part in daily Relax Kids sessions, Yoga, stretches and other mindfulness activities to enable us to relax and connect with our bodies and the world around us, so we can understand ourselves better.

**PSHE:** Answering the questions; ‘What are families like?’ and ‘What makes a community?’ Developing respect and understanding for the differences between families and communities. Learning about diversity and how to care for one another.

### RE

#### **Christianity:**

Jesus’ Miracles—Could Jesus heal people? Were these miracles or is there another explanation?

Easter Forgiveness—What is ‘good’ about Good Friday?

**Knowledge and Skills:** Learning to retell the Bible stories when miracles have happened and question whether Jesus really did perform miracles; Learning to recall key events in the Easter story and understand why Jesus’ crucifixion symbolises hope for Christians.

#### **Our Values:**

Peace and Justice

#### **Philosophy (P4C) Question:**

What does ‘belonging’ feel like?

#### **Learning Behaviour Goal:** Being a reflective learner,

always willing to look back at what we have done well and what we can still improve.

#### **Living Well Goal:** Developing our Mindfulness

strategies to enable us to connect with ourselves and the wider world better.