

**CURRICULUM NEWSLETTER****CLASS 3****SUMMER TERM 2025****TEACHER:** Mrs Merritt / Miss Long**TOPIC TITLE:** Romans on the Rampage**TEACHING ASSISTANT:** Mrs Carter**UNDERSTANDING ENGLISH, COMMUNICATION AND LANGUAGE:****Writing:**

Historical Narrative based on 'Escape from Pompeii' by Christina Balit.

Write a job description and/ letter of application for Roman Gladiator/ Soldier inspired by 'You wouldn't want to be a Roman Soldier' by David Salariya and David Stewart.

Debate and Persuasion using the Roman Invasion as a stimulus.

Quest Story – Using a selection of Roman Myths.

Reading:

Whole class shared reading focusing on VIPERS – Vocabulary, Inference, Prediction, Retrieval and Sequence.

Whole class text: 'Romans on the Rampage' by Jeremy Strong

MATHEMATICAL UNDERSTANDING:

Fractions – Equivalent fractions, counting beyond , mixed numbers/improper fractions and conversions between them, add and subtract fractions.

Decimals/Money – tenths/hundredths, comparing and ordering decimals, rounding decimals, conversions between £ and p, add and subtract money, give change.

Time – Tell the time to 5 mins/1 min, use am and pm, convert between analogue and digital.

Shape – angles, triangles, quadrilaterals, polygons, symmetry.

Statistics – bar charts (draw and interpret), line graphs (draw and interpret), tables.

SCIENTIFIC UNDERSTANDING:

As Scientists we will explore 'Animals including Humans.' This unit recaps the children's learning about how animals survive and stay healthy and helps children to learn more about what makes a healthy, balanced diet. They learn about the nutrients that different foods provide and how these nutrients help our bodies. They also explore how different animals eat different types of foods and need different proportions of nutrients.

They understand what food labels on packaging show and gather information from food labels to help them to answer questions.

In this unit, children also explore the different types of skeletons that animals have and compare these. They learn some names of bones in the human body and carry out an investigation to explore if people with longer femurs jump further. They discuss how to plan a fair test and measure and record accurately. Children learn about how muscles help us to move and make a simple scientific model which they use to explain to a partner how skeletal muscles work. They will explore food chains and look at how human influences are affecting these.

MFL – FRENCH

Term 5: Animals and Pets

Term 6: Colours and Clothes

COMPUTING:

- Search engines – research skills
- Control - Scratch

RELIGIOUS EDUCATION:

- Participation in Collective Worship and church services.
- The 'Big Questions' set out by the Oxfordshire Diocese. These are designed to engage the children to investigate features of our key religions, Christianity, Hinduism and Judaism.
- Term 5: What kind of world did Jesus want?
- Term 6: Does prayer change things?

THINGS YOU CAN DO AT HOME TO SUPPORT YOUR CHILD'S LEARNING:

Homework: A Home Learning grid will be sent home w/c 28th April. The grid will contain activities/tasks around our theme of 'Romans on the Rampage'. Your child will be expected to complete **one task** per week.

Reading: It is really important to hear your child read or share a book with your child regularly. Even if your child is a confident, fluent reader, sharing the reading process with your child is a vital part of their childhood. If your child is a focus reader in school they will bring home a reading diary – please comment and sign when your child has read at home to an adult.

Could you please ensure that reading books are brought into school every day.

Spellings: Children will have bespoke spellings that they have identified from their own writing which they will be working on in class. Spelling patterns will be taught during the week and these will be consolidated during spelling and handwriting sessions within the school day.

HISTORICAL, GEOGRAPHICAL & SOCIAL UNDERSTANDING:

As Historians we will be going back in time to explore the Romans! In Children will learn about the spread of the Roman Empire out of Italy and across large parts of Europe, parts of North Africa and West Asia. They will learn how Britain changed after the invasion and conquest by the Roman army in AD 43 and about the impact on daily life. Children will learn about the Roman legacy and will explore key historical terms such as 'Empire', 'invasion' and 'conquest'. At the beginning of the unit, children will learn about the origins of the city of Rome and about its growth and position at the heart of the Roman Empire. When learning about life in a Roman villa, children will undertake their own independent research. Studying the Romans will assist children in identifying similarities and differences, in using historical sources of evidence and will help them to develop the skills to ask and answer historical questions. Finally, this unit will help the children to understand how the Roman Empire influenced and shaped the world and that the Romans left a lasting legacy on the 'Britain' that we know today.

UNDERSTANDING THE ARTS (DT):

Over the Summer Term, us Romans in Class 3 will take on the role of engineers working to develop effective siege equipment and engines. Amazingly, we will even discover the origins of the word 'engineer'! We will combine knowledge and skills in Design, Science and Technology to investigate the materials and structures that are most effective in launching ammunition towards enemy invaders from as great a distance as possible. We will begin by foraging for natural materials and evaluating their properties before supplementing these with more specific materials (at individual request). We aim to emulate medieval slingshots to start with, moving on to building a simple catapult mechanism, and then on to developing a more complex structure. We hope to be able to use our Maths skills to measure accurately before using hacksaws to cut square batons to create a frame. We will be ensuring that our joins are strong; looking at ways to reinforce them using gussets, braces (especially with triangles) and mitre joins. There may even be an opportunity to investigate ways to add wheels to these structures, providing we are able to come up with a way of securing them whilst still allowing them to turn...

Potential enemies will think twice before approaching Class 3 this term!

UNDERSTANDING PHYSICAL DEVELOPMENT, HEALTH & WELLBEING:

PE:

Forest School

Dance

Tennis

Athletics

PHSE: Using the SCARF resources

Term 1: Being My Best

Term 2: Growing and Changing

The Yr3/4 Spelling Statutory Spelling list can be worked on at home (previously handed out at PTIs)

Times tables: By Year 4 all children should be proficient in their tables (and related division facts). A National Times Table Check will be carried with all Year 4 children in June to assess this.

Each child has a login for Times tables Rockstars where they can work on quick recall of these facts. Children will be bringing home Times Table booklets on a weekly basis to support their learning.

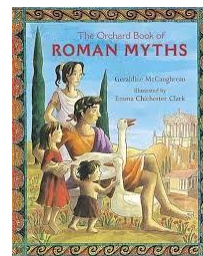
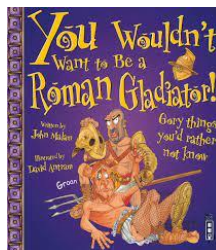
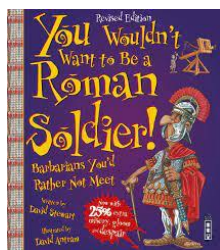
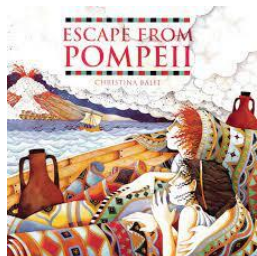
Another useful website is:

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Daily oral rehearsal is also recommended.

AND ESSENTIAL... Please ensure that the children have water bottle, PE kit and Wellington boots in school at all times. If PE bags go home, please ensure they are returned the following Monday. PE is scheduled for a Monday and Tuesday but changes to the timetable do occur, and kits may be required at other times. Forest School sessions will be running as per the schedule sent out earlier in the year – appropriate kit will be required for these sessions. Please ensure book-bags brought to school daily.

Texts that will inspire us this term:



We are always happy to give help and advice, so please do not hesitate to contact us.