



Year Group

Year 3



Term

Summer



Project  
Title/Theme

Emperors and Empires



Subject

Select Subject



Notes

In Einstein Class, we follow the National Curriculum for numeracy and literacy. Our creative curriculum allows us to link with other projects, across other curriculum areas of science, history, geography, DT, art, music, cooking and nutrition, and computing. Our summer project is called 'Emperors and Empires', where we will be linking periods of history and looking at when the Romans were around in comparison to the Greeks. Our projects run for a term and they involve exciting days for the children including trips, visitors, child led 'Google' days and WOW days. During our science lessons, we will study forces and magnets. We will look at how magnets work and how magnetism helps the Earth. We will also be looking at classifying materials into magnetic and non-magnetic and looking for patterns and similarities between these. Our history work will be an in-depth study of The Roman Empire. This will include: Julius Caesar, Boudicca, Famous Roman Landmarks (Colosseum), how the rich and the poor lived during the Roman Empire, the start of the Roman Empire in the UK, the size of the Roman Empire, Roman Gods and religion in the Roman Empire. In music, we will listen to early Roman music and compare this to modern day, more complex melodic music. We will learn a Roman song and perform it. During our art lessons, we will work with clay, designing and creating Roman inspired coins and pots. We will be focussing on the skills of joining clay, imprinting on clay and layering clay to create a design. We will also be looking at mosaics and the repeated patterns created by the Romans. Our geography work will be based on Italy and the scale of the Roman Empire, understanding where in the world the Roman Empire was located at its biggest. We will also study Sardinia and Sicily, looking at their physical and human features. In computing, we will continue our work on editing and improving photography. We will also discuss internet safety. The summer RE topics are Islam and Big Questions. We will be looking at what followers of Islam believe and how they worship. The 'Big Questions' we will be looking at are: Whose World is it? How do religions help people spiritually, physically and mentally? What are the various religious symbols and why are they significant? Superb Starter – Designing and creating our own Roman shields  
Mix it up Middle – Designing and creating a Roman coin and pot  
Enthralling Ending – Roman feast day, preparing and cooking food for our feast  
We will also have a trip to The Milton Keynes Discovery Centre to take part in a Roman Day.

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Year 3	Summer	Emperors and Empires	Art	<p>To know that geometric patterns can create art (pattern)</p> <p>To know that lines and shapes can create geometric patterns (pattern)</p> <p>To know that a geometric pattern is repeated (pattern)</p> <p>To know how to shape and mold clay using the correct tools (design)</p> <p>To know that modelling is an art process.</p> <p>To know that artists use different techniques in their artwork (Mosaic, collage, sculpture, paint) (colour, 3D form, collage).</p>	<p>To be able to draw simple repeating shapes to create a geometric pattern.</p> <p>To be able to create mosaic art using geometric patterns.</p> <p>To be able to identify artists who create mosaic art (Sonia King, Antoni Gaudi).</p> <p>To be able to identify more famous pieces of geometric art (Mondrian, Georgia O'Keeffe, Pablo Picasso) and compare these to artists Sonia King and Antoni Gaudi's work.</p> <p>To be able to use impressed printing (carving out shapes) to create geometric shapes.</p> <p>To be able to use clay tools effectively to shape and mold clay to create a 3d form.</p> <p>To be able to add materials or marks to provide interesting detail.</p> <p>To be able to attach pieces of clay together by scoring each side, adding slurry (wet clay).</p> <p>To be able to identify the techniques in artwork as above.</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book</p>

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Year 3	Summer	Emperors and Empires	Computing	<p>To know how to use a range of editing techniques to alter an original image.</p> <p>To know how set and achieve goals when manipulating media or data.</p> <p>To know how to input and manipulate data on a program, e.g. Microsoft Excel.</p> <p>To know how to use technology safely, respectfully and responsibly.</p>	<p>To be able to use a photo editing app to alter an original image (photo or other image) in two or three ways independently.</p> <p>To be able to set a specific goal, e.g. 'I want my image to be more eye-catching, brighter and bolder' and evaluate its successes.</p> <p>To be able to present data on a laptop, e.g. create a bar graph in Excel.</p> <p>To be able to identify risks of being online and how to prevent this.</p>	<p>Photograph(y), data, manipulate, edit, editing, media, image, input, output, analyse, evaluate, present, problem solve, digital content, goal, safety, privacy, risk, benefit.</p>

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Year 3	Summer	Emperors and Empires	DT and Cooking and Nutrition	<p>To know how to develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups (designing)</p> <p>To know which tools to use for specific functions of a product (technical knowledge)</p> <p>To know the purpose of their product and use this to inform the design (designing)</p> <p>To know which ingredients are needed for certain dishes (cooking)</p> <p>To know the principles of a healthy and varied diet (nutrition)</p> <p>To know which tools are needed for preparing dishes and explain how to use them safely (technical knowledge and cooking)</p> <p>To know the different joins for constructing (technical knowledge)</p>	<p>To be able to strengthen, stiffen and reinforce more complex structures.</p> <p>To be able to plan their design, using diagrams and labels?</p> <p>To be able to plan the equipment/ tools needed and give reasons why.</p> <p>To be able to measure and cut out using centimetres.</p> <p>To be able to use design techniques to create: scoring and folding for precision.</p> <p>To be able to join materials together in a range of ways – split pin, flange, brace, tabs, slot.</p>	<p>innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control</p>
Year 3	Summer	Emperors and Empires	Geography	<p>To know a range of facts about Italy. (climatic conditions, location, population, capital city, names of Italian islands (Sicily and Sardinia).</p>	<p>To be able to explore key facts of a country within Europe.</p>	<p>Greece, Europe, climate, map, population, language, Islands, Ionian Sea, Mediterranean Sea, Aegean Sea.</p>

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Year 3	Summer	Emperors and Empires	History	<p>To understand where the Romans fit on the timeline of history, and that they were after the Stone, Bronze and Iron Ages.</p> <p>To know how the Roman Empire become so powerful. (Power and conflict)</p> <p>To know who Julius Caesar was, and about his attempted invasion of Britain. (Monarchy and sig figures)</p> <p>To know what Britain was like before the Romans. (Civilisations and Empires)</p> <p>To know how Claudius and the Romans conquered Britain. (Power and conflict)</p> <p>To know why Boudicca lead a revolt against the Romans. (Monarchy and sig figures)</p> <p>To know how the Romans changed Britain. (Invasions and settlements)</p> <p>To know what the Romans</p>	<p>To be able to place the time studied on a timeline.</p> <p>To be able to use terms and dates related to the topic.</p> <p>To be able to sequence several events and artefacts.</p> <p>To be able to find out about everyday lives of the people in the topic.</p> <p>To be able to compare to our lives today.</p> <p>To be able to identify the reasons for and the results of people's action.</p> <p>To be able to identify and give reasons for different ways in which the past is represented.</p> <p>To be able to distinguish between different versions of the same story and why they are different.</p> <p>To be able to use a wide range of resources to find out about the period.</p> <p>To be able to observe small details in pictures and artefacts.</p> <p>To be able to select and record information relevant to the topic.</p> <p>To be able to start researching using the library and technology</p>	<p>Empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, Julius Caesar, invasion, Claudius, conquest, Hadrian's Wall, Boudicca, Romanisation, Caerwent, Empire</p>

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				<p>believed in (Civilisations and Empires)</p> <p>To know how the Roman beliefs were similar to those of the Ancient Greeks concerning their Gods? (Invasions and settlements)</p> <p>To know why the Romans left Britain in 410 CE. (Invasions and settlements)</p> <p>To know in what ways did life in Britain remain the same after the Roman invasion?</p> <p>To know why the Roman Empire collapsed.</p> <p>To know that information we get from books, people and the internet may be biased and where possible checked with trusted sources.</p> <p>To know the meanings of these substantive concepts, trade, migration, immigration, trade routes, enemy, power, peace, society, rules/law, frontier, public.</p>		

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Year 3	Summer	Emperors and Empires	Music	<p>To know about a typical Roman instruments and how to compare this to another instrument.</p> <p>To know the features of Roman music.</p> <p>To know how to use musical vocabulary to describe a piece of music.</p>	<p>To be able to compare a Roman instrument to a contrasting instrument (e.g. a bagpipe or lyre to a guitar or piano).</p> <p>To be able to listen to Roman music (such as Roman battle music, Aetas Romana or music from Gladiator composed by Hans Zimmer) and identify its features.</p> <p>To be able to describe a piece of Roman-inspired music using musical language, e.g. pitch, tempo, timbre or rhythm.</p>	<p>Percussion, beat, tempo, pace, dynamics, pitch, timbre, duration: long, short and sustained, rest, rehearse, perform, collaborate, comparison, contrasting, instrument(s).</p>

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Year 3	Summer	Emperors and Empires	PE	<p>To know the basic ways to orientate around a short trail. (OAA)</p> <p>To know how to communicate with other.</p> <p>To know basic orienteering symbols.</p> <p>To know the correct equipment for different types of orienteering courses.</p> <p>To know how different running techniques affect performance. (Athletics)</p> <p>To know the correct arm and leg movement while sprinting.</p> <p>To know the basic technique for jumping over hurdles, focusing on the leg action.</p> <p>To know how to land safely.</p> <p>To know the correct technique for an effective standing long jump take off.</p> <p>To know the correct technique for an effective standing long jump flight phase.</p> <p>To know how to increase the distance of an overarm throw.</p> <p>To know the technique of a push throw.</p>	<p>To orientate themselves with increasing confidence and accuracy around a short trail</p> <p>To be able to communicate with others.</p> <p>To be able to identify and use effective communication to begin to work as a team.</p> <p>To be able to identify symbols used on a key.</p> <p>To be able to choose equipment that is appropriate for an activity.</p> <p>To be able to complete activities in a set period of time.</p> <p>Running:</p> <p>To be able to identify and demonstrate how different techniques can affect their performance.</p> <p>To focus on arm and leg action to improve their sprinting technique.</p> <p>To begin to combine running with jumping over hurdles.</p> <p>To focus on lead leg action when running over hurdles.</p> <p>To understand the importance of adjusting running pace to suit the distance being run.</p> <p>Jumping:</p> <p>Use one and two feet to take off and to land with.</p> <p>Land safely and with control.</p>	<p>Orienteering, Teamwork, Communication, Symbols</p> <p>Disciplines, Sprinting, Hurdles, Long Jump, Increased distance</p> <p>Forehand, Backhand, Ready position, Feed, Net</p> <p>Consistent pace, Cardiovascular, Endurance, Muscular, Agility, Power</p>

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				<p>To know when to use the ready position in tennis. (Tennis)</p> <p>To know how to hit a forehand from a drop feed.</p> <p>To know how to hit a backhand from a drop feed.</p> <p>To know how to move around the court and strike a ball.</p> <p>To know the basics of maintaining pace during a run. (Functional Fitness)</p> <p>To know how to improve muscular endurance.</p> <p>To know how to improve muscular endurance.</p>	<p>Develop an effective take-off for the standing long jump.</p> <p>Develop an effective flight phase for the standing long jump.</p> <p>Throwing:</p> <p>Throw with greater control and accuracy.</p> <p>Show increasing control in their overarm throw.</p> <p>To be able to perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p> <p>To be able to hit the ball and return to the ready position</p> <p>To hit a forehand with a drop feed</p> <p>To hit a backhand with a drop feed</p> <p>To hit a ball either dropped by them or a partner and hit over a net</p> <p>To be able to move towards a ball being fed in and strike with some accuracy</p> <p>To begin to demonstrate the ability to run at a consistent pace for a long duration of time</p> <p>To improve muscular endurance by participating in fitness exercises</p> <p>To show a basic understanding of agility and power when moving</p> <p>To improve on cardiovascular endurance by participating in fitness exercises</p>	

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Year 3	Summer	Emperors and Empires	RE	<p>To understand what followers of Islam believe in and how do they worship (Extend to amount of times they pray, the call to prayer and prayer mats).</p> <p>To understand whose world it is (Link to creation story from Christianity and Judaism).</p> <p>To understand how religions help people, spiritually, physically and mentally (Yr 2 looked at how the stories and texts helped people). (Kindness)</p> <p>To understand what a symbol is and the various religious ones (EYFS looked ta the cross).</p>	<p>To be able to use religious keywords, to explain what religious people believe about the nature of God.</p> <p>To be able to use religious keywords, to explain why scripture and the lives of founders are so meaningful to the lives of believers today.</p> <p>To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to God.</p> <p>To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to each other.</p> <p>To be able to describe what a believer might learn from a religious story.</p> <p>To be able to begin to make links between the different religions and their similarities.</p> <p>To be able to use religious keywords and references to scripture, to explain why religious believers celebrate and practise their way of life and why they freely choose to observe religious rules.</p> <p>To be able to understand the religious teaching from scripture or a religious teaching from a religious leader, explain how this teaching has changed their mind in some way.</p> <p>To be able to use religious vocabulary to</p>	<p>Kuran, Hajj, pilgrimage, respect, 5 pillars, Holy Place, God, prayer, Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada</p> <p>Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule,</p>

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					<p>explain ways of life.</p> <p>To be able to compare the understanding that religions give people a sense of longing and identify and the similarities and differences.</p> <p>To be able to consider a whole range of ideas and beliefs about meaning, purpose and truth from different religions and relate these ideas to your own.</p> <p>To be able to explain, referring to a variety of religious and moral teachings and points of views, why some questions about right and wrong are a challenge to answer.</p> <p>To be able to show how one teaching can be interpreted in a number of different ways by people of the same religion and by people in different religions.</p> <p>To be able to ask important questions about life and compare with others.</p>	

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Year 3	Summer	Emperors and Empires	Science	<p>To know different surfaces create different amounts of friction and the amount of friction created by an object moving over a surface depends on the roughness of the surface, object and force.</p> <p>To know some forces need contact between two objects (ball on concrete) but magnetic forces can act at a distance (Magnet and certain metals, including iron, nickel and cobalt).</p> <p>To know some magnets attract or repel each other and attract some materials and not others.</p> <p>To know and describe magnets as having two poles (North and South) and understand two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>To record findings using simple scientific language, drawings, labelled diagrams, keys, and tables. (Objects that are and are not magnetic.)</p> <p>To report findings from enquiries including oral and written explanations, displays or presentations of results and conclusions. (Orally explaining what happens with magnets and objects, using key vocabulary).</p> <p>To be able to raise questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions.</p>	<p>North Pole, South Pole, polarity, Earth (has magnetism - North Pole and South Pole) attract, repel, force, magnetism, magnetic, non-magnetic, iron, steel, nickel, cobalt, stainless steel, aluminium (not magnetic), gold (not magnetic) silver (not magnetic) strong, weak, attraction, repel, push, pull, gravity, friction.</p>