

MTP Summer 1 Humshaugh First School Class 3 - Mrs Long/Ms Osborne/Mrs Wilkinson/Mrs Phillips/Mr Hulbert

<p align="center">SPOTLIGHT ON... Authors/Books</p>	<p align="center">Richard Platt <i>(Roman Diary – The Journey of Iliona)</i> Gary Northfield <i>(Julius Zebra: Rumble with the Romans)</i> Christina Balit <i>(Escape from Pompei)</i> Lynne Reid Banks <i>(Tiger, Tiger)</i></p>	<p align="center">Richard Platt <i>(Roman Diary – The Journey of Iliona)</i> Gary Northfield <i>(Julius Zebra: Rumble with the Romans)</i> Christina Balit <i>(Escape from Pompei)</i> Lynne Reid Banks <i>(Tiger, Tiger)</i></p>	<p align="center">Richard Platt <i>(Roman Diary – The Journey of Iliona)</i> Gary Northfield <i>(Julius Zebra: Rumble with the Romans)</i> Christina Balit <i>(Escape from Pompei)</i> Lynne Reid Banks <i>(Tiger, Tiger)</i></p>	<p align="center">Richard Platt <i>(Roman Diary – The Journey of Iliona)</i> Gary Northfield <i>(Julius Zebra: Rumble with the Romans)</i> Christina Balit <i>(Escape from Pompei)</i> Lynne Reid Banks <i>(Tiger, Tiger)</i></p>	<p align="center">Richard Platt <i>(Roman Diary – The Journey of Iliona)</i> Gary Northfield <i>(Julius Zebra: Rumble with the Romans)</i> Christina Balit <i>(Escape from Pompei)</i> Lynne Reid Banks <i>(Tiger, Tiger)</i></p>	<p align="center">Richard Platt <i>(Roman Diary – The Journey of Iliona)</i> Gary Northfield <i>(Julius Zebra: Rumble with the Romans)</i> Christina Balit <i>(Escape from Pompei)</i> Lynne Reid Banks <i>(Tiger, Tiger)</i></p>
<p align="center">VIPERS</p>	<p align="center">Guided reading VIPERS Stage 3/4-The Romans All about the Romans</p>	<p align="center">Guided reading VIPERS Stage 3/4-The Romans Food and Drink</p>	<p align="center">Guided reading VIPERS Stage 3/4-The Romans Gladiators</p>	<p align="center">Guided reading VIPERS Stage 3/4-The Romans Hadrians Wall</p>	<p align="center">Guided reading VIPERS Stage 3/4-The Romans Romulus and Remus</p>	<p align="center">Guided reading VIPERS Stage 3/4-The Romans Who were the Romans</p>
<p align="center">MATHS</p>	<p align="center">JL PLACE VALUE inc. ROMAN NUMERALS ORDERING COMPARING 10,100,1000 MORE/LESS ROUNDING NEGATIVE NUMBERS MULTIPLICATION TABLES(MTC) TIME</p>	<p align="center">JL PLACE VALUE inc. ROMAN NUMERALS ORDERING COMPARING 10,100,1000 MORE/LESS ROUNDING NEGATIVE NUMBERS MULTIPLICATION TABLES (MTC) TIME</p>	<p align="center">JL PLACE VALUE inc. ROMAN NUMERALS ORDERING COMPARING 10,100,1000 MORE/LESS ROUNDING NEGATIVE NUMBERS MULTIPLICATION TABLES(MTC) TIME</p>			
	<p align="center">LO Y3 – Measure Mass in Grams Y4 – Plot Coordinates</p>	<p align="center">LO Y3 - Equivalent masses (kilograms and grams) Y4 – Translate on a grid</p>	<p align="center">LO Y3 – Add & Subtract Mass Y4 – Co ordinate Challenge NRICH</p>	<p align="center">LO Y3 - Measure capacity and volume in litres and millilitres Y4 – Follow the Numbers</p>	<p align="center">LO Y3 - Compare capacity and volume Y4 – Compare capacity and volume (RECAP)</p>	<p align="center">ARTS WEEK</p>

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HISTORY	<p align="center">ROMAN EMPIRE</p> <p>Who Were the Romans and How Did They Build Their Empire?</p> <p>Develop an awareness of the Roman Empire and its impact on Britain. Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To learn about where the Romans came from and how the city of Rome became the centre of a huge empire.</p>	<p align="center">ROMAN EMPIRE</p> <p>Why Did the Romans Invade Britain?</p> <p>Develop an awareness of the Roman Empire and its impact on Britain. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To identify reasons why the Romans invaded Britain and to recall key facts about the invasions.</p>	<p align="center">ROMAN EMPIRE</p> <p>Why Did the Romans Build New Roads and Towns?</p> <p>Develop an awareness of the Roman Empire and its impact on Britain. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. To understand why and how the Romans built new roads and new towns in Britain.</p>	<p align="center">ROMAN EMPIRE</p> <p>Who Was Boudicca and Why Did She Lead a Rebellion?</p> <p>Develop an awareness of the Roman Empire and its impact on Britain. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the past is constructed from a range of sources. To understand why Queen Boudicca led a rebellion against the Romans and to consider the different perspectives on this event.</p>	<p align="center">ROMAN EMPIRE</p> <p>Why Was Hadrian's Wall Important and Who Lived There?</p> <p>Develop an awareness of the Roman Empire and its impact on Britain. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. To recognise the importance of Hadrian's Wall to the Romans and to learn about the lives of soldiers who lived there.</p> <p>What Was Life like in a Roman Villa?</p> <p>Develop an awareness of the Roman Empire and its impact on Britain. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. To examine Roman villa complexes in Britain and the way of life in a countryside villa.</p>	<p align="center">ROMAN EMPIRE</p> <p>Why Do We Remember the Romans?</p> <p>Develop an awareness of the Roman Empire and its impact on Britain. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. To understand the lasting impact of the Roman Empire on Britain.</p>
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<p style="text-align: center;">SCIENCE LIVING THINGS AND THEIR HABITATS</p>	<p>SOUND ASSESSMENT Grouping Living Things To recognise that living things can be grouped in a variety of ways <i>by sorting living things into a range of groups.</i></p> <ul style="list-style-type: none"> • I can group living things in a range of ways. <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions <i>by using a range of methods to sort and group living things.</i></p> <ul style="list-style-type: none"> • I can use a range of methods to sort living things. 	<p style="text-align: center;">KS2 Trip to Vindolanda & The Roman Army Museum</p>	<p>Classifying Vertebrates To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment <i>by generating questions to sort vertebrates in a classification key.</i></p> <ul style="list-style-type: none"> • I can generate questions to use in a classification key. <p>Identifying differences, similarities or changes related to simple scientific ideas and processes <i>by identifying vertebrates by their similarities and differences.</i></p> <ul style="list-style-type: none"> • I can identify vertebrates by observing their similarities and differences. 	<p>Invertebrate Hunt To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment <i>by using keys to identify invertebrates found in the local environment.</i></p> <ul style="list-style-type: none"> • I can use a key to identify invertebrates. <p>Using straightforward scientific evidence to answer questions <i>by explaining how they have identified an invertebrate.</i></p> <ul style="list-style-type: none"> • I can use evidence to identify an invertebrate. 	<p>Classification Keys To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment <i>by creating classification keys.</i></p> <ul style="list-style-type: none"> • I can create a classification key. <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions <i>by creating tables and keys showing the characteristics of living things.</i></p> <ul style="list-style-type: none"> • I can show the characteristics of living things in a table and a key 	<p style="text-align: center;">ARTS WEEK MAKING WILLOW INSECTS</p>
<p style="text-align: center;">ART Formal elements and Field Sketching</p>						<p style="text-align: center;">ARTS WEEK</p>

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MUSIC	SHAKESPEARE ROCKS! Charanga Bringing Us Together Step 1					
COMPUTING	NCC/360 Scheme Unit 3.5 Programming A- Sequence in music	NCC/360 Scheme Unit 3.5 Programming A- Sequence in music				
PSHE	1Decision	1Decision	1Decision	1Decision	1Decision	1Decision
VISITS & VISITOR		ROMAN ARMY MUSEUM AND VINDOLANDA			Y4 RESIDENTIAL ROBIN WOOD	ARTS WEEK CARNIVAL STEEL PANS