



Year 3 – Woodpeckers

“Veni. Vidi. Vici”
Summer 1st 2026

Class Novel
The Iron Man

Topic Overview:
When the Romans invaded Britain in AD 43, they brought dramatic changes that shaped the country for centuries. From building roads, towns, and bathhouses to introducing new laws, languages, and ways of life, Roman influence reached deep into British society. Not everyone welcomed their rule—fierce resistance came from leaders like Boudicca, who led a famous revolt against the Roman army. Despite such challenges, the Romans left a lasting legacy that we can still see today in ruins, roads, and even in the way our towns are laid out. In this topic, we’ll explore the Roman Empire, the invasion of Britain, Boudicca’s story, and how Roman ideas continue to shape modern Britain.

Hook:
Roman Arts & Crafts

Outcome:
Class trip to Colchester Castle

What’s being covered?		
	Topic	Skills
History	Romans in Britain	<ul style="list-style-type: none"> Describe who the Romans were and why they invaded Britain. Explain how life changed in Britain after the Roman invasion. Identify and evaluate key Roman legacies that can still be seen in Britain today. Understand who Boudicca was and why she led a revolt against the Romans. Compare Roman and Celtic ways of life. Use historical evidence to form opinions about the impact of Roman rule in Britain.
Art	Telling Stories – sculptures	<ul style="list-style-type: none"> See how artists are inspired by other artists Understand how artists use sketchbooks to understand and explore their own response to an artists’ work. Use sketchbook to explore my responses– making visual notes, jotting down ideas and testing materials. Make a sculpture using materials to model or construct a bust.
Science	Animals: Movement & Nutrition	<ul style="list-style-type: none"> To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat To identify that humans and some other animals have skeletons and muscles for support, protection and movement
Music	Bringing us Together (Charanga)	<ul style="list-style-type: none"> Listen and Appraise Sing and play instrumental parts Improvise using voices and/or instruments Perform composition within the song

Computing	Creating media – Desktop publishing	<ul style="list-style-type: none"> • Use desktop publishing software and consider careful choices of font size, colour and type to edit and improve premade documents. • Introduced to the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support them in making their own template for a magazine front cover. • Add text and images to create their own pieces of work using desktop publishing software. • Look at a range of page layouts thinking carefully about the purpose of these and evaluate how and why desktop publishing is used in the real world.
PSHE	Economic wellbeing	<ul style="list-style-type: none"> • Describe how different payment methods may be used in given scenarios. • Suggest why specific payment methods might be more beneficial. • Explain what a budget is and how we can benefit from budgeting. • Identify how they would feel in a money scenario. • Understand the impact our spending choices can have on others and the environment. • Understand that a wide range of jobs are available. • Know that skills and interests lead people to certain jobs. • Know that job stereotypes sometimes exist but these should not limit anyone.
French	Introduction to French	<ul style="list-style-type: none"> • Learn how to greet and say goodbye • To learn how to ask and say your name • To learn how to say and respond to classroom instructions • To identify France and Paris on a map and learn about the culture • To learn the numbers 1-10 • UK countries and capitals
RE	What do Muslims believe about God?	<ul style="list-style-type: none"> • Show awareness of the Qur’an as the supreme source of authority for Muslims and begin to explore its authorship and organisation • Identify ways in which the Muslim view of Allah is similar and different from the Christian view of God. • Begin to understand this in the context of the three Abrahamic religions. • Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people. • Recognise that there are many different answers to the questions, “What is God like?”
PE	Cricket Athletics	<ul style="list-style-type: none"> • Learn how to score in a striking and fielding game • Develop batting to score points • Develop fielding skills to limit the batter’s score • Understand the role of the bowler • Develop understanding of tactics and begin to use them • Apply skills and knowledge to play games using cricket rules • Develop the sprinting technique and improve on PB • Develop changeover technique in relay events • Develop jumping technique • Develop throwing for distance and accuracy • Develop throwing for distance in a pull throw • Develop officiating and performing skills