



**Year Three**  
**Autumn Term**  
**Power Pages for Home Learning**

*This booklet is designed to support children with learning they can do at home.*

### ***What are Power Pages?***

*In a nutshell, a Power Page is a summary of the key foundational knowledge for each topic studied, that we expect children to embed in their long term memories and to retain as they move through the school. We have Power Pages for each of the History, Geography and Science topics and year group pages for Music and Art. They were developed over a period of two years by the teachers, led by the Subject Leaders.*

*At school, the children's Power Pages are A4 and they are kept in a personal folder. Children use them continuously as they work through a topic. They return to them throughout the year to keep embedding those key facts and figures.*

*When they move on to their next class, they will keep returning to this core knowledge.*

*Teachers run regular quizzes to check progress and to identify gaps in learning.*

*The end of year judgement as to whether your child has met the age related expectations for the year group is based partly on these quizzes, combined with how well they attain in lessons. This is what you will see on the annual report.*

*At the end of the year, children who score 98% in the Scholarship Quiz are awarded a Scholar pin badge to wear on their uniform for the next year.*

### ***What to do at home***

*You will receive a booklet once a term with updated power pages. Keep this one safe so that you can refer back to it! Parents should help and encourage children to learn the content of the Power Pages. You might read them together, play 'can you find where it shows...' or quiz them on the contents once they have committed it to memory.*

## Annual Overview of Topics

Autumn Term	Spring Term	Summer Term
<b>Lighthouse Keeper's Lunch</b> <b>Settlements</b> <b>Magnets</b> <b>Emmeline Pankhurst</b> <b>Emily Davieson</b>	<b>The Prehistoric Era</b> <b>Skeletons</b> <b>Weather Forecast</b> <b>Playgrounds</b>	<b>Let There be Light</b> <b>Romans</b> <b>Plants</b> <b>London Skyline</b>

## Learning for the Autumn Term

### Geography:

UK counties; locate lighthouses in UK ; settlements; locate main cities in the UK;

### Music:

Create mood with sounds; Debussy; the terms piano and forte

### DT:

Make soup; sewing back stitch and knots; make a key ring or Christmas decoration

### History:

Emmeline Pankhurst and Emily Davieson – standing up for human rights

### Art:

Watercolours; JMW Turner; create texture and lines

### Drama and Dance

Character response to situations; create and improvise dance movements

### Computing:

Online safety; Google Earth, mapping, coding, Powerpoint

### RE:

Family life; the Holy Family; love one another; promises at Baptism; litany of Saints; the Jesse Tree; Isaiah's prophecy; Advent and Christmas

### Science:

Electrical circuits; switches; Thomas Edison; magnets, poles, magnetic and non-magnetic

### EPR:

Made in the image of God; the right to say no; safe adults; preventing disease; marriage is an expression of love; human development; people who serve others

### PE:

Travelling on floor and across apparatus; RealPE games programme

## The UK and Ireland



## The Seven Continents and Five Oceans



## Waters around the UK

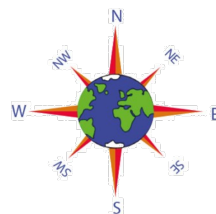


There are 48 counties in England



## Year 3 Where in the World?

### Counties in the South-East of England

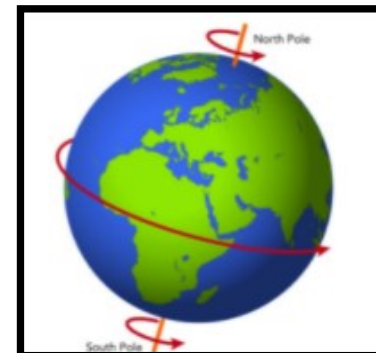


### Local Rivers

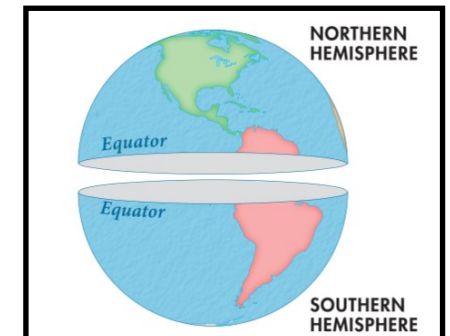
River Thames runs through London.

River Mole runs through Leatherhead.

The **South Pole** is in **Antarctica**.  
The **North Pole** is in the **Arctic**.



The **equator** is an imaginary line which goes around the centre of the earth. It divides it into the Northern and Southern Hemisphere.



# Year 3 Geography

## Settlements and Counties

### Facts to read and know

1. England is divided into smaller areas called counties; there are 39 historical counties and **48 ceremonial counties**.
2. **Epsom** is in the county of **Surrey**.
3. The neighbouring counties to where we live include **East Sussex, West Sussex, Hampshire, Kent**.
4. Greater London is a **metropolitan county**.



## Settlement Hierarchy

A **settlement hierarchy** ranks places in order of status and the services (shops, leisure facilities, schools) they offer people.

A **homestead** is the smallest settlement; a single isolated house.

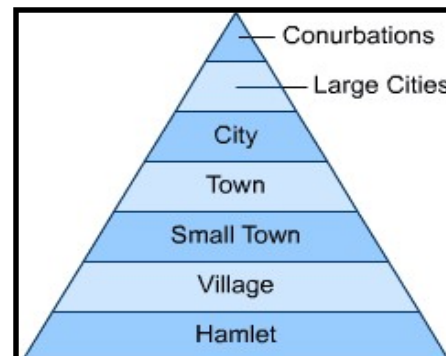
A **hamlet** is next in size; a small number of houses with very few if any **services**.

**Epsom** is a town with more services.

**Brighton** is a seaside town in the county of East Sussex.

A **city** is usually a place where decisions are made by a council.

A **megacity** is a very large city with a population of usually over **10 million people**. **London** is a **megacity**.



## Key Vocabulary

<b>Rural</b>	An area which is remote and not many people live there; usually the countryside with farmland.
<b>Urban</b>	An area where lots of people live and work, like a town or city.

<b>Human Geography Features of SE England</b>	<b>Physical Geography Features of SE England</b>
<b>Features made by humans</b> e.g. Our school Brighton Pier Tower of London Rainbow Centre	<b>Natural, not made by humans</b> e.g. River Thames English Channel The North Downs and South Downs



## Counties in the South-East of England





# Year 3 Standing Up for Equal Rights— Emmeline Pankhurst and Emily Davieson

## Facts to read and know

Emmeline Pankhurst (1858-1928) Equal rights for women	Emily Davieson (1872-1913) Equal rights for women
	
<b>Famous for...</b> Padlocking herself to a fence outside parliament to protest against gender inequality.	<b>Famous for...</b> Jumping out in front of the king's horse at the <b>Epsom Derby on 4 June 1913</b> . She was trampled on and died on 8 June from her injuries.
<b>Votes for Women</b> Nowadays <b>women over 18 are allowed to vote</b> for the government. It was not always like this. In the past only men could vote. Women only gained the vote in 1918 if they were over 30. <b>Only in 1928 did all women get the same rights as men.</b> "We have to free half of the human race, the women, so that they can help to free the other half." "We are here, not because we are law-breakers; we are here in our efforts to become law-makers."	<b>The Suffragettes</b> In 1909, she gave up her job as a teacher and went to work full-time for the <b>suffragettes</b> . She was frequently arrested for causing a public disturbance and <b>burning post boxes</b> . Once, she was sentenced to a month's hard labour in Strangeways Prison in Manchester after throwing rocks at the carriage of the politician <a href="#">David Lloyd George</a> .

## Key Vocabulary

<b>Sit—in</b>	A <b>protest</b> where people sit down and refuse to leave a place.
<b>Prejudice</b>	A liking or dislike for one rather than another especially without good reason. This is wrong.
<b>Civil rights</b>	The basic <b>rights</b> that every <b>citizen</b> has under the laws of the government.
<b>Discrimination</b>	This is the unfair treatment of one person or group of people. Usually the different treatment is because of the person's sex, religion, nationality, etc. <b>This is unacceptable.</b>
<b>Segregation</b>	The practice of keeping people apart, e.g. people of different races. <b>This is unacceptable.</b>
<b>Equality</b>	Being equal, especially in status, rights or opportunities. <b>We all have the right to be treated equally.</b>
<b>suffragettes</b>	Women in the early 20th century who believed they should have the right to vote (the suffrage)



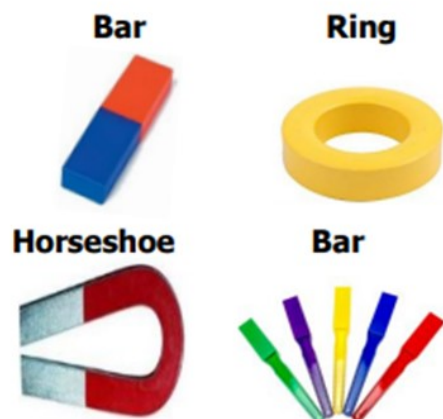
**The new statue  
of Emily  
Davieson, and  
her creator, in  
Epsom town  
centre in 2021.**

# Year 3 Magnets

## Facts I need to know

1. Objects move more easily on smooth surfaces than on rough surfaces.
2. Magnets have a **magnetic force** that pulls magnetic objects towards them.
3. Magnets have **two poles** and can attract and repel each other.
4. We can sort and classify materials as **magnetic** and **non-magnetic**.
5. Only some metals are magnetic.

## Types of Magnets

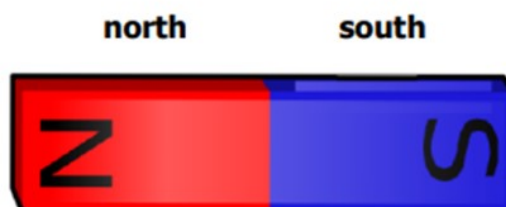


## Surfaces

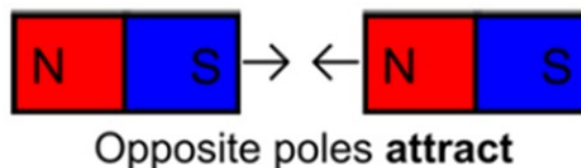
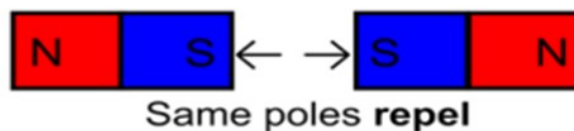


Rough surfaces have a lot of friction  
Smooth surfaces have little friction.

## A magnet has two poles



## Behaviour of Magnets



## Key Vocabulary

<b>force</b>	This is a push or a pull on an object.
<b>friction</b>	A contact force between a two surfaces which slows objects when they are moving.
<b>magnet</b>	An object that produces a magnetic force that pulls certain objects towards it.
<b>magnetic force</b>	A non-contact force that attracts magnetic materials.
<b>attract</b>	To pull towards
<b>repel</b>	To push away
<b>poles</b>	A north pole and a south pole are found at the either end of a bar magnet.
<b>magnetic</b>	A magnetic object is made of a material that is attracted to a magnet.

## Magnetic Metals





## Year 3 Electricity

### Facts I need to know

1. **Appliances** can be plugged into the mains or use batteries to make them work.

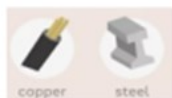


2. A **switch** can be added to a circuit to turn a component on or off. It allows the electricity to flow or stops it.

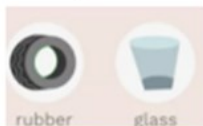


3. A circuit has to be **complete** for electricity to be able to flow.

4. Metals such as copper, steel and iron are **electrical conductors**.



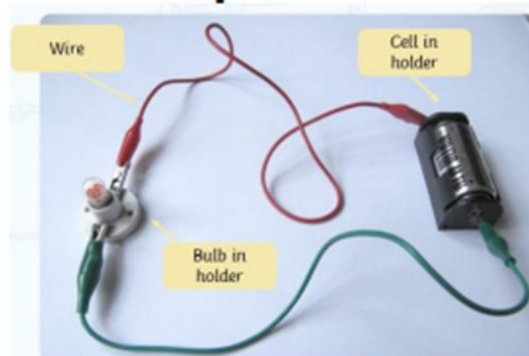
5. Rubber, wood, glass and plastic are **electrical insulators**.



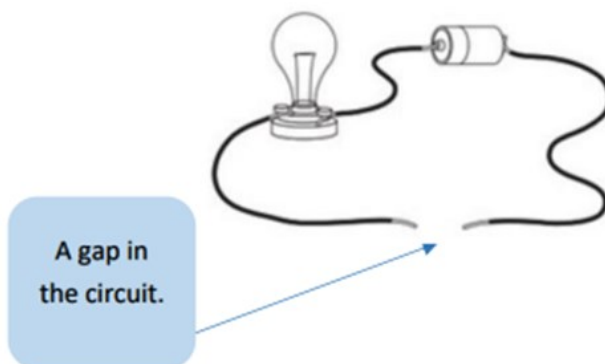
### Appliances that run on Electricity




### A complete circuit



### An incomplete circuit



### Key vocabulary

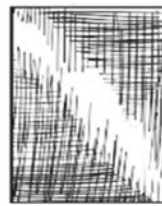
<b>Electricity</b>	A form of energy used for lighting, heating, making sound and making machines work.
<b>Electrical appliance</b>	A machine or device that runs on electricity.
<b>mains</b>	The electricity supplied to houses from power stations.
<b>Electrical circuit</b>	This consists of a cell or battery connected to a component using wires.
<b>Electrical component</b>	A part of a circuit.
<b>Cell</b>	A cell is a single unit. 
<b>Battery</b>	Two or more cells.
<b>Electrical conductor</b>	A material that allows electricity to pass through.
<b>Electrical insulator</b>	A material that does not allow electricity to pass through it.



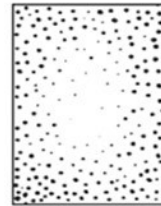
# Year 3 Art Skills

## Key Words

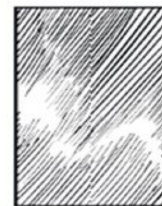
<b>Mood</b> (of art)	The atmosphere in a piece of art or a feeling/ emotion expressed.
<b>Fore-ground</b>	Objects closest to you in a picture or scene.
<b>Back-ground</b>	Objects furthest away from you in a picture or scene.
<b>Mould</b> (clay)	To make it into a particular shape or into an object.



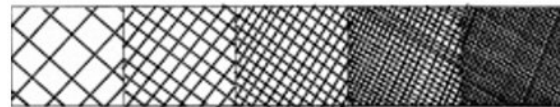
Cross hatching



Stippling



Hatching



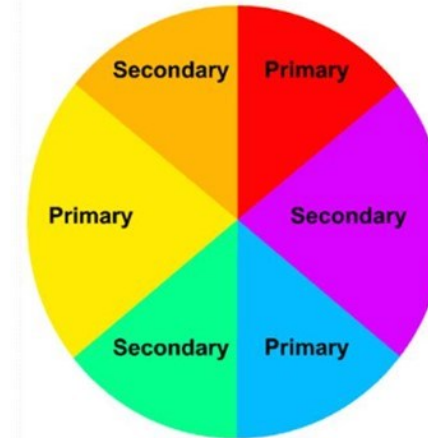
Light



Dark

## Colour Theory

### The Colour Wheel



### Hue

A **hue** of a colour is the technical name for it – the pure form of that colour.

## Weaving

It is the process of crossing one group of threads with a second group of threads to make decorative artwork or cloth.



## Monoprinting



A form of printmaking where the image can only be made once.



Printmakers looked at before:  
**William Morris** and **Andy Warhol**

## Bell Beakers

In the Bronze Age, a group of people called the Bell Beaker folk brought bronze to Great Britain.

They were named this because of the beaker pottery they made.





# Year 3 Art History

## J.M.W. Turner

- **Joseph Mallard William Turner** is a British artist who is known as one of the greatest masters of **watercolour landscapes**.



- **1775—1851.**

- He liked to paint ships, skies and seas.
- He began sketching outside and used these for his paintings inside.
- He travelled and sketched in the Summer and painted in his studio in the Winter.
- Known as '**The Painter of Light**'.

**Art technique: painting**



What are the **moods** of these paintings?



## London Architects

London is full of different types of buildings of various sizes and shapes. Many of which can be seen from **Epsom Downs**.



**The Shard**  
– Renzo Piano

**The 'Gherkin'**  
– Norman Foster



**The 'Walkie Talkie'**  
– Rafael Viñoly

Architects looked at before:  
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## Stephen Wiltshire

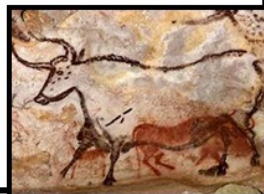
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- **British artist** who is most famous for **drawing and painting detailed and accurate cityscapes from memory**.
- He has produced cityscapes of many cities, including **London, Hong Kong, Tokyo and Rome**.



Painters looked at before: **Vincent Van Gogh** and **David Hockney**

## Historical art - Cave Paintings at Lescaux

- Cave paintings are some of the world's oldest artworks. Lescaux dates back **17,000 years**.
- It was a method of learning about **important animals** of the time and **daily life**.
- Coloured with rich brown and black shades, oranges, reds and brilliant whites.



## Historical art - Roman mosaics

- A very popular art form to decorate **Roman floors and ceilings**.
- They captured scenes of history and **everyday life**.
- Stones/ tiles were mostly squares, but they may have been cut in half to create triangles.
- Used **bright** but **realistic colours**.

**Mosaics**  
Small coloured stones joined together to show an image.



## Alma Thomas

- **1891— 1978.**
- **American teacher and artist** who is most famous for **making abstract art** (images that don't look like objects in real life).



- Her paintings were bright, colourful and influenced by the natural world.

**Art technique: painting**

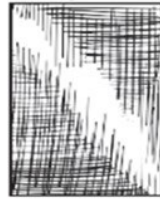




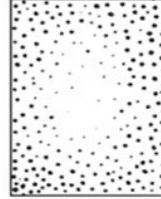
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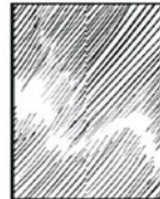
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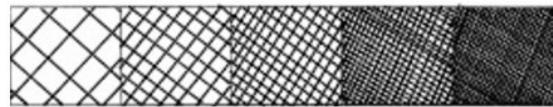
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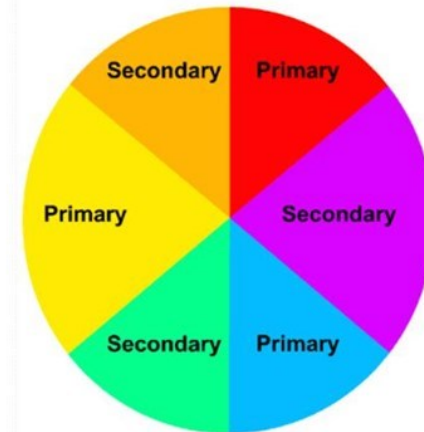
Light



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## Weaving

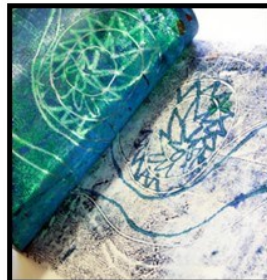
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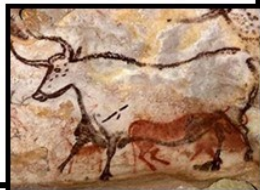
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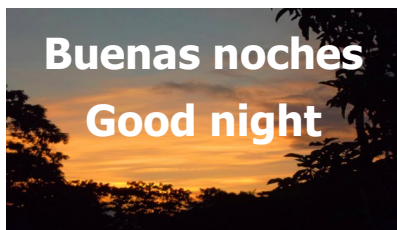
**Art technique: painting**







**Buenas tardes**



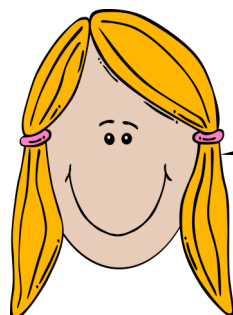
### Important Phrases

Adiós: good-bye  
Hasta luego: see you later  
Estupendo!: amazing  
Muy bien: very well  
Bien: well  
Asi asi: not bad  
Mal: bad  
Muy bien: very well

# Year 3 Spanish

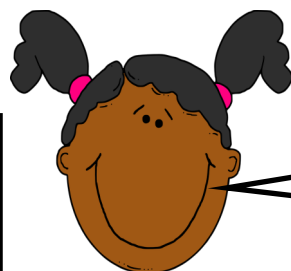
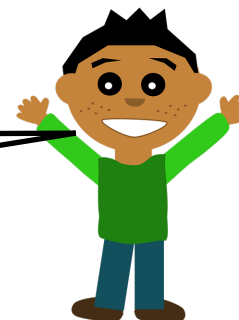
## Autumn 1

### Los saludos: Greetings



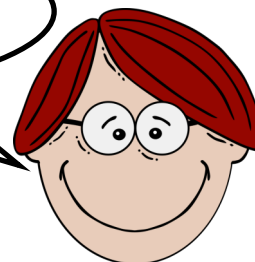
Hola! ¿Cómo te llamas?

Me llamo Pablo .¿Y tu ?



¿ Qué tal?

Estoy muy bien gracias .  
Very well thank you.



### Key Sounds

H	Silent
LL	y
a	a as in <u>a</u> pple
e	eh as in <u>e</u> gg
i	ee
o	o as in <u>o</u> range
u	oo
ñ	ny



llamarse	To be called
Me llamo	I am called
Te llamas	You are called

Key Sounds	
ñ	ny
Cu	qu
á	Emphasise the a
ú	Emphasise the u
Y	ee
z	th
í	Emphasis on the i

**¿Cuántos años tienes?**

**Tengo ...años  
¿Y tú?**

Tener	To have
Tengo	I have
tienes	You have
Tiene	He/she has

## Los números y el estuche

**1 uno**

**2 dos**

**3 tres**

**4 cuatro**

**5 cinco**

**6 seis**

**7 siete**

**8 ocho**

**9 nueve**

**10 diez**

**Qué hay en tu estuche?**

Un estuche: A pencil case

Un bolí: a pen

Un lápiz: a pencil

Una regla: a ruler

Una goma: a rubber

Un sacapuntas:  
a sharpener

Unos rotuladores: felt tips

Unos lápices de colores:  
colouring pencils

**¿Cuántos  
gomas tienes?**

**¿Cuántos  
reglas tienes?**

## Navidad en España



### Vocabulario

Merry Christmas:

Feliz Navidad

Noche Buena:

Christmas Eve

Noche vieja :

New Year's Eve

Papa Noel Santa Claus

Regalos: Presents

spring

# Year 3 History Prehistoric Era

## Facts to read and know

**The Stone Age** has three main periods, named after the tools that people used.

- **Palaeolithic Era:** Britain was still joined to Europe by land.
- **Mesolithic Era:** Britain became an island (6000BC). The ice bridge melted at the end of the ice age separating Britain from Europe. People were **hunters and gatherers** and constantly moved around.
- **Neolithic Era:** people began to **settle and build** stone structures. Farming began.

Stone Age tools were made of bones

**Skara Brae:** 5000 years old stone village in Orkney, Scotland.



**The Stone Age** lasted about 3.4 million years from 30,000BC to about 3000BC.

**The Bronze Age** started about 4,500 years ago. It lasted about 1,500 years.

**The Iron Age** started about 800BC and lasted until the Roman Invasion in AD43

## Key Vocabulary

Hunter-gatherer	Someone who hunts animals and gathers wild food to eat.
Prehistoric	The time before people began to keep written records.
Flint	Hard stone that produces a spark to light a fire.
Weapons	Stone axe, spear, bow and arrow, used to hunt for food.
Stone age food	Hunted animals, deer, birds, fish, seeds, berries, eggs and nuts.
Lascaux	Caves in France with animal paintings

**Stonehenge:** monument is Wiltshire, a circle of stones.



### Stone Age

15.000-10.000 BC Lascaux Cave paintings

8000-6000BC Land bridge to Europe disappears

4500-3500BC People make simple pottery and farm

3000BC Stonehenge was started

3000BC Skara Brae on Orkney was built

### Bronze Age

Stonehenge was completed during Bronze Age

2500-1500BC Bell beaker culture arrived in Britain

2500-800BC metal axes, daggers and spearheads are made

1200-800BC Celtic tribes begin to be present

### Iron Age

800BC End of Bronze age; Start of Iron Age








500BC First hill forts were built

0AD The first coins are found

Roman Invasions in 55BC, 54BC AND AD43.



# Prehistoric Era: Stone Age to Bronze Age to Iron Age—how things changed

	Stone Age	Bronze Age	Iron age
<b>Tools - used for</b> <ul style="list-style-type: none"> <li>Hunting and gathering</li> <li>killing animals for food.</li> <li>later used for farming</li> <li>defence—swords, shields.</li> </ul>	 <p>Made of flint and wood. Carved with other stones.</p>	 <p>Fire made it possible to make <b>bronze</b>. Weapons and tools were stronger. This made farming easier.</p>	<p>People used a stronger metal called <b>iron</b>. It was easier to work with. Tools used to make weapons, build houses but also to make fine jewellery. This was a sign of success and wealth</p> 
<b>Shelter for</b> <ul style="list-style-type: none"> <li>Protection from wild animals</li> <li>to keep warm.</li> </ul>		 <p>A Bronze Age dwelling. Houses were made from timber with <b>wattle and daub</b> walls.</p>	 <p>Lots of people lived together in round houses with fire in the centre. Often these <b>settlements</b> were on hillforts—a safer place.</p>
<b>Food</b>	<b>Hunters</b> killed wild animals for food. They would have eaten nuts and fruit they <b>gathered</b> .	<b>Farming</b> was a big part of life.	People farmed crops and cows, pigs and sheep for meat, wool and milk.
<b>Key fact</b>	The <b>Stone Age</b> lasted roughly 3.4 million years, from 30,000 BC to about 3,000 BC, and ended with the start of metalworking.	<b>Bell Beaker People:</b> migrated to England from Europe and settled. They were named after the cups they made. Pots were a sign of wealth. 	1200 BC. <b>Iron Age</b> begins in the Eastern Mediterranean and spreads to Britain. Iron was not as strong as bronze for weapons.

# Year 3 Rocks and Soils

## Facts I need to know

- There are 3 different types of rock:

**Igneous Rocks** - formed by the cooling of molten rock known as lava or magma.

**Sedimentary Rocks** - are the rocks that are the accumulation of lots of little sediments forming together to make bigger rocks.

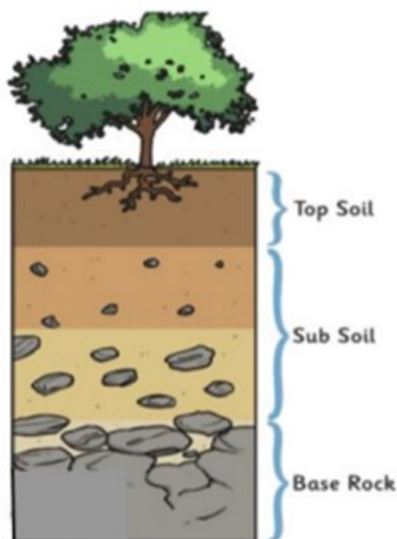
**Metamorphic Rocks** - are formed when rocks are subjected to extreme heat or pressure under the earth's crust.

- Different rocks have different properties. They can be **soft** or **hard** and they can be **permeable** or **non-permeable**.

- We know that dinosaurs exist because they leave **fossils**. They are only found in sedimentary rocks.



## The layers in soil



**Layers of soil**  
Half of soil is air and water. In soil you can find sand, small stones, bits of leaves and roots. There are also millions of micro-organisms in the soil which help break down the matter and make the soil healthy and full of life.

## Fossil Formation

Fossils were formed millions of years ago.

- Plants and animals died and sank to the seabed.

- The soft parts decayed away leaving the hard parts.

- The hard parts were covered and squashed by many layers of sand and other materials.

- The animal/plant matter dissolves and is replaced by minerals, leaving a replica of the original bone called a fossil.

### Animal fossil



### Plant fossil




## Key Vocabulary

<b>Permeable</b>	Permeable rocks and soils allow water to drain through them quickly.
<b>Hardness</b>	The hardness of a rock is a measure of how easily it can be scratched.
<b>Soil</b>	The upper layer of the Earth in which plants grow. It is made up of water, air, rocks and organic matter.
<b>Fossils</b>	The remains or trace of a prehistoric plant or animal.

## Rocks

### Sedimentary

<b>sandstone</b>	<b>limestone</b>
	
<b>chalk</b>	Chalk is used for drawing because it is crumbly and soft.
	

### Metamorphic

<b>quartzite</b>	<b>slate</b>
	
<b>marble</b>	Marble is good for gravestones because it does not rub away.
	

### Igneous

<b>basalt</b>	<b>pumice</b>
	
<b>granite</b>	Granite is good for worktops because it is hard and does not absorb water.
	



# Year 3 Humans Our Skeleton

## Facts I need to know

### 1. Our skeleton does three important jobs:

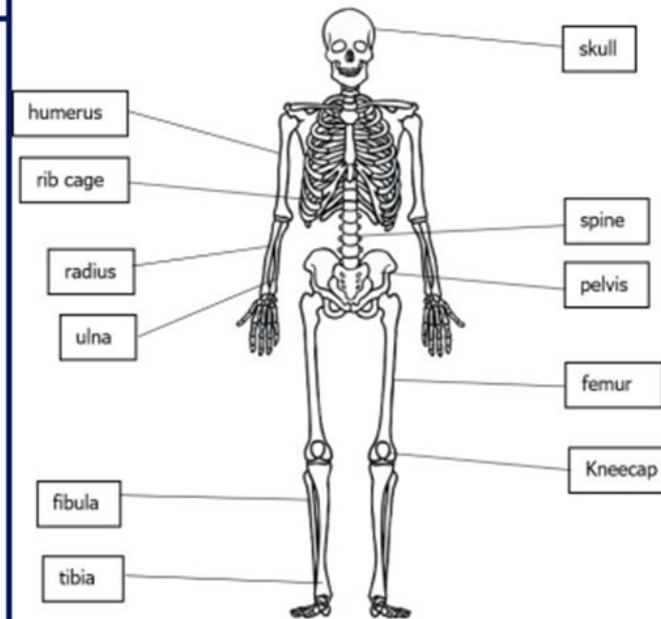
- **Protection:** the skeleton protects our major organs.
  - ❖ The **skull** protects the brain.
  - ❖ The **rib cage** protects our heart and lungs.
  - ❖ The **vertebrae** protect the spinal cord.
- **Support:** the skeleton supports the body and helps it to keep its shape.
- **Movement:** Bones work with muscles to help us to move the parts of our body.

2. **Muscles** are attached to bones by **tendons**. Without muscles, we would not be able to move.

3. **Muscles work in pairs.** To make a bone move, one muscles shortens (contracts) while another relaxes.

## The Human Skeleton

The adult human skeleton has 206 bones!



Learn as many as you can!

## Humans are Vertebrates

Animals are either **vertebrates** or **invertebrates**.

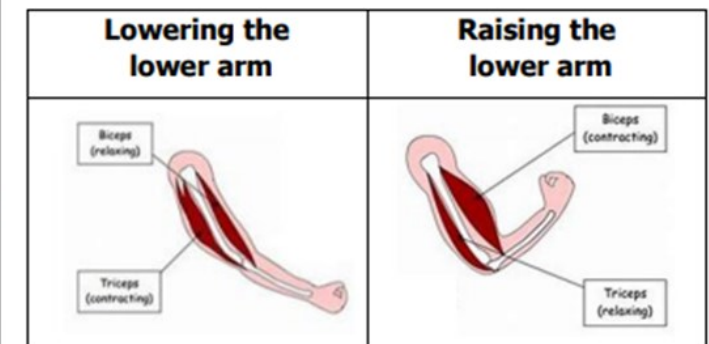


## Key Vocabulary

<b>Vertebrate</b>	An animal with a backbone.
<b>Invertebrate</b>	An animal without a backbone.
<b>Cranium</b>	This is the scientific name for the skull.
<b>Rib</b>	The rib cage is made up of 24 bones called ribs.
<b>Vertebrae</b>	An adult spine is made up of 24 bones called vertebrae.
<b>Spinal cord</b>	Carries signals between the brain and all the parts of the body so that we can sense things and move.
<b>Joint</b>	Where two or more bones meet.
<b>Muscles</b>	Soft tissues in the body that contract and relax to cause movement.

## Muscles work in pairs

The biceps and triceps muscles allow you to bend and straighten your arm.



Summer

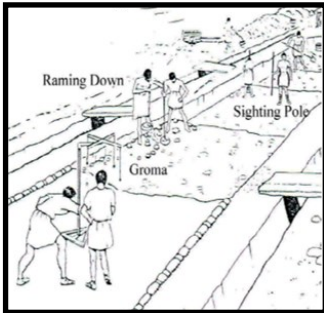
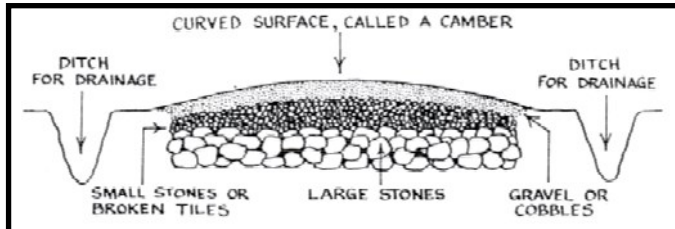


# Year 3 Geography and History

## Roman Britain

### Facts to read and know

**Roman Roads—Legacy:** They left us with an excellent road system. Many are still there today.



**Building a Road**  
The old mud tracks in Britain were replaced by over a **1000 miles** of new Roman roads.

Roman roads were **straight**. This meant they were able

to move faster to **control the Britons**. They could move, soldiers, supplies and weapons quickly. In peaceful times, roads were used for trade which meant more money raised in taxes for the Emperor.

### Monarchy and Power

**Emperor Julius Caesar** was a monarch. **Emperor Augustus** was a monarch. **Queen Bouddica** was a monarch. They were all rulers with a lot of power. They made decisions for people. They needed to be strong in front of their enemies and their own people.

### Invasion

People invade for land, for food, resources and for power. The Romans invaded Britain in AD43. Hadrian's Wall was built to prevent the Picts from invading.

### Roman Roads



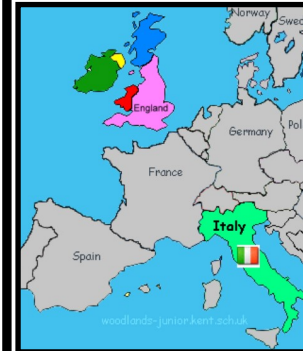
Wroxeter - London - Dover is called **Watling Street**.

London - Lincoln - York is called **Ermine Street**

Cirencester - Leicester - Lincoln is called **Fosse Way**.

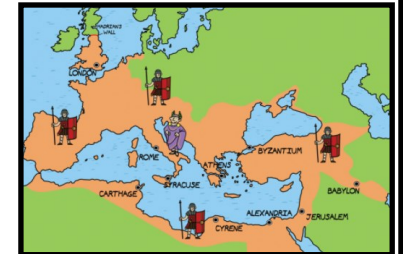
### Facts to know about the Roman Empire

The **Roman Empire** was the largest **empire** of the ancient world. Its capital was Rome, in Italy and its **empire** was based all around in the Mediterranean Sea.



The **Empire** dates from 27 BC, from **Emperor Augustus**, until it fell in 476 AD.

This marked the end of the **Ancient World** and the beginning of the **Middle Ages**.



### Who were the Picts?

The **Picts** were ancient people from Scotland. They are first mentioned in written records before the Roman conquest of Britain.

The name '**pict**' is from the Latin **pictus**, meaning painted.

### Settlement

People invade or settle in new countries for better land, for food, resources and for power.

The Romans established settlements across Britain. Their ability to build good roads helped them to do this

# Year 3 History Roman Britain

## Invading Britain

**Attempt 1: Julius Caesar (55 BC)** attacked the south coast of England but British tribal warriors were guarding the beaches.

**Attempt 2: Julius Caesar (54 BC)** some British tribes were defeated but others paid the Roman soldiers to leave in peace. Also, problems in Gaul (France) meant that soldiers were needed there.

**Attempt 3: Claudius (AD 43)** determined to conquer Britain, increase in power: brought more soldiers and heavy weaponry.

They came to Britain looking for riches - land, slaves, and most of all, iron, lead, zinc, copper, silver and gold.

## Facts to know about Hadrians Wall

1. In 122AD **Emperor Hadrian** ordered to wall to be built.
2. The wall was built to keep out the **Picts** (people in Scotland) and to control entering the territory and charge taxes.
3. It was patrolled and guarded for 250 years.
4. **Scotland** was never part of the Roman Empire.



## Roman Legacy in art

**Mosaic:** a pattern made of little stones on the floor.  
**Fresco:** Painting on a damp plaster on a wall.  
**Sculpture:** Statues made from marble.



**Julius Caesar**

### Legacy

They left us straight roads and concrete.

They left us central heating and aqueducts.

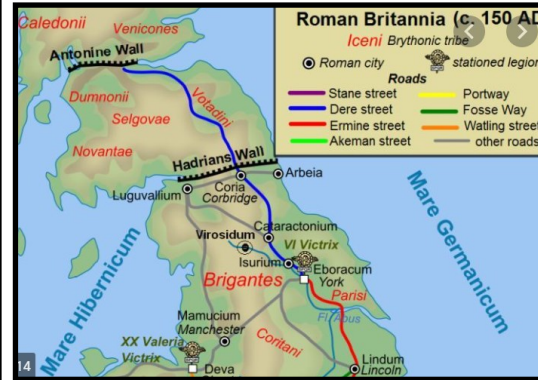
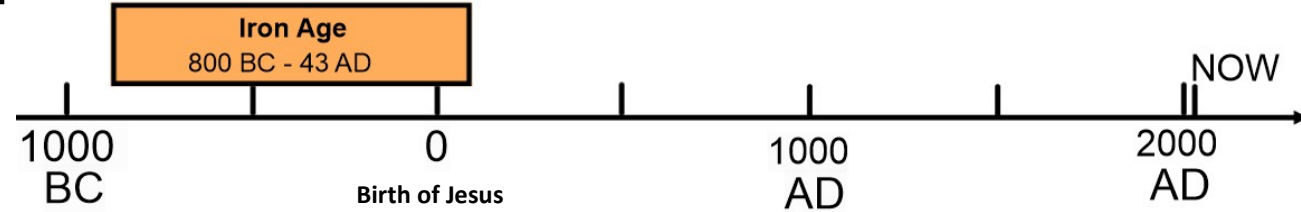
## Facts to know about Boudicca

1. **Boudicca** was Queen of the British **Celt Iceni** tribe.
2. The **Iceni** were a Celtic tribe who lived in Great Britain, in the area of modern-day Norfolk and Suffolk.
3. In 43AD Romans were ruling Southern England. They treated the Iceni very badly.
4. Finally Boudicca and the Iceni were defeated by the Romans.
5. The Romans treated the British more fairly be-



**Roman Empire**  
27 BC - 475 AD

**Europe**  
475 AD - NOW



### Sequence of Events

55BC Julius Caesar invaded but went back to France.

54BC Julius Caesar came with 5 legions.

43AD Romans settled in Britain.

60AD or 61AD Boudicca led a rebellion.

The Romans left in 410AD.



## Year 3 Light

### Facts I need to know

1. We need light in order to see things.
2. Darkness is the **absence of light**. We cannot see in the dark.
3. Light is **reflected** from surfaces.
4. Smooth, shiny surfaces like metals, reflect light very well.
5. Light from the sun can be **dangerous** and so we should never look directly at the sun.
6. **Transparent** materials let light travel through them.



7. **Translucent** materials let some light through but we cannot see the object clearly.

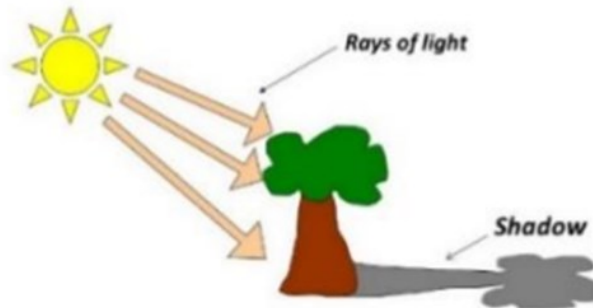


8. **Opaque** materials allow no light to travel through them. They block the light.



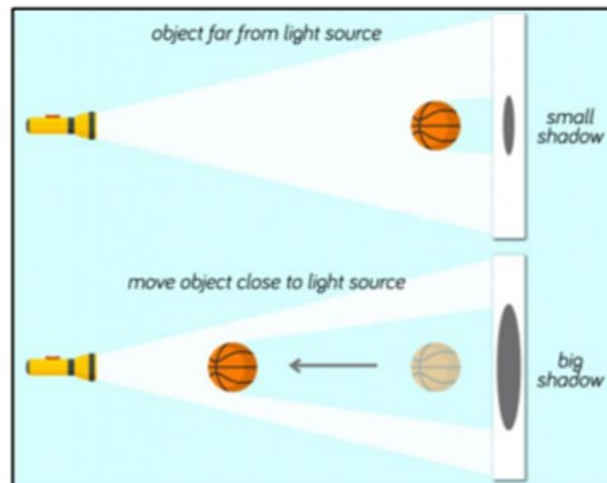
### Explaining Shadows

Shadows are formed when an **opaque object blocks** the light. Shadows are dark shapes made when something blocks light.



### The Size of a Shadow

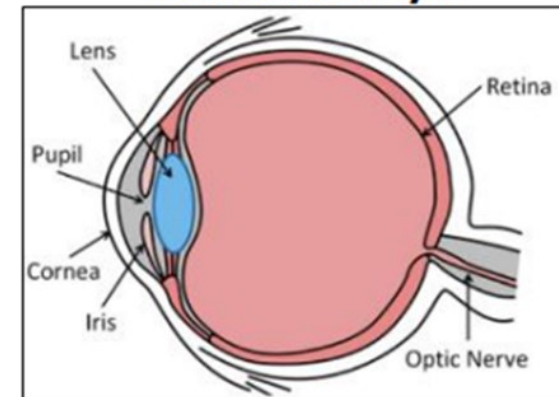
The **distance** between an opaque object and the light source will affect the **size** of the shadow.



### Key Vocabulary

<b>Light source</b>	Something that provides light like the sun or a lamp or torch.
<b>Reflection</b>	Light hits a surface and bounces off.
<b>UV light</b>	The sun emits UV light. We wear sunglasses and hats to help protect our eyes.
<b>Pupil</b>	The black hole in the middle of the iris. It lets light into your eye.
<b>Iris</b>	The coloured part of your eye. The iris controls the amount of light that enters the eye.
<b>Cornea</b>	The clear layer that covers the front of your eye. It focuses the light that is coming in.
<b>Lens</b>	The lens becomes thicker or thinner so that the picture on the retina is as clear as possible.
<b>Retina</b>	At the back of the eye. It takes the light and changes it into nerve signals so that the brain can understand what the eyes are seeing.

### Parts of the Eye





## Year 3 Plants

### Facts I need to know

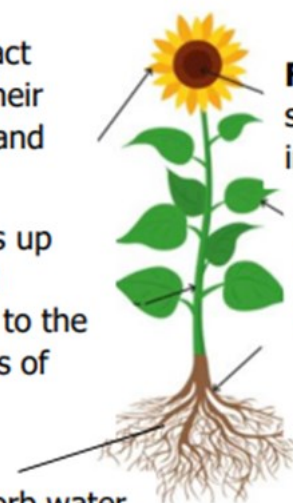
1. The **roots, stem, leaves** and **flowers** of a plant each have an important role.
2. A **plant needs** water, nutrients, sunlight, air and space to grow.
3. **Water is absorbed** from the soil by the roots, travels up the stem and then to the rest of the plant.
4. **Germination, pollination, fertilisation** and **seed dispersal** are part of the **life cycle** of a plant.

## Parts of a Plant

**Petals** – attract insects with their bright colour and scent.

**Stem** – holds up the plant and carries water to the different parts of the plant.

**Roots** – absorb water and nutrients from the soil and anchor the plant in the ground.



**Flower** – they make seeds which grow into new plants.

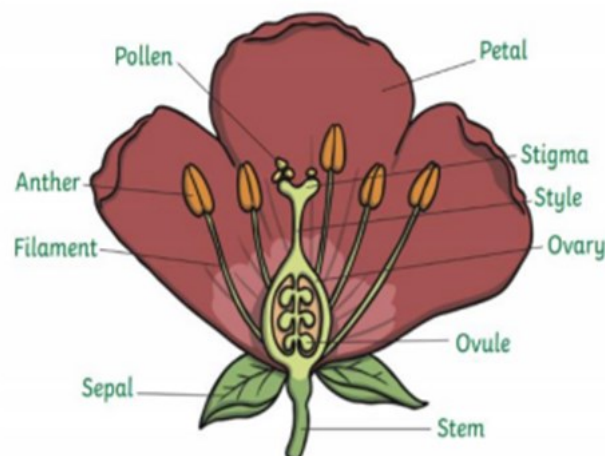
**Leaves** - make food for the plant using sunlight.

## Methods of Seed Dispersal



## Parts of a Flower

A flower has male and female parts.



## Key Vocabulary

<b>Carpel</b>	The <b>female part</b> of the flower made up of the <b>stigma, style and ovary</b> . <b>Ovules</b> are made inside the ovary.
<b>Stamen</b>	The <b>male parts</b> of the flower. Each <b>stamen</b> is made up of a <b>filament</b> and an <b>anther</b> . The anther makes the pollen.
<b>Pollinator</b>	Animals or insects are pollinators – they carry pollen between plants. eg. bees.
<b>Pollination</b>	The <b>transfer of pollen</b> from the male anther of one plant to the female stigma of another plant.
<b>Fertilisation</b>	The pollen and ovule (egg) join together to make a seed.
<b>Germination</b>	When a seeds starts to grow.
<b>Dispersal</b>	The scattering of seeds away from the parent plant.

## Life Cycle of a Flowering Plant.

