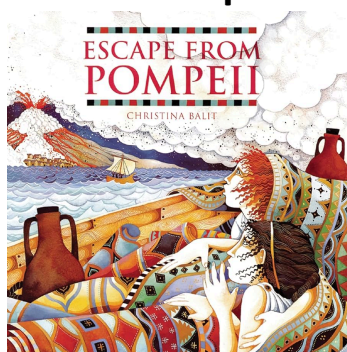


Year 2/3 Thematic Map, Summer Term 2026

Empires Rise and Fall



Our Theme Based Curriculum

Our themes run for a term and we try to teach as many subjects as we can through this theme. For Maths, Science, History and Geography we adopt a blocked and interleaved approach.

Subject	How We Teach It	This term children will learn how to write:
Writing	We teach writing in fortnightly cycles, culminating in a significant piece of extended writing. At least two of these cycles focus on non-fiction writing and integrate another subject, such as History, Geography, RE or Science.	<ul style="list-style-type: none"> ● Narrative (based on <i>Escape From Pompeii</i> by Christina Balit)
		<ul style="list-style-type: none"> ● Explanation text (lifecycle of a butterfly)
		<ul style="list-style-type: none"> ● Tiny TED talks presentation
		<ul style="list-style-type: none"> ● Diary (diary of a Roman child)
		<ul style="list-style-type: none"> ● Poems
		<ul style="list-style-type: none"> ● Letter (letter to their new teacher)
Drama and Oracy opportunities	We try to make learning as creative as possible, ensuring lots of opportunities for talk.	<ul style="list-style-type: none"> ● There will be drama sessions on our Monday lesson carousel, run by Artis, who are an external provider. ● We will be continuing our class assemblies (Lilac Class - 22nd May), where every child will have the opportunity to speak in front of an audience this year. ● Children will read out their writing homework to their peers. ● Now Press Play - immersive drama experiences about our history, science and PSHE topics.
Key Texts	Children will read high quality texts and these texts will be linked to their learning.	A selection of fiction and non-fiction texts will be shared, which will include texts such as: <ul style="list-style-type: none"> ● <i>Escape From Pompeii</i> by Christina Balit ● <i>Romans on the Rampage</i> by Jeremy Strong ● <i>The Orchard Book of Roman Myths</i> by Geraldine McCaughrean ● <i>British Museum: So You Think You've Got It Bad? A Kid's Life in Ancient Rome</i> by Chae Strathie ● <i>We Are the Romans</i> by David Long ● <i>What the Romans did for us: From takeaways to motorways</i> by Alison Hawes ● <i>Caterpillar Butterfly</i> by Vivian French

<p>Maths</p>	<p>Children will study these topics (Y3-only objectives are in bold):</p>	<p><u>Fractions</u></p> <ul style="list-style-type: none"> ● Find a third ● Find the whole ● Unit fractions and non-unit fractions ● Recognise the equivalence of one half and two quarters ● Find three-quarters ● Count in fractions up to a whole ● Compare and order non-unit fractions ● Fractions and scales ● Fractions on a number line ● Equivalent fractions on a number line and as bar models ● Add fractions ● Subtract fractions <p><u>Multiplication and Division</u></p> <ul style="list-style-type: none"> ● Multiply a 2-digit number by a 1-digit number (with and without exchanges) ● Divide a 2-digit number by a 1-digit number (no exchanges, using flexible partitioning, and with remainders) ● Scaling <p><u>Position and Direction</u></p> <ul style="list-style-type: none"> ● Describe movement and turns ● Shape patterns with turns <p><u>Mass, Capacity and Temperature</u></p> <ul style="list-style-type: none"> ● Compare mass ● Measure in grams ● Measure in kilograms ● Measure mass in kilograms and grams ● Four operations with mass ● Compare volume and capacity ● Measure in millilitres ● Measure in litres ● Measure capacity in litres and millilitres ● Four operations with volume and capacity ● Measure temperature in °C <p>Consolidation of prior learning from this year, revisiting key areas.</p>
<p>Humanities</p>	<p>Each theme includes content in History, Geography or RE. We link this closely to writing. In History and Geography, we follow an interleaved curriculum where we revisit previous learning at regular intervals to recap and embed knowledge.</p>	<p><u>History:</u> Romans</p> <ul style="list-style-type: none"> ● Who were the Romans and how did they build their empire? ● Why did the Romans invade Britain? ● Why did the Romans build new roads and towns? ● Who was Boudicca and why did she lead a rebellion? ● Why was Hadrian's Wall important and who lived there? ● What was life like in a Roman villa? ● Why do we remember the Romans? <p><u>Geography:</u> Maps and atlases</p> <ul style="list-style-type: none"> ● What is the difference between a continent and a country? ● Can you name the continents and locate them on a world map?

- Can you name some UK counties and locate them on a map of the UK?
- What is the difference between a sea and an ocean?
- Can you name the oceans and locate them on a world map?
- Can you name and locate some European countries and their capital cities?
- What important and interesting features do some European countries have?

RE:

Who is Jewish and what do they believe?

- Explain that Jewish people believe in God.
- Describe how having a mezuzah in the home reminds people about God.
- Talk about how Shabbat is the special day of the week for Jewish people and give some examples of what they might do on this day.
- Retell a story from one of the Jewish festivals (e.g. Chanukah or Pesach) and discuss its meaning for Jewish people.

PSHE:

Drug, alcohol and tobacco education

- Understand why medicines are taken.
- Explain where medicines come from.
- Understand how to keep themselves safe around medicines.
- Asthma lesson.
- Learn the definition of a drug and that drugs (including medicines) can be harmful to people. Recognise that tobacco is a drug.
- Learn about the effects and risks of smoking tobacco and secondhand smoke.
- Learn about the help available for people to stop smoking or remain smoke-free.

RSE (relationships and sex education) Week, 6th - 10th July:

These lessons will be for Year 2 only, as Year 3 children did these lessons last year. (Year 3 will be studying a science unit about light during this time. Year 2 will be learning about light next year.)

We will send an email about RSE week closer to the time and will be very happy to discuss and share the content of these lessons with you, if you wish.

- Understand and respect similarities and differences between people.
- Learn about the biological differences between male and female animals and their role in the life cycle (know that female mammals give birth and nurse their young; understand that the creation of life requires a male and a female).
- Learn the biological differences between male and female children (identify and name biological terms for male and female sex parts; understand that the male and female sex parts are related to reproduction).
- Learn about growing and changing from young to old (identify key stages in the human life cycle).

		<ul style="list-style-type: none"> ● Learn that everybody needs to be cared for and identify ways in which they care for others. ● Describe different types of families and explain what is special about their family.
Science	We follow an interleaved curriculum where we revisit previous learning at regular intervals to recap and embed knowledge.	<p><u>Animals Including Humans:</u></p> <ul style="list-style-type: none"> ● Can I match, sort and group young animals and their adults? ● How do animals change as they grow into adults (life cycle)? ● What do animals, including humans, need to survive? ● What are the effects of exercise on the human body? ● Which foods belong to which food groups and which nutrients are in each food? ● What are the nutritional values of different foods? ● What are the similarities and differences of animal skeletons? ● How does the human skeleton support movement? ● How do bones and muscles work together to create movement? <p><u>Light (Year 3 only):</u></p> <ul style="list-style-type: none"> ● What is a light source? ● What is the difference between dark and light? ● What is a reflection? ● How are shadows formed? ● What happens to shadows when you change the distance between the object and the light source? (investigation)
Art, Design and Technology	We teach Art and DT in an integrated way. We ensure all pupils learn to cook savoury and sweet dishes, developing a range of cookery knowledge and skills over time.	<p><u>Art:</u></p> <ul style="list-style-type: none"> ● Colour and pattern; Roman-inspired mosaics ● Art Week <p><u>Design and Technology:</u> Food - healthy and varied diet</p> <ul style="list-style-type: none"> ● Prepare some snacks for an end of year class picnic. ● Researching, designing, making and evaluating skills.
Cooking and Nutrition		<ul style="list-style-type: none"> ● See Design and Technology above.
Music	Children learn to perform, compose and appreciate music. We offer separate instrument tuition.	<ul style="list-style-type: none"> ● Weekly singing assemblies led by Y2/3 teachers <p>In music lessons, children will learn:</p> <ul style="list-style-type: none"> ● Control vocal dynamics, duration and timbre ● Combine voices and movement to perform a chant and a song ● Identify changes in pitch and respond to them with movement ● Listen in detail to a piece of orchestral music (e.g. identify instruments)
Computing	Children learn to use technology effectively and safely, to enhance their learning experiences.	<p><u>Computer Science</u></p> <ul style="list-style-type: none"> ● Algorithms; create and debug simple algorithms to solve a problem. ● Simple coding using Scratch.

Subjects outside the National Curriculum	<p>We listened to our students and we decided to enrich our curriculum offer by incorporating these elements which sit outside of the National Curriculum.</p>	<p><u>Our Changing World and Sustainability</u></p> <ul style="list-style-type: none"> ● Activities around food waste and recycling (linked to D&T) <p><u>Current affairs</u></p> <ul style="list-style-type: none"> ● Children watch Newsround each day with opportunities to discuss the news ● School assemblies about Earth Day, VE Day, Environment Day, Music Day, Hope, Skills builder <p><u>Wellbeing and Mindfulness</u></p> <ul style="list-style-type: none"> ● We have weekly mindfulness lessons, where we teach skills such as breathing techniques and yoga ● Zones of Regulation - learning to identify and regulate emotions <p><u>Critical Thinking and Debate</u></p> <ul style="list-style-type: none"> ● Children take part in P4C (philosophy for children) sessions once a fortnight, in which children take part in philosophical enquiry. It builds questioning, speaking and listening skills and supports the development of children's higher order thinking skills
Cultural Enrichment	<p>We include at least one culturally enriching trip or visitor to the school.</p>	<ul style="list-style-type: none"> ● Trip to the Mithraeum to visit the Roman artefacts gallery ● Visit to a place of worship
Vocational Experience	<p>We learn about the world of work and about the wide range of choices available to children in their future.</p>	<ul style="list-style-type: none"> ● Visitor from Islington Police

Vocabulary:

History words

Key Vocabulary	
Celts	People living in Britain in tribes , including the Iceni, Brigantes and Catuvellauni.
citizen	A person with all the rights and protections of a nation or land. In the Roman Empire , only citizens were able to vote.
conquest	Taking control of a place by force, often with an army.
emperor	The ruler of an empire .
empire	A group of countries controlled by one ruler (emperor or empress) or government.
legion	A large section of the Roman army, made up of around 5000 soldiers.
rebellion	An uprising or revolt by people who want to challenge what they believe is unfair treatment by rulers.
Roman Empire	The name used for the land that was controlled by the Romans, including large parts of Europe plus parts of North Africa and West Asia.
tribe	A group of people who share the same culture and values.

Geography words

Key Vocabulary	
continent	A very large area of land that includes all the islands with it.
ocean	A large area of sea.
population	The number of people that live in a particular place.
landmark	A well-known building or place.
Australasia	The continent of Australasia is often referred to as just Australia. It has about 28 countries and island groups.
desert	A large area of land that has very little rainfall and where not much grows.
rainforest	A large area of land with lots of tall trees and plenty of rainfall.

Key Vocabulary	
compass	A piece of equipment that tells you what direction you are travelling in. The main compass points are north, south, east and west.
climate	The usual weather conditions of an area.
equator	An imaginary line drawn around the middle of Earth, dividing it into the Northern and Southern Hemispheres.
tropical	Hot and humid.
temperate	Mild weather. Neither very hot nor very cold.
capital city	An important city, often where the government works.
currency	The money used in a country.
cuisine	Traditional food of a country.
aerial	Seen from above.

Science words

Key Vocabulary

diet	An animal's diet is the food and water that it needs to stay alive and healthy.
exercise	Exercise is any physical activity that keeps your body fit.
germs	Germs are tiny things that can cause infections and illnesses.
hygiene	Hygiene is how we keep ourselves and the world around us clean so we can stay healthy and stop germs spreading.
nutrition	Nutrients are the things in food we need to stay alive and healthy.

Key Vocabulary

adult	An adult is a fully grown animal or plant.
develop	To develop is to grow and change over time.
life cycle	The life cycle of a living thing shows the changes it goes through to become an adult.
offspring	Offspring are the living things produced by a parent.
young	Young are offspring that have not reached adulthood.
live young	Live young are offspring that have not hatched from an egg.

Key Vocabulary

balanced	A balanced diet includes a variety of different foods that give your body what it needs to stay healthy.
carbohydrate	Carbohydrates are nutrients that can be found in many foods. They are the body's main source of energy.
endoskeleton	An endoskeleton is a skeleton inside the body that protects organs and helps an animal to stand, move and stay upright using joints.
exoskeleton	An exoskeleton is a hard shell that some living things have on the outside of their bodies to protect them and give them structure.
healthy	To be healthy means looking after your body and mind to feel well and function at your best.
hydrostatic skeleton	A hydrostatic skeleton is a body structure supported by fluid inside a soft body. It helps an animal keep its shape and move.
invertebrate	An invertebrate is an animal that doesn't have a backbone.
muscles	Muscles are soft tissues that contract and relax to move parts of the body.

Key Vocabulary

nutrients	Nutrients are the essential substances found in food that help living things grow, stay healthy and have energy.
portion	A portion is the amount of food recommended to eat at one time.
protein	Protein is a nutrient that helps to build strong muscles, support the immune system and provide energy.
skull	The skull is the bony structure that makes up your head.
spine	The spine is a row of small bones in your back that helps you stand tall, bend and move.
vertebrate	A vertebrate is an animal with a backbone.
vitamin	Vitamins are nutrients that help the body function and grow.

Year 3 only:

Key Vocabulary	
artificial	something made by humans
dark	the absence of light
light source	an object which gives out light
mirror	a highly reflective surface which shows a reflection
natural	something not made by humans
reflect	to bounce off or throw something back
reflective	something which reflects light
shadow	a dark area behind an object where the path of light has been blocked

Weekly Home Learning:

- Children should read for 10-20 minutes every day. Please sign their yellow reading record once a week.
- Children in Years 2 and 3 should complete one activity in their reading journal every week.
- Children should complete enough activities to reach the green zone in Doodle Maths every week:
<https://doodlelearning.com/>

Over the course of this term, your child should also complete the following:

Project: We expect all pupils to complete a home learning project, linked to the theme. This can be as open ended and ambitious as you like! It does not need to be an arts and crafts topic, or even in English.

Projects should be completed by **Friday 15th May**

Here are some project ideas. You can use one of these ideas or think of an idea of your own, based on anything we're learning about this term.

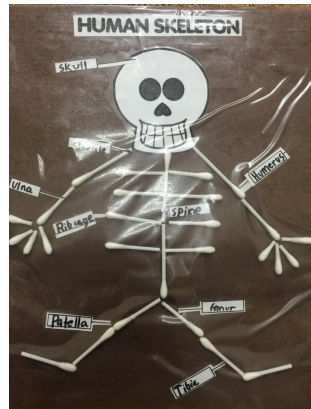
- Models, paintings, drawings, songs, photos or videos connected to anything from this topic map!
- Cook (and eat) some Roman food. You could take photos and write the recipe.
<https://www.hillcrest.bristol.sch.uk/news/detail/some-roman-recipes-to-try/>
<https://images.scholastic.co.uk/assets/a/13/f5/recipe-roman-bread-760037.pdf>
https://www.howtocookthat.net/public_html/2000-year-old-cake-recipe-ancient-rome/
- Dress like a Roman! You could bring in your costume pieces, or take photos/videos of you wearing them.
<https://arbeiromanfort.org.uk/learning/tog-toga-toga>
<https://www.yac-uk.org/activity/make-your-own-roman-shield>
https://www.readingmuseum.org.uk/sites/default/files/downloads/4.ORAC_make_your_own_laurel_wreath_lr.pdf
<https://www.firstpalette.com/craft/roman-imperial-helmet.html>



- Make some Roman coins out of clay.
<https://www.yac-uk.org/activity/make-your-own-coins>
- Create a Roman amphitheatre.
<https://claraandmacy.com/blogs/news/building-a-roman-amphitheatre>



- Draw or make a skeleton. You could label some of the bones.



- Try some coding at home using Scratch (or Scratch Jr - a simpler version for younger children). You could record your work by taking screenshots. The website has lots of projects with tutorials to follow.
<https://scratch.mit.edu/ideas>
<https://www.scratchjr.org/>
- **Go on a trip with your family and make a booklet, a diary, or a video about your day out.**
Free trip ideas:
 - ★ Have a walk in central London to see the remains of the Roman wall.
<https://www.english-heritage.org.uk/visit/places/london-wall/history>
 - ★ Visit the British Museum, where you can see lots of Roman artefacts.
<https://www.britishmuseum.org/collection/galleries/roman-empire>
 - ★ Visit the Grant Museum (Miss Hilton's favourite museum - check out the jar of moles!) or the Natural History Museum to look at the different types of animal skeletons. You could draw and label some of the different skeletons that you see.
<https://www.ucl.ac.uk/culture/grant-museum-zoology>

	<p>https://www.nhm.ac.uk/</p> <ul style="list-style-type: none"> ★ Year 3- The Science Museum has a printable activity that you could use to guide you to find objects connected to light: https://learning.sciencemuseumgroup.org.uk/resources/great-object-hunt-light-and-sound/ ★ Pop in to a local pharmacy; look at the different types of medicines and find out what a pharmacist does.
<p>Writing: We expect every child to complete three pieces of writing at home every term. These are to be handed in by Friday 10th July 2026</p>	<p>Here are some ideas for writing projects. Children can also think of their own writing ideas, based on any of the things they have been learning about this term.</p> <p>History-based:</p> <ul style="list-style-type: none"> ● Write a story, diary, or comic strip about a day in the life of a Roman. ● Write a list of your top 5 Roman inventions and explain why you chose them. ● Read a Roman myth and retell it in your own way. ● Make a timeline to show some key events of the Roman Empire. <p>Geography-based:</p> <ul style="list-style-type: none"> ● Write a fact file about a European country. ● Write some riddles about different European countries. ● Write a non-chronological report about the oceans or the continents. <p>Science-based:</p> <ul style="list-style-type: none"> ● Choose an animal. Write a report about the different stages of its life cycle. ● Keep a food or exercise journal for a week. https://pk1kids.com/nutrition-journal-exercise-journal-for-kids/ https://thehomeschoolscientist.com/food-journal-printable-kids/ ● Year 3 - Try a science experiment that involves light. Write about what you did and what you found out. These websites might give you some ideas: https://www.educationcorner.com/light-science-experiments/ https://littlebinsforlittlehands.com/how-to-make-a-sundial/ <p>PSHE-based:</p> <ul style="list-style-type: none"> ● Make a leaflet to tell people some information about medicine safety. ● Make a stop-smoking poster. ● Write about your family and what makes your family life special. You could compare your family to another family you know; what is similar and what is different?
<p>Reading recommendations:</p>	<ul style="list-style-type: none"> ● Here's a website with lots of good suggestions for our history and science topics: https://www.booksfortopics.com/booklists/topics/history/romans/ https://www.booksfortopics.com/booklists/topics/science-maths-computing/healthy-humans/ https://www.booksfortopics.com/booklists/topics/science-maths-computing/human-bodies-topic-ks1/ ● We highly recommend these general reading lists. There are 100 books on each one and the selections have been carefully put together. https://www.thereaderteacher.com/year2 https://www.thereaderteacher.com/year3 ● For more personalised recommendations, please speak to your child's teacher.