

Topic: Roman Britain

Cycle Year:2

Term:2

Educational Visit: Wroxeter Roman City



Personal, Social, Health and Emotional Development (including Relationships and Sex Education):

Pupils will have the opportunity to:

Dreams and Goals:	Healthy Me
<ul style="list-style-type: none">Hopes and dreamsOvercoming disappointmentCreating new, realistic dreamsAchieving goalsWorking in a groupCelebrating contributionsResiliencePositive attitudes	<ul style="list-style-type: none">Healthier friendshipsGroup dynamicsSmokingAlcoholAssertivenessPeer pressureCelebrating inner strength

Religious Education:

What do Hindus believe God is like?

Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God : • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.

What does it mean to be Hindu in Britain today?

Describe how Hindus show their faith within their families in Britain today (e.g. home puja) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma) • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.

PE:

- Invasion Team games: passing/receiving, controlling e.g. hockey and netball
- Dance: Narrative of Androcles and the lion - own ideas and movement phrases - variety of actions, levels, speed and direction.
- Gymnastics: apply specific skills to sequences and partner work (use level 3 games models)

Please see PE skills sheets for further guidance

As linguists we will explore the French language through:

- Numbers to 31
- Days and months including writing the date and birthdays (Birthday song)
- Weather (incl. 'Mr Wolf's Week')
- Animals ('Brown Bear / Ours Brun' Story) Pets (incl. noises)
- French culture - Easter

Please see French progression map for further guidance

As historians we will:

Explore how the Roman invasion changed our country and the impact their invasion had on the Celts:

- Develop a chronologically secure knowledge and understanding of British history, making links to previous learning (Bronze Age to the Iron Age).
- Address historically valid questions about change, cause and significance to consider if the Roman settlement was a positive experience for all involved and explore the long-term legacy of the invasion.
- Construct informed responses that involve the thoughtful selection and organisation of historical information.
- Understand how our knowledge of the past is constructed from a range of sources, including artefacts, recounts and archaeological sites (Hadrian's Wall)
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms. This will include studying the Romanisation of Britain and its impact on the modern world (roads).
- Address and devise historically valid questions about similarity and difference.

Please see history progression map for further guidance

As geographers we will explore rivers and the water cycle:

- Name and locate some of the UK's and the world's most significant rivers and mountain environments.
- Learn about the features of a names river (the river Thames/Severn) in the UK, from source to mouth.
- Learn how rivers and mountains are formed.
- Identify some of the processes associated with rivers.
- Understand where rivers and mountains fit into the water cycle.
- Fieldwork: visit a river environment and discuss the features they can see. The children can also locate their position on a range of maps.

Please see geography progression map for further guidance. (1)

As designers we will focus on:

Design, make and evaluate a pizza:

- Explore tastes and smells of foods in Italy, including pizza.
- Plan, make and evaluate a healthy, balanced Italian meal.
- Consider what makes a healthy, balanced lifestyle (food and exercise, lifestyle choices).

Please see design and technology skills sheets for further guidance.

As artists we will focus on:

To explore different printing techniques:

- Relief printing: explore how different layers and textures can be used to print (exploration of different materials and polystyrene tiles).
- Sketching using line, shape and form to create their own design inspired by Indian patterns and art.
- Block printing: children to create a design inspired by Indian patterns and art and blend 2 colours to print this.

Please see art skills sheets for further guidance.

As musicians we will learn about the link between music and poetry, and we will sing in French.

Poetry:

- To perform poetry with musical intention.
- To develop a sense of pulse and rhythm whilst performing.
- To explore the versatility of the human voice

Singing French:

- To perform a variety of songs in French.
- To show an understanding of pitch and a sense of musical shape.

Whole class ocarina teaching to support music curriculum and to increase musicianship skills.

Please see music progression map for further guidance

As experts in computing we will:

- Apply my mathematical and programming knowledge to logo (4.5)
- Create an animation for the digital display board (4.6 Zanimate)
- Revisit searching browsers effectively, including their credibility (4.7)
- Be hardware investigators (4.8)

Please see computing progression map for further guidance

As scientists we will focus on:

Work scientifically

Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:

- Ask relevant questions
- Set up simple practical enquiries, comparative and fair tests.
- Make observations, take accurate measurements using different scientific equipment.
- Gather, record, classify and present data in a variety of different ways to answer questions.
- Record findings in a range of different ways.
- Make predictions using their scientific knowledge and draw conclusions from results to answer scientific questions.

Plants:

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth and how they vary from plant to plant.
- Understand the role of flowers in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal.
- Investigation: What are the factors that will impact on a bean plant growing? Measuring the size of the seedling if it germinates.
- Use classification keys to group living things in different ways: STEM leaf shape sorting.
- Name a variety of living things and compare these to plants and animals in India.
- Recognise that environments can change and that this can sometimes pose dangers to living things (River habitats e.g. <https://www.bbc.co.uk/news/science-environment-65341994>)
- States of Matter:**
- Identify and explain the difference between solids, liquids and gases.
- Compare and group materials based on whether they are solids, liquids or gases.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (Investigate the conditions of evaporation: heat, surface area)
- Working scientifically experiment: What conditions affect the rate of evaporation?
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) STEM playing with puddles.

Please see science progression map for further guidance

Develop our English skills through the stimuli of:

- Reading Spine Texts: The Queen's Nose by Dick King Smith, The Blue Jackal, Tales, Myths and Legends from Ancient Rome - Androcles and the Lion, Catch a Little Poem by Evie Merriam, There was a Young Lady Whose Nose and There was an Old Man with a Beard By Edwards Lear and The Flood (Picture books).
- Retell the story Nail Soup by Pie Corbett.
- Stories from other cultures: The Blue Jackal.
- Advert for pizza made in design and technology.
- Instruction writing for a pizza recipe used in design and technology.
- Persuasive writing about a healthy lifestyle.

Please see English assessment progression map for further guidance

Develop our Maths skills through key foci of:

In line with the Herts for learning guidance:

- Proportional Reasoning 2 - Adding and Subtracting Fractions (Y3 - within a whole, Y4 - improper fractions)
- Geometric Reasoning 2 - Exploring the properties of 2D shapes (Y3 - properties of 2D shapes. Y4 - Classifying different types of triangle)
- Additive Reasoning 3- Column addition and subtraction (Y3 - 3-digit. Y4 - 4-digit)
- Spatial Reasoning - Perimeter
- Statistical Reasoning 1 - Scaling problems (Y3 - interpret, present and solve problems using bar charts, pictograms and tables. Y4 - time graphs)
- Multiplicative Reasoning 2 - Multiplicative Law and Area (Y3 - arrays and 2-digit by 1-digit. Y4 - 3-digit by 1-digit and area)
- Multiplicative Reasoning 3 - Formal Written Multiplication and Division (Y3 - multiplication and division questions using times tables. Y4 - multiply and divide by 10 and 100.
- Continuing to develop fluency for number and times table facts.
- Continuing to apply understanding to a range of reasoning and problem-solving tasks.
- Roman numerals (Y3 - to 12. Y4 - to 100).

Please see skills and knowledge in year group assessment grids.

