

Topic: Romans/What an Invasion

Cycle Year:2

Term:1

Educational visit: Wroxeter Roman City



Personal, Social, Health and Emotional Development:
Many objectives are covered through other subjects and according to need.

- what positively and negatively affects their physical, mental and emotional health
- how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- to differentiate between the terms, 'risk', 'danger' and 'hazard'
- to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use - Stepping Out- and risks in their local environment) and to use this as an opportunity to build resilience
- school rules about health and safety, basic emergency aid procedures, where and how to get help
- about people who are responsible for helping them stay healthy and safe and ways that they can help these people

Spiritual, Moral, Social and Cultural Development:

- Consider what Christians learn from the creation story and 'the fall' (human nature, saying sorry, forgiving). (UC Creation 2a.1)
- Consider why we should look after and respect the planet (RQ6). Look at different perspectives (Chief Seattle; Buddha (wounded Swan); St Francis and the wolf)
- Consider whether we have a soul (RQ1) Are humans just the parts we are made up of (physical) or are our beliefs and values something more?

PE:

- Invasion Team games: passing/receiving, controlling e.g. football and rugby
- Dance: Narrative of Androcles and the lion - own ideas and movement phrases - variety of actions, levels, speed and direction (BBC KS2 dance workshop resources?)
- Gymnastics: developing range of skills for balance, jumps, rolls, travel and applying to sequences

Please see PE skills sheets for further guidance

As linguists we will explore the French language through:

- Greetings - simple conversation (name, age, where you live, how are you?)
- Classroom instructions (incl. 'Jacques a dit' / Simons says)
- Numbers 1-10
- Our Family and Siblings
- Colours (incl. colours song) and classroom objects with colours
- Clothes and Fashion Show
- Christmas traditions in France

Please see French progression map for further guidance

As historians we will:

- Timeline key events to develop sense of chronology.
- The Roman Empire and its impact on Britain.
- British resistance to the Roman invasion (Boudica)
- 'Romanisation' of Britain: sites such as Wroxeter, and the impact of technology, culture and beliefs.
- Explore the impact of the eruption of Vesuvius on Pompeii.

Please see history skills sheets for further guidance.

As geographers we will:

- Develop location and place knowledge by mapping Europe (countries and surrounding seas or oceans) and exploring the key lines of latitude and longitude.
- To be able to describe the physical and human geography of Rome and compare it to the UK (Capital cities Rome and London).
- Investigate volcanoes: Where do they occur? What causes them to erupt? What is an eruption? What happens to the area (human and environment) when a volcano erupts?
- Revisit previous map skills: continents & oceans and UK countries, cities and seas.
- Explore maps to develop knowledge of keys and then to locate key features using 4-figure grid references.
- Carry out a survey of Cleobury Mortimer: what jobs does the town provide? How can you classify these different types of jobs?

Please see geography skills sheets for further guidance.

As designers we will focus on:

To design, construct and evaluate a Christmas box to store a Christmas gift (shell structure).

- Consider a range of existing products and deconstruct these to see how they are made.
- Explore how to strengthen materials.
- Use purple mash to create a shell structure using CAD.

Please see design and technology skills sheets for further guidance.

As artists we will focus on:

- To use computing technology to turn a photograph into a mosaic (app).
- Relief Printing: use layers of cardboard and different textures to create a portrait of a Roman Soldier, which is then printed in different ways.

Please see art skills sheets for further guidance.

As musicians we will:

(Music Express: In the Past (y3 and Y4)

- Focus on pitch and notation and explore music from different eras.

Please see music skills sheets for further guidance.

As experts in computing we will:

- Further our coding skills by using if statements, variables, repetition (timer and repeat commands). (2code 3.4; 4.2; 3.3; 4.3; 3.6; 4.5)
- Explore our online safety (4.2) and share the most important messages using 2connect
- Create and share a presentation for our topic

Please see music skills sheets 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.

Animals (including humans):

- 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. (PSHE Healthy balanced diet).
- Describe the simple functions of the basic parts of the digestive system in humans.
- Revisit solids, liquids and gases linked to food and drink, and how solids change form during digestion.
- Grouping and classifying living animals.
- Identify and name a variety of living things in their local and wider environment.
- Compare how things move between surfaces (push and pulls) - link to flossing and brushing to keep teeth clean (dental hygiene and washing hands).
- Identify the different types of teeth in humans and their simple functions
- Research, discuss and debate topical issues concerning health issues: sugary drinks, sweets, tablet time, breaking habits.
- Working scientifically: What is the effect of different liquids on enamel? Egg experiment.

Please see science skills sheets for further guidance.

Develop our English skills through the stimuli of:

- Explanation of the digestive system.
- Persuasive writing about sugary drinks.
- Reading spine text linked to narrative writing The Firework Maker's Daughter:
 - Setting description
 - Diary entry
 - Letter to her father

Please see English assessment skills sheets for further guidance.

Develop our Maths skills through key foci of:

Year 3	Year 4
Identifying place value of 3-digit numbers.	Identifying place value of 4-digit numbers.
Counting in different multiples to extend our times table (multiplication and division) and number knowledge.	Counting in different multiples to extend our times table (multiplication and division) and number knowledge.
Addition and subtraction of 3-digit numbers	Addition and subtraction of 4-digit numbers
Roman numerals to 12.	Roman numerals to 100.
Problem solving and reasoning skills	
Fluency of number/mental arithmetic	
Explore the properties of a range 2D and 3D shapes.	

- Measuring length to create shell structure in DT.
- Please see skills and knowledge in year group assessment grids.

