

Class: Corve (Year 3&4)

Title: Roman Britain

Cycle Year: 12

Term: Spring

Educational Visits: Wroxeter Roman City

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).

Developing the automaticity and fluency of number facts through Mastering Number.

Please see skills and knowledge in year group assessment grids.

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 and uses different types of scientific enquiry to answer questions.
- Sets 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 using simple scientific language, drawings, diagrams, keys, charts and tables.
- Reports findings from enquiries in different ways.
- Use results to draw simple conclusions, make prediction, suggest improvements and raise questions.
- Identifies differences, similarities or changes related to simple scientific ideas and processes.
- Uses straightforward scientific evidence to answer questions to support their findings.
- Uses appropriate scientific vocabulary in their explanations.

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.

P.E.

Physical activities and sports development in the areas below (following our progression of skills):

- Invasion Team games: passing/receiving, controlling in rugby and hockey.
- 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)

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 2animate)
- Revisit searching browsers effectively, including their credibility (4.7)
- Be hardware investigators to understand the key components of a computer(4.8)
- Use the micro:bits to program inputs and outputs (buttons) to make a flashing emotions badge (with repeats).

Please see computing progression map for further guidance

R.E.: Why do Christians call the day Jesus died Good Friday? (L2.5)

Make sense of belief:

- Recognise the word “salvation” and that Jesus came to save/rescue people – by showing them how to live, by taking their place in death.
- Offer informed suggestions about what the events of Holy Week mean to Christians, giving examples – being selfless, putting God first.

Understand the impact:

- Make simple links between the Gospel accounts of Easter and how Christians mark these events.

Make connections:

- Raise thoughtful questions/suggest answers about why Christians call the day Jesus died “Good Friday”, giving good reasons for their suggestions.

Personal, Social, Health and Economic Education (including Relationships and Sex Education).

Pupils will have the opportunity to:

Dreams and Goals:

- Hopes and dreams
- Overcoming disappointment
- Creating new, realistic dreams
- Achieving goals
- Working in a group
- Celebrating contributions
- Resilience
- Positive attitudes

Healthy Me

- Healthier friendships
- Group dynamics
- Smoking
- Alcohol
- Assertiveness
- Peer pressure
- Celebrating inner strength

As historians we will:

- Explore how the Roman invasion changed our country and the impact their invasion had on the Celts. We will:
- Learn that England was a country of tribal kingdoms (with kings or queens), often having treaties and often in conflict.
- Know that Julius Caesar had two unsuccessful attempts to invade and conquer Britain just before Jesus was born. However, the Romans successfully invaded Britain just after the birth of Jesus.
- Learn that Boudica (Ancient Celtic Queen – Icenii tribe) united some kingdoms to lead an uprising against the conquering forces of the Roman Empire. She ultimately failed (because she could not secure enough unity).
- Know that Roman people brought many positive things to Britain (legacy). Their impact can still be seen today e.g., in many parts of Britain, there are Roman sites, (examples include Roman roads and Hadrian's wall).
- Learn that in Roman times, most people lived in the countryside. Their lives didn't change very much.
- Understand that the Roman period did not end abruptly. Some Roman people continued to live in Britain.
- Learn how Historians can find out about the past from written accounts such as Strabo's account, as well as from visually looking at artefacts.

As geographers we will explore rivers and the water cycle:

- Locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers River Severn, River Thames (London).
- Use simple geographical vocabulary to describe significant physical features of rivers (and how they change) and river/mountain environments in the UK.
- Describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.
- Understand how physical processes can cause hazards to people, e.g. flooding. Describe some advantages and disadvantages of living in hazard-prone areas.
- Use fieldwork to observe and record the flow of rainwater as it falls onto the school and off the buildings and to observe and measure water flowing in a local stream.

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

As artists we will explore surface and colour:

Working with Shape and Colour

Disciplines: printmaking, collage

Medium: Paper, printing ink, stencils and crayons

Artists: Henri Matisse, Claire Willberg

- Use the “Show Me What You See” technique to look closely and make drawings.
- Cut shapes into paper using scissors.
- Collage with cut elements, choosing colour, shape and composition to make my own artwork.
- Use line, colour and shape to add detail.
- Explore negative and positive shapes.

As designers we will explore preparing food and having a healthy varied diet:

Technical knowledge and understanding:

- Know how to use appropriate equipment and utensils to prepare and combine food.
- Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
- Know and use relevant technical and sensory vocabulary appropriately.

Designing:

- Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.
- Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.

Making:

- Plan the main stages of a recipe, listing ingredients, utensils and equipment.
- Select and use appropriate utensils and equipment to prepare and combine ingredients.
- Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.

Evaluating:

- Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.
- Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.

As musicians we will:

- Sing with increasing confidence, fluency and expression; be aware of correct posture and technique.
- Use graphic and basic stave notation to illustrate the shape of melodies.
- Identify rhythmic patterns and repetitions of sounds/patterns.
- Identify how pieces (poems) are structured and accompanied.