

PSHE

Don't Forget to Let Love In!

Learning how important, valued and loved we are

Understand how actions can affect ourselves and others

Recognise their worth by identifying positive things

identify some ways that we feel love.

Give an example of a time when we have been loved.

Highlight five things about their body that they are grateful for.

Explain gratefulness.

Understand that love sometimes looks like stopping the spread of bacteria.

Suggest some ways that bacteria spreads.

Recall examples of kind words or actions from the week.

Art

Tessellation and Roman Coil Pots

To design and print a pattern using tessellation.

To evaluate during the process of making.

Science: Light

Know *darkness* is the absence of *light*.

Know we need light to see.

Know we must not look at the sun directly - light from the sun can be dangerous.

Realise that light is *reflected* from surfaces.

Know we get *shadows* when light is blocked by an *opaque* object.

Know that sizes of shadows change, and identify patterns in that, *e.g. shadows get bigger or fuzzier when the object is near the light.*

Year 3/4 Curriculum Map Autumn 2 Roman Britain/ Boudicca's Revolt Roman Day



RE: Incarnation-Trinity

- Order at least five key concepts within a timeline of the Bible's 'big story'.
- List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter.
- Make clear links between biblical texts and the key concepts studied.
- Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians.
- Describe how Christians show their beliefs in worship and in the way they live.
- Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.

Spelling

Spell prefixes and suffixes.

Spell homophones.

Write from memory simple dictated sentences.

Maths

Number: Place Value

Number: Addition & Subtraction

Number: Multiplication & Division

Reading:

Historical fiction- Escape from Pompeii

Historical fiction Diary- Roman Diary

Historical fiction- Revolt against the Romans

Fantasy fiction- Sleeping Sword - Michael Morpurgo

Writing:

Poetry: Conversation

Recount: Newspaper report

Narrative: Playscripts

Non-fiction: Persuasive

Terminology of written concepts; *determiner, pronoun, possessive pronoun, adverbial, reporting clause, formal, informal, expanded noun phrase.*



Music

Sing a broad range of unison songs within the range of an octave (do - do), pitching the voice accurately and following directions for getting louder (crescendo) and getting quieter (decrescendo).

Perform as a choir in a school assembly. Copy short melodic phrases including those used in the pentatonic scale (eg C D E G A)

Read and perform pitch notation within a defined range (eg C - G / do-so).

Introduce the differences between minims, crotchets, paired quavers and rests.

MFL - French People and Animals

Read and show understanding of simple phrases.

Begin to recognise simple noun cognates.

Use context to predict the meaning of new words.

Use a simple bilingual dictionary to find the meanings of French words.

Write simple phrases from memory.

Write simple sentences describing people, places, things and actions.

History- Roman Britain

Know they invaded many countries but once conquered countries were at peace.

Know they invaded Britain twice.

Know they were builders and engineers and built roads and Hadrian's wall.

Identify similarities and differences between two periods of history, eg Egyptians or stone age and Romans.

Summarise evidence about why an individual in the past acted the way they did, drawing on different sources.

Evaluate the impact of a civilisation on Britain, considering positives and negatives. Start to compare views on issues such as war and invasion between historical periods (eg Romans) and views now.

Identify the impact of international events (e.g. war) on the local area

Roman Britain

Suggest useful sources of evidence to help answer questions.

Independently research more complex questions they have asked (Roman Bias).

Compare accounts of events from two different sources and say why they might be different considering fact or possible fiction.

Understand there may be different accounts of history.

Geography- Roman settlements

Know a settlement is where people live.

Know hamlets, villages, towns and cities are all settlements

Know hamlets are very small, just a few houses; know villages are bigger and often have shops or schools.

know that a capital city is usually where a government has its central meeting place

Fieldwork:

Identify the evidence that will be needed to answer a geographical question.

Using maps:

Use four-figure grid references.

Find information on a thematic map.

Follow a route on a large scale map compare OS maps and aerial/ oblique photos.

Gymnastics

Use body tension to perform partner balances.

Demonstrate increasing strength, control and technique when taking own and others' weight.

Plan and perform sequences showing control and technique with and without a partner.

Football

Create and use space with some success in game situations.

Kick with increasing success in game situations.

Receive a ball using different parts of the foot under pressure.

Change direction when dribbling with feet with some control in game situations.

