



Rotten Romans

Children will be learning about the Romans, and using the theme as a vehicle for all creative, literacy and knowledge and understanding



KUW

Science— Sound

To observe and name a variety of sounds of sound, identify how sounds are made, recognize how sounds get fainter, find patterns with pitch and the volume of sound

To make comparisons and identify simple patterns or associations in their own observations and measurements or other data

To use observations, measurements or other data to draw conclusions

To decide whether these conclusions agree with any prediction made and/or whether they enable further predictions to be made

To use their scientific knowledge and understanding to explain observations, measurements or other data or conclusions

Geography -

To identify and describe what places are like

To include the location of places and environments they study and other significant places and environments

To describe where places are

History -

To know to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources

To ask and answer questions, and to select and record information relevant to the focus of the enquiry.

To recall, select and organise historical information

To use dates and historical vocabulary to describe the periods studied

To communicate their knowledge and understanding of history in a variety of ways

RE— See separate planning

Communication Language and Literacy

Non Fiction —persuasive writing, writing for a purpose

Narrative Writing —the use of action within story writing

ICT- Data and information—Data logging

MFL- French (Home)

COMMUNICATION

Describing houses and rooms

Describing position of things in a room

Reading and understanding real estate ads

GRAMMAR

Adjectives (grand, petit, nouveau, ancien etc)

Prepositions of place

Il y a/ Il n'y a pas

VOCABULARY

Rooms of the house

Types of houses

Furniture

CULTURE

Types of houses in France

KUW— Skills based objectives to focus on:

History:

Causes and consequences:

- Identify and give reasons for historical events, situations and changes
- Identify some of the results of historical events, situations and changes

Chronology:

Historical terms:

- Develop use of appropriate subject terminology, such as: empire, civilisation, monarch

Mastery opportunities for Literacy:

- To use ambitious vocabulary to write up their findings
- To design and evaluate their catapult and shield
- To use talk for writing language to predict, reason and explain
- Facts
- To use descriptive language to describe how a Roman Battle would commence
- to write persuasively to perform a Battle Cry
- to record their dialogue as a life of a Roman Soldier
- to evaluate their shield, catapult and mosaic

ONGOING MUSIC—Charanga (Y3) DT Discrete teaching (Y4)

Week 1 and 2

Literacy - Persuasion Texts (3 weeks)

ICT— Can you choose a data set to answer a given question?

History/ Art — How can we create a roman mosaic ?

Science— How does sound travel?

6th June—Y4 Leavers Service @ St Michaels Cathedral

8th June—Y3 Countryside Show

ICT— What are sensors? How do they input data?

History— How was the roman empire founded?

Science— How does sound get to your ear?

15th June—Year 4 QUAD Kids

16th June—Year 3 Making Memories Day—Alnwick Gardens

Week 3 and 4

ICT— Where is a suitable place to collect data?

History— How was Rome ruled?

Science—How does sound travel in waves?

22nd June—Year 3 Watersports —Druridge Bay

23rd June—Year 4 Roots and Shoots—Alnwick Gardens

Literacy— Narrative—Action (3 weeks)

ICT— How can we view data in different ways?

History— How did a Roman soldier dress for battle?

Science—How can you block sound?

27th June—KS2 St James' Park Visit

29th June—Year 3 Primary Enterprise

Week 5, 6 and 7

ICT— How can a data logger help answer a posed question?

Geography— What areas were ruled by the Roman empire?

Science— What is pitch and how does it change?

HERITAGE PROJECT—HISTORY WEEK

Literacy—(Apprentice Literacy task week)

ICT— How can you interpret data?

History — How did Claudius invade?

DT — How can we design and make a catapult?

Mathematical Development

Measurement: Time

Read, write & convert time between analogue and digital 12 and 14 hour clocks.

Convert between different units of measure eg hour to minute.

Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

Geometry: Properties of Shapes

Identify acute and obtuse angles and compare and order angles up to two right angles by size.

Identify lines of symmetry in 2D shapes presented in different orientations.

Complete an simple symmetric figure with respect to a specific line of symmetry.

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

Measurement: volume and capacity (Y3)

Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml).

Co-ordinates (Y4)

Describe positions on a 2D grid as coordinates in the first quadrant.

Describe movements between positions as translations of a given unit to the left/ right and up/ down.

Plot specified points and draw sides to complete a given polygon.

OUR ARTIST SPINE IS: Gaudi & Trencalis Creative Development

Art -

To investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work

To apply their experience of materials and processes, including drawing, developing their control of tools and techniques

To use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

DT -

To select appropriate tools and techniques for making their product

To suggest alternative ways of making their product, if first attempts fail

To explore the sensory qualities of materials and how to use materials and processes

PSED—Health and Wellbeing (Jigsaw)

Changing Me

To understand that everyone is unique and special

To express how they feel when change happens

To understand and respect the changes that they see in themselves

To understand and respect the changes that they see in other people

To know who to ask for help if they are worried about change

To look forward to change

Mastery opportunities for maths:

- To use rulers accurately to measure lengths of their catapult throws
- to read and compare times for daily events
- to read and interpret charts
- to use shapes, symmetry and pattern for shield designs
- to present findings in graphs and charts and analyse / compare results
- to plot routes on maps for Roman invasions

Arts specific learning (Y4):

DT: Technical knowledge - Complex structures

To design, make and evaluate

Physical Development

TUESDAY am

Newcastle Foundation:

Games: Athletics and fielding

WEDNESDAY pm - SWIMMING

Key

Outside environment

Multiculturalism

Arts

