

History:

The Roman Empire and its impact on Britain

Julius Caesar's attempted invasion in 55-54 BC

- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Coverham and the impact of technology, culture and beliefs, including early Christianity

(Trip to Woolstod and The Roman Army Museum)

Britain's settlement by Anglo-Saxons and Scots

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

(Explore Artefacts and Role Play)



TERM 2: Infamous Invaders!



Geography: Settlements and Land Use

- Describe and understand key aspects of human geography including types of settlements and land use, economic activity including trade links; and the distribution of natural resources including energy, food, minerals and water.
(Explore different maps, looking at Viking/Roman/Anglo-Saxon language for names of towns and cities.)

Music: Musical Notation

- Use and understand staff and other musical notation.
(clapping rhythms, graphic scores and composing)

Art and Design: Designing and Making Roman Vases

- To improve their mastery of art and design techniques – sculpture.



Science / STEM

Forces and magnets

Pupils should be taught to:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.
- Science Week activities

Electricity

Pupils should be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.



Working Scientifically

- Setting up simple practical enquiries, comparative and fair tests

DT / STEM:

Focus: Making-Practical skills & techniques - I am able to use a wider range of tools and equipment to perform practical tasks with some accuracy. I am able to use a wider range of materials and components according to their functional properties and aesthetic qualities.

Technical Aspect: Electrical Systems - I can understand & use electrical systems in my products.

French: Games and Songs

Jeux et chansons (Games and songs)

Focus
Appreciate stories, songs, poems and rhymes in the language.

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

TERM 2: Non - Theme

RE

What do Christians believe about Jesus?

Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on the lives of Christians today. **Belief, Authority, Impact of Belief**

What do Christians remember on Palm Sunday?

Developing knowledge of Palm Sunday in context of Easter, Christian symbols and practices today. **Belief, Authority, Expressions of Belief**

PSHCE: Going for Goals

- Going for goals (SEAL)

Working Scientifically (see Progression Document for detail)

- Making systematic, careful observations
- Setting up simple, practical enquiries, comparative, fair tests
- Gathering, recording classifying
- Using straightforward scientific evidence
- Reporting findings

Physical Education

1. Hockey/ Tennis
2. Gymnastics
3. Swimming according to timetable.

Pupils should be taught to:

• play competitive games, modified where appropriate [for example, hockey and tennis], and apply basic principles suitable for attacking and defending

• develop flexibility, strength, technique, control and balance through gymnastics

• compare their performances with previous ones and demonstrate improvement to achieve their personal best.

• swim competently, confidently and proficiently over a distance of at least 25 metres

• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

• perform safe self-rescue in different water-based situations.

Computing: Create a maze style video game

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

(Scratch)

Year 3/4 Term 2: Infamous Invaders

Vocabulary		Knowledge
Roman	Empire	I know that the Romans came from Italy.
centurion	Legion	Julius Caesar was the best-known Roman Leader who extended the Empire through invading other lands.
legionary	Hadrian	
Emperor	Celt	I know that the Romans invaded Britain in 43 AD / CE
Boudicca	Iceni	
Colchester	BC – before Christ	I know that the Roman army was made up of legions.
gladiator	Chronological order	I know that Boudicca led a rebellion against the Romans in 61 AD / CE
Londinium		I know the names of some of the Roman Gods and Goddesses.
Anglo – Saxon		I know that Hadrian’s Wall was built to separate England and Scotland.
Invaders	Scots	I know that the Romans liked using public baths.
conquerors		I know that the Anglo-Saxons invaded after the Romans left Britain in 410 AD / CE
Minim	crochet	
quaver	Note	I know that different notes have different lengths
notation	rest	



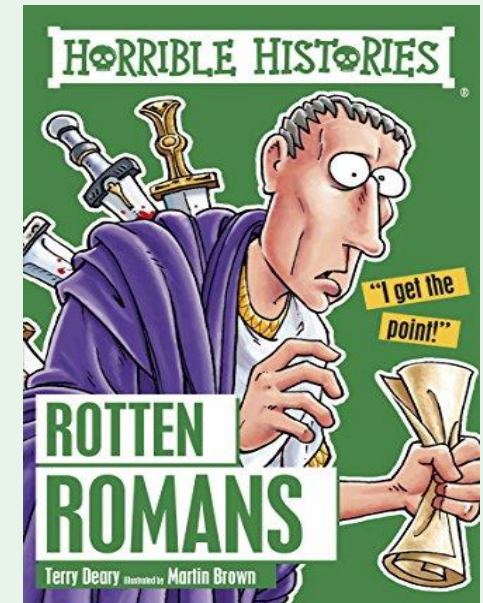
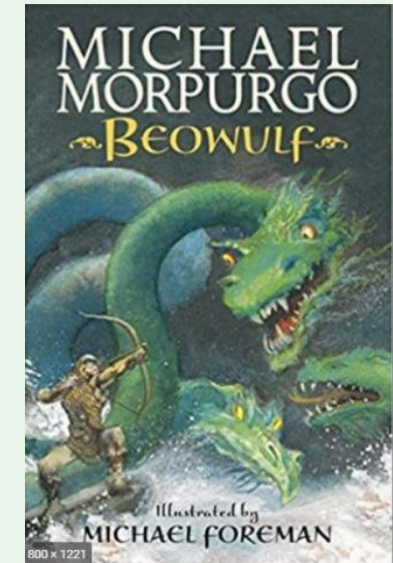
Objectives History and Music

History:
The Roman Empire and its impact on Britain
 Julius Caesar’s attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian’s Wall
 British resistance, for example, Boudica
 ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity (Trip to Vindolanda and The Roman Army Museum)


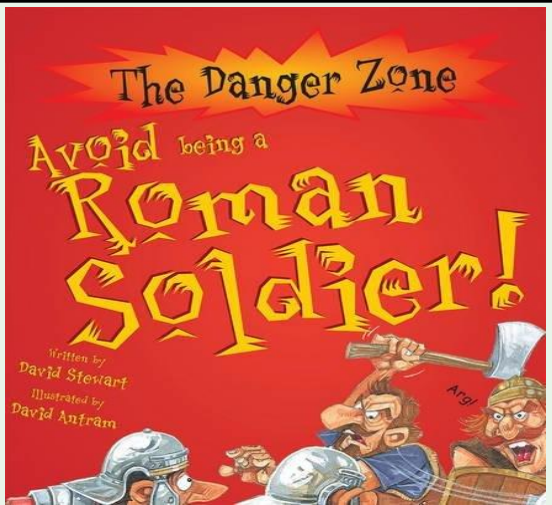
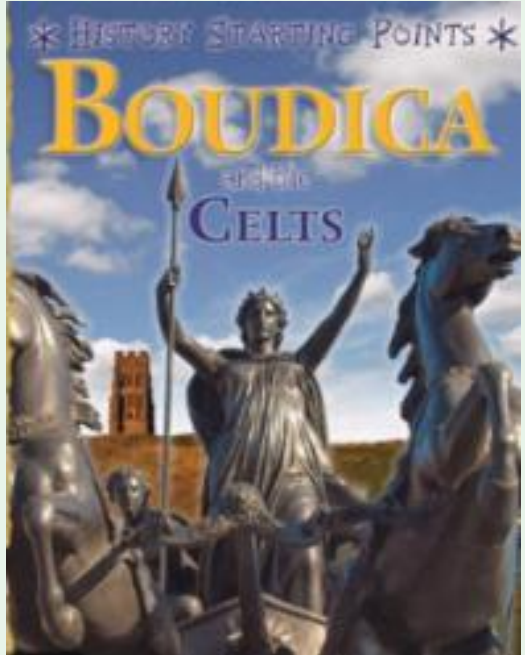
Britain’s settlement by Anglo-Saxons and Scots
This could include:
 Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
 Scots invasions from Ireland to north Britain (now Scotland)
 Anglo-Saxon invasions, settlements and kingdoms: place names and village life
 Anglo-Saxon art and culture
 Christian conversion – Canterbury, Iona and Lindisfarne

Music: Musical Notation
 Use and understand staff and other musical notation.
 (clapping rhythms, graphic scores and composing)

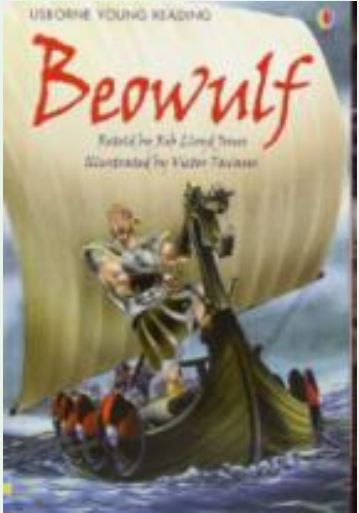

Text Progression



Year 3/4 Term 2: Infamous Invaders

Vocabulary		Knowledge		Text Progression
Settlement	site	I know that land is used for different functions		
location				
Natural resources		I know what makes a good site for a settlement	Objectives – Geography and Art and Design	
Economic activity				
Residential		I know which things are necessary for survival	<p>Geography: Settlements and Land Use Describe and understand key aspects of human geography including types of settlements and land use, economic activity including trade links; and the distribution of natural resources including energy, food, minerals and water. (Explore different maps, looking at Viking/Roman/Anglo-Saxon language for names of towns and cities.)</p> <p>Art and Design: Designing and Making Roman Vases To improve their mastery of art and design techniques – sculpture.</p>	
commercial				
town	village	I know that clay should not be over worked.		
city				
Trade links		I can use clay and other malleable materials and practise joining techniques.		
Agriculture				
Directions of travel using compass points		I know that using tools can create different effects		
Clay				
Sculpture		I can cut, make and combine shapes to create recognisable forms.		
Mould				
Shape		I can add materials to the sculpture to create detail.		
form				

Year 3/4 Term 2 : Infamous Invaders

Vocabulary		Knowledge	Objectives – Science and Computing	Text Progression
Repel	Attract	I can name a range of common appliances that run on electricity.	<p>Science / STEM Forces and magnets Pupils should be taught to: compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. Science Week activities</p> <p>Electricity Pupils should be taught to: identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Working Scientifically (see Progression Document for detail)</p> <ul style="list-style-type: none"> - Making systematic, careful observations - Setting up simple, practical enquiries, comparative, fair tests - Gathering, recording classifying - Using straightforward scientific evidence - Reporting findings <p>Computing: Create a maze style video game Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	 
gravity		I know the names of basic parts in a circuit.		
Friction		I can name a range of conductors and insulators		
Push / pull				
Current				
Cell	wire	I know magnets can attract and repel		
buzzer	battery	I know that magnets have two pole – north and south		
Bulb	switch			
Debug		I can name a range of magnetic materials		
		I can work scientifically		
Code		I know that the sequence of my instructions affects the outcome		
Algorithm				
Program				
sequence		I know that an algorithm is a series of instructions		

Year 3/4 Term 2 : Infamous Invaders

Vocabulary	Knowledge
Le fermier	I know the words to simple rhymes and songs
Son enfant	
Sa nourrice	
La souris	I can understand simple instructions through games and song such as Simon Says
Son rat	I know the numbers 1 – 20 and can play Bingo in French
Son fromage	
La saut a la corde	I can use equipment and tools safely and appropriately.
Jaques a dit	I can use a wider range of materials than key stage 1, including construction materials and kits..
Sa femme	I can measure, mark out, cut and shape materials and components with some accuracy,
Son chat	I can assemble, join and combine materials and components with some accuracy.
design brief, design specification, evaluate, user, purpose, function, product, effectiveness, conductor, insulator, circuit, connection, battery, battery holder, crocodile clip, aesthetic, construct	I can apply a range of finishing techniques, including those from art and design with some accuracy.
	I know which components are needed for a simple electrical circuit.
	I know how to create an open and closed circuit.
	I can make a functional product which contains a working circuit
	I know that electrical systems have an input device and an output device.



Objectives – French and Design Technology

French: Games and Songs

Jeux et chansons (Games and songs)

Focus

Appreciate stories, songs, poems and rhymes in the language.

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

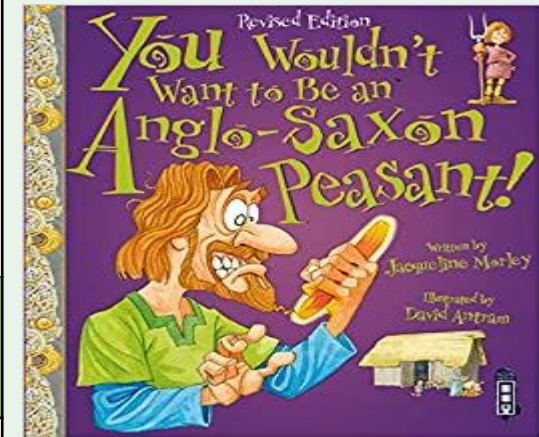
DT / STEM:

Focus: Making-Practical skills & techniques - I am able to use a wider range of tools and equipment to perform practical tasks with some accuracy.


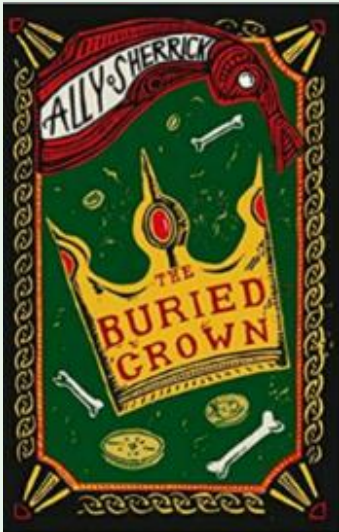
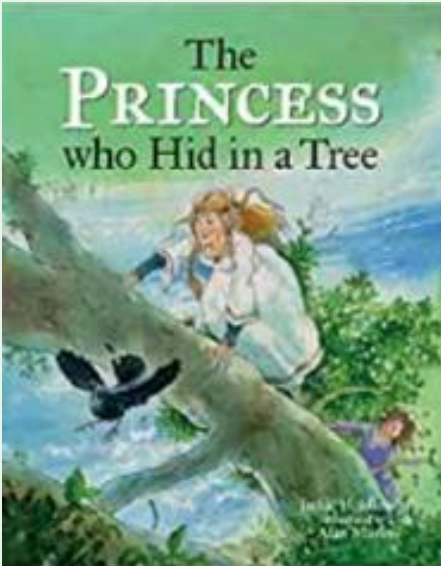
I am able to use a wider range of materials and components according to their functional properties and aesthetic qualities.

Technical Aspect: Electrical Systems – I can understand & use electrical systems in my products.

Text Progression



Year 3/4 Term 2 : Infamous Invaders

Vocabulary		Knowledge		Text Progression
Christianity	Easter	I know that Jesus is a Son of God; death and his meaning for Christians.		
Disciples	Palm Sunday	I know the key events of Jesus' life – birth, baptism, entry to Jerusalem, crucifixion, resurrection.)		
Passover	Last Supper	I know why Palm Sunday is celebrated.	Objectives – Religious Education and PHSCE, RSE, Health and Well-Being	
Good Friday	resurrection	I know the events of the Easter Story.		
Christianity	Bible	I know what happened during the Last Supper.	RE What do Christians believe about Jesus? Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on the lives of Christians today. Belief, Authority, Impact of Belief	
miracle	Messiah	That mental wellbeing is a normal part of daily life, in the same way as physical health		
Well-being		How to judge whether what they are feeling and how they are behaving is appropriate and proportionate	What do Christians remember on Palm Sunday? Developing knowledge of Palm Sunday in context of Easter, Christian symbols and practices today. Belief, Authority, Expressions of Belief	
Mental health		Concepts of basic first-aid, for example dealing with common injuries, including head injuries		
Emotions		How to make a clear and efficient call to emergency services if necessary (Repeated in UKS2 – wider range of injuries/information)	PSHCE, RSE, Health and Well-Being	
Head injury			Mental Well-Being	
Health services			First Aid	
First aid				