

Topic Hook	Why did it take so long to conquer Britain?			
	Key Learning	Activities Including Writing Opportunities and Numeracy - Application of skills	Speaking and listening	Assessment
English	<p>Genres covered Text: Killer Cat Diary writing Apostrophes Predictions Narrative - 3 part story Instruction text Discussion text - 2 character's differing views</p> <p>Text: Boudicca Retell stories Character descriptions Newspaper reports Non-Chronological reports Gladiator Quest - drama/diary writing Roman menu Speech punctuation/direct speech Narrative - building suspense</p>	<p>Year 3 SPaG: Using and punctuating direct speech. Use a wider range of conjunctions including - when, if, because, although. Use present perfect form of verbs Use conjunctions. Adverbs and prepositions to express time and cause.</p> <p>Year 4 SPaG: Devices to build cohesion with a paragraph Linking ideas across paragraphs using adverbials of time Use of commas to clarify meaning or avoid ambiguity Brackets, commas and dashes to indicate parenthesis</p> <p>Year 3 Reading: Retrieve and record information from non-fiction Identify how language, structure and presentation contribute to meaning. Retrieve and record information from non-fiction Asking questions to improve understanding of text. Discussing words and phrases that capture the readers interest. Reading a range of books for a range of purposes.</p> <p>Year 4 Reading: Retrieve, record and present information from non-fiction</p>	<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>participate in discussions, presentations, performances, roleplay/improvisations and debates</p>	<p>Termly reading and writing assessments.</p> <p>Updating of individual targets to show progress demonstrated during daily tasks.</p> <p>Identify key areas that need further development.</p>

		<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Distinguish between statements of fact and opinion</p> <p>Provide reasoned justifications for their view</p>	<p>gain, maintain and monitor the interest of the listener(s)</p> <p>select and use appropriate registers for effective communication</p>	
Maths	<p>Year 3 Number: Multiplication and division. Money Measurement: Length Fractions</p> <p>Year 4 Number: multiplication and division Measurement: Area Fractions Number: Fractions Number: Decimals</p>	<p>Data handling in science.</p> <p>Construct and interpret graphs during geography and science.</p> <p>Date chronology in history.</p> <p>Mastering Number @KS2</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Offer more detailed answers to questions that need further clarification.</p>	<p>Termly formal assessments.</p> <p>Arithmetic tests to identify gaps and next steps.</p> <p>Daily maths meeting to pre teach and assess understanding.</p> <p>Updating of individual assessment to show progress demonstrated in daily lessons.</p>
Science	<p>Animals including humans: Identify that animals including humans need the right types and amount of nutrition; and they cannot make their own food.</p> <p>Working Scientifically: identifying scientific evidence that has been used to support or refute ideas or arguments. reporting and presenting findings</p>	<p>Written explanations and experiments</p> <p>Measurements</p> <p>Data handling Create table/ chart of results</p> <p>Write up experiments</p>	<p>Use discussion and conversation to explore and speculate about new ideas</p> <p>articulate and justify answers, arguments and opinions use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Retrieval Powerpoints- end of unit assessment.</p> <p>Termly assessments.</p>

	<p>using test results to make predictions to set up further comparative and fair tests</p> <p>Properties of Materials: Compare and group together everyday materials on the basis of their properties, and their response to magnets.</p> <p>Materials: Compare and group everyday materials (properties, hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</p> <p>Working Scientifically: Which material would keep a Roman soldier warmest on the fort.</p> <p>Fair testing - Which material will keep a Roman soldier warmest on the fort.</p> <p>Identifying, classifying, grouping - materials according to their properties (magnetic, electrical conductor, solubility).</p> <p>Observing over time - Temperatures of water in Roman soldier investigation.</p> <p>Pattern seeking - temperatures of roman soldiers.</p>		Explain clearly after close observations what you can see/feel	
STEM	<p>Roman Banquet: Food groups and what they provide for the body (Cross-Curricular link with DT topic)</p> <p>Roman soldier investigation - keeping warm on the fort</p>	Interview a dietician		Termly assessments.

History	<p><u>Romans</u></p> <p>Chronology Placement on a timeline and duration</p> <p>Enquiry Why didn't they conquer Britain sooner?</p> <p>Historical Events Roman Empire</p> <p>Life Style The expansion of the Roman Empire Roman Achievements</p> <p>Significant Historical People Julius Caesar</p> <p>Similarities and differences Compare and contrast the way of life of people warriors/civilians</p> <p>Cause and Consequence Counting system Language - latin</p>	<p>Discovery Museum</p> <p>Biography writing</p> <p>Ordering dates</p> <p>Chronology</p> <p>Research skills</p> <p>Ancient counting systems</p>	<p>Use discussion and conversation to explore and speculate about new ideas</p> <p>consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>listen and respond appropriately to adults and peers.</p> <p>maintain attention and participate in collaborative discussion.</p> <p>articulate and justify answers, arguments and opinions.</p> <p>understand the difference between a fact and opinion.</p>	<p>Retrieval practice and ongoing work to show progress and understanding.</p> <p>Questioning to check understanding and identify misconceptions. Termly assessments.</p>
Geography	<p>Physical geographical change Compare land maps to modern day</p> <p>Knowledge of locations Identify Italy (Rome): world map, map of Europe and map of Italy How far did the Roman Empire stretch? Identify the modern day countries of the Roman Empire.</p> <p>Human and physical Describing and understanding settlements and their location. Why Rome was in a perfect location for a civilisation: the Tiber river</p>	<p>Scaling of maps</p> <p>Distance</p> <p>Internet research</p>	<p>Listen and respond appropriately to adults and peers.</p> <p>Maintain attention and participate in collaborative discussion.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Understand the difference between a fact and opinion.</p>	<p>Retrieval practice and ongoing work to show progress and understanding.</p> <p>Questioning to check understanding and identify misconceptions. Termly assessments.</p>

	<p>provides (protection, fresh water/crops-farming). The importance of the Alps to protect Rome from invasion.</p> <p>Geographical enquiry How far did the Roman Empire stretch? Why was the Mediterranean sea important to the Romans?</p> <p>Skills and fieldwork Collect, interpret, communicate information Impact of the Roman Empire where we live: Roman roads, trade routes and Wallsend (Segedunum) and Arbeia. Compare Segedunum to Arbeia</p>		Consider and evaluate different viewpoints.	
Art	<p>Kapaw Drawing: Growing Artists (Botanical drawing and abstract flowers-Link with goddess Flora) Inc. digital art link with above</p> <p>Roman mosaics Roman sculpture. Large class mosaic Pencil line drawings- Roman soldier</p>	<p>Visit the Botanical gardens</p> <p>Design a class mosaic and complete it together.</p> <p>Write instructions on how to make a simple mosaic.</p> <p>Space, shape and measures</p>	<p>Verbal reflections about creative decisions.</p> <p>Reflect on successes.</p> <p>Discuss artists' work and explain what they might use in their own work.</p> <p>Articulate and justify answers, arguments and opinions.</p>	<p>Peer assessment.</p> <p>Retrieval activities and ongoing work to show progress and development of skills.</p> <p>Termly assessments.</p>
Music	<p>Kapow: Adapting and transposing motifs (Romans) Creating compositions in response to an animation (mountains)</p>	Create imaginative stories through music	<p>listen and respond appropriately to adults and their peers</p> <p>ask relevant questions to extend their understanding and knowledge</p>	<p>Termly assessments</p> <p>Peer and self-assessment to evaluate and</p>

			<p>give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	improve performances.
D/T	<p>Kapaw</p> <p>Food: Eating seasonally (Links with STEM topic)</p> <p>Structures: Constructing a castles/fort</p> <p>Electrical Systems: Electric Roman Research Poster</p> <p>Design a Roman meal</p>	<p>Instructions</p> <p>Advertisement for Roman restaurant.</p> <p>Shape and space.</p> <p>Measuring and weighing.</p>	<p>Verbal reflections about creative decisions.</p> <p>Listen and respond appropriately to adults and peers.</p>	<p>Peer and self-assessment to evaluate and improve performances.</p> <p>Termly assessments.</p>
PE	<p>Coach</p> <p>Gymnastics</p> <p>Ball skills and positioning</p>		<p>Listen and respond appropriately to adults and peers.</p>	<p>Demonstration of skills in practice and performance situations.</p> <p>Termly assessments.</p>
RE	<p>What is it like to follow God?</p> <p>What do Christians remember on Psalm Sunday?</p>	<p>Interview Rev Lesley</p> <p>Visit Church</p> <p>Recount</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaborative.</p>	<p>Written work</p> <p>Retrieval activities and ongoing work to</p>

		Peer and self-assessment to evaluate and improve performances.		show progress and development of skills. Responses and participation in class discussions. Termly assessments.
PSHCE Me, You and the World	Well-being Kidsafe Bullying Similarities and differences	Read The Happy Newspaper editions Complete Town Hall round robin activities Recipe of a good friend Design a Newspaper based on The Happy Newspaper	Articulate and justify answers, arguments and opinions. Maintain attention and participate in collaborative discussion. Select a variety of words that can be used to talk about similar feelings. Responses and participation in class discussions.	Discussions Floor book Termly assessments.
Computing	Data & Information - branching databases (Y3) Data & Information - data logging (Y4)	Comparing data Pattern seeking	Speak audibly and fluently. Participate in presentations and performances. Gain and maintain the attention of listeners.	Retrieval activities and ongoing work to show progress and development of skills. Termly assessments.
French	Playground games - Number & age In a French classroom including equipment	Write short descriptions based on instructions and equipment Counting	Speak audibly and fluently.	Retrieval activities and ongoing work to

			<p>Participate in presentations and performances.</p> <p>Gain and maintain the attention of listeners.</p>	<p>show progress and development of skills.</p> <p>Termly assessments.</p>
Global Links	<p>Fair Trade and slavery In terms of slavery, link with Romans and their domestic slavery within households and agriculture. Discuss the injustice</p> <p>Consumer power: Living more sustainably and fairly (close links to DT-where does our food come from and the production).</p> <p>Engaging with decision makers: Looking at the impact of all parties involved. Explore the actions and legislation made so far and what is still needed.</p> <p>Ask the cooks at school if they make conscious decisions and consider Fair Trade when they are ordering stock.</p> <p>Lifestyle changes: Focus on the use of sustainable companies and logos and informing their households when shopping etc.</p> <p>*Make links with the cost of living rising and prices of food. Discuss how people could still live healthily when purchasing fresh food and Fair Trade items when they're more expensive.</p>		<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaborative discussion.</p>	<p>Responses and participation in class discussions.</p>

Career Links	<ul style="list-style-type: none"> Email chefs/dietitians/school cooks. Ask them to help and coach them create a sustainable, well-balanced school menu to take to SLT and the dinner staff. Interview museum staff about the job rules and qualifications Invite parent artist to work with children. Interview Rev Lesley to discuss various job roles within the church and how they differ amongst denominations. Interview SAFC staff about their job roles and qualifications. 	<p>In-school career fairs</p> <p>Interview estate agent (Romans)</p>	<p>Articulate and justify answers, arguments and opinions.</p> <p>Maintain attention and participate in collaborative discussion.</p>	<p>Responses and participation in class discussions and events.</p>
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