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| The Romans | STEM – Near and Far – Friction and Gravity  **What is a push and a pull force? How does the amount of direct force applied to an object affect its movement? –**Children define and revise what a push and pull force is before conducting an investigation into how the amount of force affects the motion of an object based on an Angry Birds concept and using a catapult.  **What kind of force is friction? Which direction does the force of friction act on an object?** Children explore the direct force of friction and conduct an experiment using shoes with different types of soles and how these effect the performance in a tug of war game.  **What is gravity?** This lesson focuses on gravity – one of the forces that acts from a distance. Children conduct four short experiments by rotating stations, including how different ramp heights affect how a ball rolls, how the distance at which a marble is dropped affects the force with which it drops, how a cup of water with a hole in it drops and how two equal-sized objects with different weights drop.  **Is there more than one force acting on an object?** What is air resistance? This lesson focuses on two opposing forces of gravity and air resistance, which is a type of friction, by exploring how to make a parachute that will allow an egg to drop to the ground safely from a height.  **What is magnetic force? How can it move objects?** This lesson focuses on magnets – another force that acts from a distance. Children rotate through four magnetic challenges that demonstrate how magnets can act as a force that either repels or attracts objects.  **What is static electricity?** How does it move objects? This lesson focuses on static electricity- the final force children will explore that acts from a distance. Children rotate through six stations that demonstrate the force in action, either as a force that repels or a force that attracts.  **STEM PROJECT** |
| Year 3/4  Topic 3  Cycle B |



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| Maths | English |
| Fractions and Decimals  Bold – Y4 not bold – Y3  Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.  Compare and order unit fractions, and fractions with the same denominators.  Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.  **Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.**  Count up and down in tenths.  **Count up and down in hundredths.**  Recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10  **Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.**  Recognise and show, using diagrams, equivalent fractions with small denominators.  **Recognise and show, using diagrams, families of common equivalent fractions.**  Add and subtract fractions with the same denominator within one whole.  **Add and subtract fractions with the same denominator.**  Solve problems that involve all of the above.  **Recognise and write decimal equivalents of any number of tenths or hundredths.**  **Recognise and write decimal equivalents to ¼, ½, ¾**  **Round decimals with one decimal place to the nearest whole number.**  **Compare numbers with the same number of decimal places up to two decimal places.**  **Solve simple measure and money problems involving fractions and decimals to two decimal places**  **Find the area of rectilinear shapes by counting squares (link to multiplication)**  Regular times table practise – Y3 x7, x9, Y4 All tables up to 12 x12 | **Spelling** use further prefixes and suffixes and understand how to add them, spell further homophones, spell words that are often misspelt, place the possessive apostrophe accurately in words with regular plurals, and in words with irregular pluralsSpellzoo scheme Y3 - Set 1: Words ending in 'ly' Set 2: Words ending in 'sure' and 'ture' Set 3: Words ending in 'sion' as /zhun/ Set 4: Words ending in 'ous' 1 Set 5: Words ending in 'ous' 2 Set 6: Words ending in 'tion' and ‘cian’ Set 7: Words ending in ‘ssion’ as /shun/ Set 8: Words ending in ‘ssion’ and ‘sion’ as /shun/ Set 9: Words containing ‘ch’ as /k/ Set 10: Revision  Y4 Set 1: Word list 6 Set 2: Word list 7 Set 3: Words containing 'sion' as /zhun/ Set 4: Words ending in ‘ous’ Set 5: Words ending in ‘ation’ Set 6: Words ending in ‘tion’ Set 7: Words ending with ‘ssion’ as /shun/ Set 8: Words ending with ‘ssion’ and ‘sion’ as /shun/ Set 9: Homophones 3  Set 10: Word list 8 Set 11: Revision  **Reading** develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books, showing understanding through intonation, tone, volume and action, discussing words and phrases that capture the reader’s interest and imagination, recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, asking questions to improve their understanding of a text drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, identifying main ideas drawn from more than one paragraph and summarising these, identifying how language, structure, and presentation contribute to meaning, retrieve and record information from non-fiction, participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say  twice weekly guided reading, once weekly individual reading,  Silent sustained reading daily.  **Writing** plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar, discussing and recording ideas, draft and write by:composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, organising paragraphs around a theme, in narratives, creating settings, characters and plot, in non-narrative material, using simple organisational devices, evaluate and edit by: assessing the effectiveness of their own and others’ writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, proof-read for spelling and punctuation errors, read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  Romulus and Remus story board  Instructions – how to make a chocolate Roman Road  Information leaflet on a Roman Soldier  Newspaper reports – Queen Boudicca  Diary writing – Romans at leisure  Research about Roman Gods – make a Top Trumps card game  Tourist guide for Hadrian’s Wall  **Grammar**  extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although, using the present perfect form of verbs in contrast to the past tense, choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition, using conjunctions, adverbs and prepositions to express time and cause, using fronted adverbials  Recap on nouns, verbs, adjectives and adverbs  Apostrophes for possession (recap plural possession Y4) and contraction  Subordinate clauses, fronted adverbials  Hammer Grammar exercises |

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| Science | Geography | History |
|  | Make maps to show the expansion of the Roman empire  Compare the capital cities of Italy and the UK  Map out where Romans built roads in the UK  Make a tourist guide to Hadrian's Wall or another Roman site | British History – What the Romans did for us  Roman Empire and its impact on Britain: Julius Caesar’s attempted invasion  Roman Empire and successful invasion  British resistance eg Boudicca  Romanisation of Britain |

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| Art and Design | Design and Technology | Music |
| Roman Shields  Roman mosaics | Aqueducts | **Three Little Birds**   1. Listen and Appraise the song Three Little Birds and other songs: ● Three Little Birds by Bob Marley ● Jamming by Bob Marley ● Small People by Ziggy Marley ● 54 - 46 Was My Number by Toots and The Maytals ● Ram Goat Liver by Pluto Shervington ● Our Day Will Come by Amy Winehouse   2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm Up Games (including vocal warm ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song  3. Perform the Song - perform and share your learning as you progress through the unit  Roman Song – from previous singing concert |

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| Languages | Physical Education | Outdoor Learning |
|  | Bolsover Sports Partnership – Fundamentals  Athletics | Forest Schools |

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| PSHE/RSE | Religious Education | Computing/E-Safety |
| **Drug Education**  **H2** - Recognising how to make informed choices. **H9** - Understanding that people have different attitudes to risk. **H10, H11** - Recognising, predicting and assessing risks in different situations. **H14** - Where to get help and how to ask for help. **H17** - Distinguishing between safe and harmful and to know some substances can be harmful if misused. **H21, H23** - Learning rules about staying safe. |  |  |