**Class 3 Spring Term 2023**

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| Subject | Learning Hook | Context | Prior Learning |
| History | Investigate and interpret the past  Build an overview of world history  Understand chronology  Communicate historically | Roman Republic   * Foundation myth of Romulus and Remus * River Tiber civilisation * The early kings of Rome * Development of the Roman Republic * Punic wars, Hannibal, Roman army * Roman religion, Roman myths & legends * Roman roads * Roman politics and government during the Republic * Disciplinary focus: similarity and difference * How much power did the senate have in the Roman Republic?   Roman Empire   * The Roman army * Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and   through units on the Roman province of Judea and Christianity in Year 4 so far).   * Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) * Amphitheatres and games * Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce & apply volcano knowledge from * geography) * Disciplinary focus: evidential thinking * What can sources reveal about Roman ways of life?   **Maths link - chronology** | Romans – KS2  Anglo-Saxons – KS2  Victorian toys (EYFS)  Victorian holidays – Y1  The Vikings  Staffordshire Hoard |
| Geography | Investigate patterns  Investigate places  Communicate geographically  Investigate places | The Rhine and the Mediterranean   * Cologne and cities on the Rhine * Rotterdam and the mouth of the Rhine * How the course of the river has been changed by human activity including canals * Mediterranean Sea * Suez Canal * This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements). * Geographical skills: Extending use of maps and photographs * Disciplinary focus: diversity * How are different parts of the Rhine and the Mediterranean used by people?   Population   * Characteristics of population including distribution and diversity. Migration. * Depth focus: multicultural London. * Depth focus: multicultural Cardiff. * Welsh language and culture, effect of changing demographics * Welsh or British? Idea of national identity * Geographical skills: Thematic maps and using census data * Disciplinary focus: diversity * How and why does population distribution vary across Great Britain? | International Trade  Somewhere to Settle  Maps of the World  Transportation |
| Design and Technology | Master practical skills  Design, make, evaluate and improve  Take inspiration from design throughout history | Torches   * Identify electrical products and explain why they are useful. * Help to make a working switch. * Identify the features of a torch and how it works. * Describe what makes a torch successful. * Create suitable designs that fit the success criteria and their own design criteria. * Create a functioning torch with a switch according to their design criteria.   **Maths link – Measures**  **Science - Electricity** | Dippers (KS1)  Constructing Castles |
| Art and Design | Develop ideas  Master techniques  Take inspiration from the greats | Fabric of nature   * Describe objects, images and sounds with relevant subject vocabulary. * Create drawings that replicate a selected image. * Select imagery and colours to create a mood board with a defined theme and colour palette. * Complete four drawings, created with confident use of materials and tools to add colour. * Understand the work of William Morris, using subject vocabulary to describe his work and style. * Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. * Identify and explain where a pattern repeats. * Follow instructions to create a repeating pattern, adding extra detail. * Understand different methods of creating printed fabric in creative industries. * Use sketchbooks to evaluate patterns. * Produce ideas to illustrate products using their designs. | Describe the work of notable artists, artisans and designers: Monet – Y1  Colour chaos (colour for emotions) – Y1/2  Formal Elements |
| Religious Education | Understand beliefs and teachings  Understand practices and lifestyles  Understand how beliefs are conveyed  Reflect  Understand values | The family of Jesus   * Paint a picture of the Roman province of Judea in first century BC. * New Testament stories: Jesus’s family origins, focus on New Testament stories that link with the * Old Testament and Judaism and concept of Messiah (‘the Christ’) * Symbolic, cultural and religious importance of Temple in Jerusalem in 1st C Judaism (link to Summer 2 Religion) * Joseph – a carpenter from the line of Jewish kings (David theme) * Mary and the Angel Gabriel (the Annunciation). * Mary and the visit to Elizabeth (the Visitation). * Why are these stories important to Christians? How have Christians shown their importance in their drama, art and music? * Strong emphasis on diverse cultural depictions of Jesus in art. Each cultural setting tends to depict him in their own image (e.g. Ethiopian, Cameroonian, * Chinese, Indian as well as European depictions). * Disciplinary focus: history and theology * Why is the idea of ‘Messiah’ so important to Christians?     The birth of Jesus   * New Testament stories: birth of Jesus (Matthew and * Luke’s Gospels) * The nativity story * The shepherds’ story * The Wise Men (the Epiphany) * Herod and the killing of the infants * Why are these stories important to Christians? * How have Christians shown their importance in their * drama, art and music? * How do Christians express their beliefs about Jesus at Christmas time? | Is it true that Jesus came back to life again? – Y1  Nativity performance  What is the most significant part of the nativity story?  How can Brahman be everywhere and in everything? |
| Physical Education | Develop practical skills in order to participate, compete and lead a healthy lifestyle | Cricket  Tag rugby  Gymnastics/Dance | Gymnastics  Dance  Games |
| Music | Perform  Describe  Transcribe  Compose | Ukulele  • Dynamics with strumming  • Rhythm  • TAB  • Composition | Body percussion, Ourselves – KS1  Travel – using instruments/ voices – KS1 |
| Computing | Code  Collect  Communicate  Connect | Top Trumps: Databases (Year 3 Unit) Children begin to understand what is meant by data. They will use excel and Top Trump cards to understand how data can be sorted and filtered.  Further coding with Scratch (Year 4 Unit): The coding program Scratch is explored further by revisiting its key features and introducing the children to the crucial concept of execution of using variables in the code scripts. | Computer skills  Internet safety  Scratch - Year 2  Online Safety  Digital Literacy  Programming Scratch |
| Maths | To multiply and divide  To use fractions  To use measures  To understand the properties of shape  To use fractions | A range of contexts:  Multiplication and Division  Money  Area  Fractions  Decimals | To multiply and divide  To use statistics  To use measures  To understand the properties of shape  To use fractions |
| English | Understand texts  Present neatly  Spell correctly  Punctuate accurately  Write for purpose  Use imaginative description  Use paragraphs  Use sentences appropriately  Analyse writing  Present writing | Fiction: The Last Bear  Poetry: The River  Non-fiction: The Creature  Fiction: The Incredible Book Eating Boy | The Storm Whale - KS1  Non-fiction: All about orangutans  Does chocolate grow on trees? KS2  Brilliant Books – Excitable Edgar  How to train your dragon  Sound Spooky  Exploring Language  How far would I go to look cool? |
| Spanish | To read fluently.  To write imaginatively.  To speak confidently.  To understand the culture of the countries in which the language is spoken. | I Can (E)  Spanish Phonemes: CH J Ñ LL RR  Alphabet  Recognise, use and remember 10 common Spanish verbs/activities.  Use these verbs in the infinitive to make a short sentence starting with  puedo.  Fruits (E)  Phonmems: CH J Ñ LL RR  Alphabet  Name, recognise and remember up to 10 fruits in Spanish.  Attempt to spell some of these nouns with their correct article/determiner.  Ask somebody in Spanish if they like a particular fruit.  Say what fruits we like and dislike in Spanish | Continue to count, reaching 100, to enable students to say the age of various family members.  Phonics catch up  Presenting myself |
| PSHE | Changing bodies.  Mental wellbeing. | Aiming Highh:  Growing Up | Identity  Bullying  Diversity  Safety First  TEAM |
| Science | Work Scientifically  Understand animals and humans  Understand electrical circuits | Our Changing World  Switched On | Ourselves (EYFS)  Seasons/ Weather  Senses  Good Vibrations  States of Matter |