**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 – KS2Anglo-Saxons – KS2Victorian toys (EYFS)Victorian holidays – Y1The Vikings Staffordshire Hoard |
| Geography | Investigate patterns Investigate placesCommunicate geographicallyInvestigate 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 TradeSomewhere to SettleMaps of the WorldTransportation |
| 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 – Y1Colour chaos (colour for emotions) – Y1/2Formal 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? – Y1Nativity performanceWhat 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 | CricketTag rugbyGymnastics/Dance | GymnasticsDanceGames |
| Music | PerformDescribeTranscribeCompose | Ukulele• Dynamics with strumming• Rhythm• TAB• Composition | Body percussion, Ourselves – KS1Travel – using instruments/ voices – KS1 |
| Computing | CodeCollectCommunicateConnect | 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 skillsInternet safetyScratch - Year 2Online SafetyDigital LiteracyProgramming Scratch |
| Maths | To multiply and divideTo use fractionsTo use measuresTo understand the properties of shapeTo use fractions | A range of contexts:Multiplication and DivisionMoneyAreaFractionsDecimals | To multiply and divideTo use statisticsTo use measuresTo understand the properties of shapeTo use fractions |
| English | Understand textsPresent neatlySpell correctlyPunctuate accuratelyWrite for purposeUse imaginative descriptionUse paragraphsUse sentences appropriatelyAnalyse writingPresent writing | Fiction: The Last Bear Poetry: The River Non-fiction: The Creature Fiction: The Incredible Book Eating Boy | The Storm Whale - KS1Non-fiction: All about orangutansDoes chocolate grow on trees? KS2Brilliant Books – Excitable EdgarHow to train your dragonSound SpookyExploring LanguageHow 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 RRAlphabetRecognise, use and remember 10 common Spanish verbs/activities. Use these verbs in the infinitive to make a short sentence starting withpuedo. Fruits (E)Phonmems: CH J Ñ LL RRAlphabetName, 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 upPresenting myself |
| PSHE | Changing bodies.Mental wellbeing. | Aiming Highh: Growing Up  | IdentityBullyingDiversitySafety FirstTEAM |
| Science | Work ScientificallyUnderstand animals and humansUnderstand electrical circuits | Our Changing World Switched On | Ourselves (EYFS)Seasons/ WeatherSensesGood VibrationsStates of Matter |