


## TOPIC TITLE: YEAR 3/4

<p><b>ROMANS RULE</b></p> 	<p><b>ART:</b> <b>As artists we will:</b> Explore how different materials can be shaped and joined and learn about the techniques used by artists such as Barbara Hepworth and Sokari Douglas-Camp. The children will then create their own sculpture.</p> <p>Our artist study will be Barbara Hepworth</p>	<p><b>HISTORY/GEOGRAPHY</b> <b>As Historians we will:</b> Use secondary sources including photos, written accounts, artefacts, pictures to research and ask questions about the following -the lives of Roman soldiers and Gladiators. -the impact of the Roman Invasion on our lives today in our local area. To include: -Caesar’s attempted invasion in 55-54BC. -The successful invasion by Claudius -British tribes and resistance - Boudicea -Britain’s role within the Roman empire. -Roman life in Britain for rich and poor.</p> <p><b>As Geographers we will:</b> Use maps and atlases to locate where Romans travelled from and where they settled. Ask what the reasons were for the Empire’s expansion, and its decline. Names of Roman towns and roads.</p>	<p><b>KEY QUESTIONS</b> <b>Who were the Romans?</b> <b>Why was the Roman Army important and how did it become so powerful?</b> <b>How do we know the Romans lived in England?</b> <b>Where did the Romans live in Britain?</b> <b>What was Roman life like in Britain?</b> <b>Why did the Romans worship different gods? Who were the famous Roman Emperors?</b> <b>How have the Romans influenced our lives today?</b></p>
<p><b>COMPUTING:</b> <b>In computing we will:</b> Revisit online safety. Unit 4.5 – Logo. Create Roman mosaic patterns. Unit 4.1 – Coding Unit 4.4 – Writing for different audiences.</p>	<p><b>DT</b> <b>As designers we will:</b> Introduce children to various forms of ‘Information design’ before they are briefed to develop an electric museum display based on the Romans.</p>		<p><b>ENGLISH:</b> <b>As readers we will:</b> Study the texts – Escape from Pompeii and Empire’s End: A ROMAN Story. Use a range of non-fiction books to research everyday life in Roman Britain. <b>As writers we will:</b> Write eyewitness accounts about Pompeii, setting descriptions, performance poetry about Roman soldiers and our own information reports.</p>
<p><b>PE</b> <b>In real PE Y4, Unit 6, we will:</b> develop our fitness skills and consider how our body benefits from exercise. <b>In real Dance Y3, Unit 1, we will:</b> learn and develop shapes and circles and create sequences of movement with these through partnering and artistry <b>In our coach led lesson we will:</b> develop our skills in athletics and striking and fielding games.</p>	<p><b>MATHS:</b> <b>As mathematicians we will:</b> Learn about decimals (including money) and time. Identify properties of shape and give position and directions in Geometry. Study statistics.</p>	<p><b>MUSIC:</b> <b>As musicians we will:</b> Complete the units: Expression and Improvisation – how does music shape our way of life? The Show Must Go On – how does music connect us with the environment?</p>	<p><b>SCIENCE:</b> <b>As scientists we will:</b> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
<p><b>LANGUAGES:</b> <b>As linguists we will:</b> Learn vocabulary and phrases linked to mon école and retell a story. Learn about similarities and differences between school life in France &amp; UK.</p>	<p><b>ADDITIONAL LINKS</b> <b>PSHE/ SMSC/ BRITISH VALUES</b> To recognise the range of emotions that relationships brings, and how we can help ourselves with these. Explore the positive and negative sides of a range of relationships and how we can celebrate these.</p>	<p><b>VISITS &amp; EXPERIENCES:</b> Visit the Roman Museum in Alcester or Lunt Fort</p>	

	To recognise different types of relationship and develop the skills to form and maintain positive and healthy relationships.		
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**As part of the understanding Christianity programme, we will be looking at the Kingdom of God, focusing on the Big Question ‘For Christians, when Jesus left, what was the impact of Pentecost?’**

- Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
- Offer suggestions about what the description of Pentecost in Acts 2 might mean.
- Give examples of what Pentecost means to some Christians now.
- Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.
- Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.

**As part of the Coventry and Warwickshire Agreed Syllabus, we will be looking at the Big Question ‘What can we learn from religions about deciding what is right and wrong?’**

- Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.
- Make connections between stories of temptation and why people can find it difficult to be good.
- Give examples of ways in which some inspirational people have been guided by their religion.
- Discuss their own and others’ ideas about how people decide right and wrong.