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| **Key texts** | **Key Inspiration** | **Key sources** |
| Range of Non-fiction texts detailing life in Roman Britain  Roman Myths - Romulus and Remus, Dido and Aeneas  The Romans: Gods, Emperors and DormiceAtlas and maps of Roman Britain  Continued from last half term | Maps of Roman Britain  Accounts of invasion and life in Roman Britain  Roman mosaics | Non-fiction library texts  Online images of locally found artefacts  Online mapping technologies  Ancient maps  land use maps |

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| **English** | | **History** | |
| **To write for a purpose; to organise writing appropriately** | | **Build an overview of world history** | |
| **Big Questions** | Continued from last half term  Reading  Can you explain and discuss what you have read?  Can you make inferences about what you have read?  Can you recognise features of Roman myths?  Writing  What techniques can you use in your writing to make it interesting?  Can you use paragraphs in your writing?  Can you include subordinate and embedded clauses in your writing? | **Big Questions** | Can you describe what the Romans built after they settled in Britain?  Can you explain what people did for leisure in Roman Britain?  Can you explain what archaeological sites tell us about Britain?  Do you know what Roman houses were like in Britain?  Can you recall some of the important things the Romans introduced to Britain? |
| **Context for learning** | Reading  Research different aspects of Roman life in Britain using non- fiction texts and primary resources online.  Continue to read, discuss and respond to class texts to infer characters feelings and motivations and to gain more understanding of Roman life in Britain.  Participate in drama and role play activities to explore ideas further.  Read Roman myths.  Writing  Plan and write your own version of a Roman myth.  Write a diary entry of a Roman soldier living in Britain. | **Context for learning** | Research Roman roads and aqueducts, make a working aqueduct model; find out about different parts of a Roman bathhouse and what a typical visit to the bathhouse might entail; develop source work skills by finding out about Roman sites in Britain; consider the legacy the Romans left in Britain. |
| **Key Vocabulary** | summarise, retrieve, record, explain, justify, identify, *myth, inference;* tense – past, present, future, powerful verbs, paragraphs, subordinate clause, embedded clause, dialogue | **Key Vocabulary** | *Empire, forum, emperor, gladiator, mosaic, toga, Roman, Julius Caesar, invasion, battle, centurion* |

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| **Geography** | | **Art/Design & Technology** | |
| **Magical Mapping** | | **Roman jewellery** | |
| **Big Questions** | Can you name different types of maps and explain some of the key features of maps?  Can you draw a simple sketch map?  Can you identify map symbols?  Can you use aerial photographs and recognise basic human and physical features? | **Big Questions** | Can you describe some of the materials Roman jewellery was made from?  Can you explain which jewellery Roman men wore?  How was the jewellery Roman women wore different? |
| **Context for learning** | Draw a sketch map of school including key features and labels; use an atlas to find countries around the world; solve riddles about the oceans and continents of the world; observe aerial photographs. | **Context for learning** | Design and make various items of Roman jewellery such as an amulet and necklace. |
| **Key Vocabulary** | Sketch map, key, compass rose, aerial view, map symbols, direction, route, human, physical, continent, country | **Key Vocabulary** | Symbol, ring, bracelet, necklace, brooch, amulet |

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| **Maths** | | **Science** | | **Computing** | |
| **Fractions and Measurement: Length & Perimeter (Yr3), Area (Yr4)** | | **Electricity** | | **Creating media - Animation** | |
| **Big Questions** | **Yr3-** Can you recognise, find & write fractions of a set of objects?  Can you add and subtract fractions with the same denominator?  Can you compare and order lengths based on measurements in mm, cm and m?  Can you add/subtract lengths in different units of measurement?  Can you measure the perimeter of 2D shapes?  **Yr4** – recognise & write decimal equivalents of a number of tenths, ½, ¼ and ¾?  Can you solve problems involving fractions?  Can you explain what area is?  Can you compare the area of shapes? | **Big Questions** | Can you explain what electricity is?  Can you name the different electrical components?  Is a bulb always the same brightness?  Can you explain what an electrical conductor and an electrical insulator is?  Can you explain how electricity is dangerous? | **Big Questions** | Can you explain that animation is a sequence of drawings or photographs?  Can you plan an animation?  Can you review and improve an animation?  Can you evaluate the impact of adding other media to an animation? |
| **Context for learning** | Exploring fractions of shapes and quantities; solving word problems involving fractions; counting in fractions  Metre, centimetre, millimetre, length, height, width, perimeter, area | **Context for learning** | To be able to identify common appliances that run on electricity.  To make a simple series electrical circuit, identifying and naming its basic parts.  To be able to identify whether or not a lamp will light up in a simple series circuit, based on whether the lamp is part of a complete circuit.  To be able to recognise common conductors and insulators.  To recognise that a switch opens and closes a circuit. | **Context for learning** | Learn about simple animation techniques and create own animation in the style of a flip book.  Apply developing knowledge to make a stop frame animation using a tablet.  Use a tablet to animate our own stories.  Create a new animation based on feedback received.  Add other media and effects into their animation, such as music and text. |
| **Key Vocabulary** | Fraction, numerator, denominator, equivalent, improper fraction, mixed number fraction, tenths, hundredths, decimals; millimetre, centimetre, metre, perimeter, area | **Key Vocabulary** | Electricity, electrical component, conductor, insulator, circuit | **Key Vocabulary** | Animation, flip book, stop frame animation, frame, sequence, image, photograph, onion skinning, evaluation |

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| **Religious Education** | | **PSHE** | | **School Values** | |
| **Why do Christians call the day Jesus died Good Friday?** | | **Good To Be Me** | | **Courage** | |
| **Big Questions** | Can you make simple links between the Gospel texts and how Christians  mark the Easter events in their  church communities?  Can you describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. | **Big Questions** | Do you understand that there are similarities and differences between everyone?  Do you know how to feel good about yourself in difficult situations?  Can you recognise different feelings in yourself and others, such as surprise and disappointment?  Can you stand up for yourself and act assertively? | **Big Questions** | Can you explain what courage is?  Do you know that courage is being able to face our fears or new challenges?  How can we find the inner strength to show courage?  How can you show courage in your daily life? |
| **Context for learning** |  | **Context for learning** | Circle time activities to identify what makes you, you. Exploring stories.  Identifying different feelings through drama and role play scenarios. | **Context for learning** | School worship.  Drama and role play activities.  Community links –  Parents can encourage children to make the right choices in their community. |
| **Key Vocabulary** |  | **Key Vocabulary** | Similarities, differences, individuality, identity, surprised, worried, hopeful, excited, choices, assertive, aggressive, passive, angry | **Key Vocabulary** | Courage, strength, challenges, choices |

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| **Languages** | | **Music** | | **Sport/P.E** | |
| **Les Instruments** | | **Instruments** | | **Trigolf** | |
| **Big Questions** | Can you name ten instruments in French?  Can you match all the new French words to the appropriate picture?  Can you say that you can play an instrument in French correctly? | **Big Questions** | Continued from last half term -  Can you name some of the instruments in the orchestra?  How can you play the whistle successfully?  Can you explain the difference between the walk and the running notes? | **Big Questions** | Can you control the direction of the ball using a putter and chipper?  Can you control the distance travelled by the ball using the putter and chipper?  Can you use your knowledge of putting and chipping to score points and work effectively as a team? |
| **Context for learning** | Learn the vocabulary linked to instruments.  Show increasing confidence when speaking out loud. | **Context for learning** | Play as a part of an ensemble using correct fingering to play the whistle.  Play in time using rhythmic techniques.  Understand the differences between each family in the orchestra. | **Context for learning** | Practise using different swings for different shots. Show accuracy when striking the ball towards a target. Practise getting flight on the ball when hitting towards a target area. |
| **Key Vocabulary** | Je joue, la trompette, la batterie, la guitar, la flute a bec, la clarinette, la harpe, la piano, le triangle, le violon, les cymbales | **Key Vocabulary** | Melody, harmony, tempo, fingering, breath control, rhythm  Orchestra, strings, woodwind, brass, percussion | **Key Vocabulary** | Putter, chipper, putting, chipping, fairway, bunker |