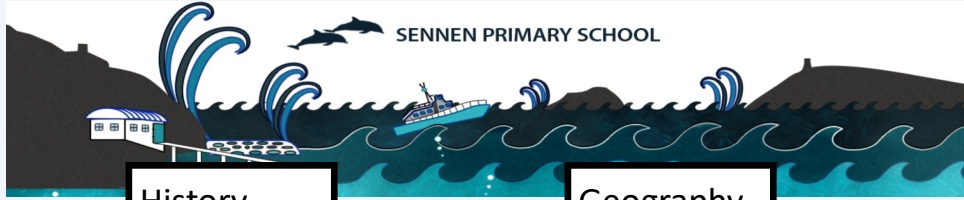


In this topic children gain a sense of chronology as they understand the events in Britain between the Roman invasion attempts & the period of Roman occupation. They will understand reasons for invasions and how these brought about change by investigating key questions and historical figures.



History

Geography

Science

Computing

PSHE

Intent—To be able to identify how the Roman Empire impacted Britain.

Intent -to be able to develop locational knowledge to locate countries within Europe using maps. This builds on mapping the UK from Year 2.

Intent—to be able to recall facts learned in term 2

Intent— (Sequencing sounds) To be able to create sequences in a block-based programming language to make music.

Intent—to be able to identify how we can take care of both our bodies and minds, and embrace who we are.

Prior learning—Children will have a clear chronological understanding of Ancient Britain. They will know that the Celts lived in round houses and developed strong defensive systems called hill forts.

Map where different invaders are coming from & where they attack/ conquer.

In term 2 children learned to understand different diets of animals & how they became food chains. This term we plan to revisit this content through short quizzes.

Prior Learning— to develop pupils’ understanding of digital & non-digital devices and how they can connect to each other.

Prior learning—We are still half way through our ‘health and well being module—a very important topic! Pupils have learned how to keep their bodies healthy through diet and exercise, and are now going to focus on mental health.

Sequence of learning

1. What do we know about early Rome and how do we know this?
2. Who was in charge of the Roman Empire?
3. How powerful was the Roman army?
4. What events led up to Emperor Claudius invading Britain?
5. How did the Roman settlements compare to the Celtic villages?
6. Who was Boudicca and why did she take revenge on the Romans?
7. How did the Romans protect their land and how do we know this?
8. What happened in the final years of the Roman Empire?
9. What was life like in the different regions of England during the Roman era?

Learning integrated with Historical content.

Sequence of learning

1. An introduction to Scratch.
2. Programming Sprites.
3. Sequences.
4. Ordering commands.
5. Looking good.
6. Making an instrument.

Sequence of learning

1. Wonderful me—what are my features that make me unique?
2. My superpowers—Identifying personal strengths and considering how these can be used and how they may impact others
3. Celebrating mistakes—Developing a growth mindset and learning that mistakes are useful.
4. Understanding my feelings— Understanding a person can give or refuse permission.
5. My happiness—identify things that are important to them and learn that they can take action to influence their own happiness.

Penlee Museum visit—Roman Workshop.

Next steps— children will learn about the history of their locality in the next cycle & further ancient civilisations such as the Maya in Y5.

Next Steps— Creating Media—stop-frame animation.

Sequencing Sounds will progress in Cycle A to focus on audio production.

Next steps— Next term pupils will look at online safety and how they are going to change as they grow.

Impact

Children will have an understanding of chronology and can interpret the past from a range of sources.

Impact

Children will demonstrate a working knowledge of Britain and some of wider Europe. To become more confident at using maps/ atlases.

Impact

Children will demonstrate retained knowledge of diets & food chains.

Impact

Children confidently use Scratch to sequence motion, sounds & event blocks.

Impact

Pupils will feel good about who they are and the contributions they make as individuals. They will show confidence in themselves.

Trip to Penlee Museum Friday 19th January.

Art

D & T

Music

RE

Texts that match our topic

Intent—

Intent—

Intent—

Intent—

None this half term

To design, make and evaluate an electric poster.

To understand and use a motif to perform a song.

To know how people decide what it means to live a good life, reflect on their own opinions about what is right and wrong and explore the reasons behind these beliefs

Prior learning— children have had experience of designing, making & evaluating a product before. Y4 have experienced the construction of a simple circuit.

Prior learning— Year 4 have used glockenspiels previously, following graphic notation. This will be new learning for year 3

Prior learning— Last term, pupils explored the idea of what makes us human, where they learned about what different religions think about the idea of a soul.

Sequence of learning

Sequence of learning

Sequence of learning

1. Information design
2. Topic research
3. Design development
4. Electric poster assembly

1. To sing in tune
2. Understand what a musical motif is
3. Compost and notate a motif
4. Develop and transpose their motif
5. Combine and perform different versions of their motif.

1. Explore what morals are
2. Evaluate the importance of religious guidance to some Christian and Jewish people.
3. Explore how some people remember moral guidance.
4. Describe how some people apply religious guidance in daily life
5. Analyse religious and non-religious guidance.
6. Express and justify opinions about moral guidance.

Next steps— In the next unit pupils will be learning about the origin and features of rock and roll music, how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, before performing a piece as a class.

Next steps— Next term pupils will explore why scriptures are an important part of religion.

Impact

Impact

Impact

Impact

Children will be able to explain what an information design is, research an area and then construct a simple circuit.

Pupils will learn a new song, singing in time and in tune while following the lyrics. They will identify motifs aurally and play a repeated pattern on a tuned instrument. They will create and perform a motif, notating it with reasonable accuracy.

Pupils will identify each religion's approach to moral guidance and then reflect on what that might mean in their own lives.

