

Year 3/4 – Cycle A- Spring

ROMANS/ ANGRY EARTH

CHRISTIAN VALUES: 'LIFE'
LOVE, INTEGRITY, FORGIVENESS, EQUALITY

Sewage systems, the calendar, paved roads, turnips and carrots are all things that were introduced to Britain by the Romans, but where did they come from and why were they here? The children will have the opportunity to look at Roman art in the form of mosaics and other aspects of Roman culture.

This unit also explores Volcanoes, Rocks and Earthquakes, looking at how and where they occur. The pupils will find out about fossils and diamonds, lava and coal and everything in between! They will try to find out why people still live by something so dangerous.

They will consider human fascination with Volcanos and the feelings they evoke, with a particular focus on Mount Vesuvius and its effects on Pompeii.

Big Question: What did the Romans do for us?

SMSC: Window moment: Looking outwards at the world & appreciating its wonders- both the awful and the 'awe-ful': The children will have the opportunity to appreciate the beauty of Roman art in the form of mosaics and the human talents and achievements of the Romans through other aspects of Roman culture.

Rich Texts

King of the Sky
Greenling
Blackberry Blue and
Other Fairy Tales
Over the Hills and Far
Away

Our Learning Values: 'REACHING'

The children will:

- . **R**esponsibility - be in control of their own learning,
- . **E**valuative - evaluate what they have done and make changes if they need to
- . **A**mbitious - always want to do my best to reach my goals.
- . **C**ollaborative - work with others, sharing my strengths and ideas.
- . **H**ardworking - strive to do their best in all they do
- . **I**ndependent - find and use what I need to help me.
- . **N**imble-minded - be open to new ideas and ways of doing things.
- . **G**ritty - have a go and persevere especially when I find it difficult or don't enjoy it.

As Readers & Writers we will:

- Analyse poems & prose to explore a character.
- Write diary entries in role as different characters.
- Write a persuasive letter to encourage people to join Boudicca's army.
- Write descriptive pieces about characters & settings.
- Write our own poetry
- Retell a story through drama
- Compare & contrast texts on a similar theme
- Explore how symbolism is used in stories
- Write poetry describing what we would miss if we were a long way from home.
- Explore how readers can be influenced through deliberate word choices.
- Create our own founding tale.

As Mathematicians we will learn:

Year 3

- Fractions are equal parts of a whole.
- Equal parts of shapes do not need to be congruent but need to be equal in area.
- Decimal fractions are linked to other fractions.
- Use a number line to think about fractions as numbers.

Year 4

- Fractions arise from solving problems where the answer lies between two whole numbers.
- Fractions express a relationship between a whole & equal parts of a whole.
- Understand that there are different ways to write the same fraction and we call these equivalents.

As Historians we will:

- Consider the legacy of the Romans in Britain.
- Explain how the Romans built up their Empire.
- Evaluate the impact that the Roman Empire had on different people in Britain & how they reacted to these changes.

As Geographers we will:

- Identify patterns as to where volcanoes are located & where earthquakes occur.
- Explain how volcanoes are formed & why earthquakes occur.
- Reflect on why people live near volcanoes & on fault lines (earthquake).

As Scientists we will learn that:

- Sound travel can be blocked.
- Sound spreads out as it travels.
- Changing the shape, size & material of an object will change the sound it produces.
- Sound is produced when an object vibrates. Changing the way an object vibrates changes its sound.
- Sound moves through all materials by making them vibrate.

Computing: Publishing an e-book using 'Book Creator': The children will use the iPad for Book Creator to publish their own 'Storm' inspired books. Using editing software, children will learn to crop and add effects. E-safety – children will learn to search the internet for appropriate images and develop an understanding of what is an unsuitable image.

RE: Making Choices: Concept: Temptation How do Bible and Torah stories teach about doing the right thing? Is it important for Christians and Jews to have guidance about not being tempted? Can giving in to temptation ever be a good thing? Is a temptation always bad for you/others? What kind of world did Jesus want? (GOSPEL)

The Cross: Concept: Symbol What meaning do different crosses have to Christians? Why? How important is the cross for Christians? How do the feelings symbolised by the different crosses relate to how we feel about the crosses in our own lives?

Art and DT:

The children will look at and compare Roman mosaics, talking about their purpose and the patterns/styles used. We will create designs of varying sizes/colours to experiment with composition and pattern. We will then make a final mosaic piece based on a topic based image (such as goddesses, birds, vases, etc). The children will research suitable textiles to design and make a Roman Bulla for a child, considering colour & pattern as well as functionality. They will explore the best techniques to assemble their purse, and evaluate its overall success. They will practise blanket and running stitches to join and decorate them. They will also be designing their own Roman style jewellery such as a Roman Bulla.

MUSIC: Children will be listening to the Firework Music by Handel as a stimulus for their compositional work. They will have the opportunity to create marches through our Roman unit and compose their own volcano pieces of work using classroom instruments. In our Listen 2 Me programme they will be learning The African Drums.

MFL:

In French we will be looking at different elements of time. We will be able to recall our days of the week and months of the year. This vocabulary will also help us to be able to ask and answer questions such as 'What day is it today?' and 'What is today's date?' We can develop this further by discussing our birthdays and the different dates for various French festivals. We will look at changing present tense sentences to learn about past and future tenses. We will write sentences from memory and adapt them to create new sentences.

PE/GAMES:

Netball: We will learn a range of passes and their function within a game, develop shooting techniques & perform basic pivoting.

Tag Rugby: We will learn to send and receive, run and dodge and understand basic attacking and defending principles.

RSHE: This term the focus will be on what keep them safe. They will learn: to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe; how to help keep their body protected and safe e.g. wearing a seatbelt, protective clothing and stabilizers; that their body belongs to them and how to respond to pressures; how everyday health and hygiene rules and routines help people stay safe and healthy; how to respond in an accident or emergency. They will also focus on what families are like. They will look at how families differ from each other (including differing family structures, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents); how people in families should care for each other and how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.