Topic: Romans   Term: Autumn Term   1st half   Years 3 & 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Alphabetical order, Dictionary and thesaurus work	Instructions	Instructions	Instructions	Settings	Settings	Poetry
Mathematics	Place value	Place value	Place value	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction
Science	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

Ask questions, suggest relevant questions that can be explored further using different types of scientific enquiry. Compare different kinds of rocks based on their appearance in the context of understanding the difference between natural and human-made rocks. | Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
To compare and name the 3 types of rocks.

Ask questions, suggest relevant questions that can be explored further using different types of scientific enquiry. Making systematic and careful observations by examining different types of rocks | To explain how fossils are formed when things that are trapped within rock.

Describe in simple terms how fossils are formed when things that have lived are trapped within rock by explaining the fossilisation process and by comparing fossils to the animals they belong to. | To explain Mary Anning's contribution to palaeontology.

To identifying changes related to simple scientific ideas in the context of theories about fossils. | To carry out an experiment on rocks for permeability and durability.

To set up practical enquiries, comparative and fair tests relevant to the questions or ideas they are investigating. | To make systematic and careful observations in the context of investigating the permeability of different soils.

Recording findings using simple scientific language. Reporting on findings from enquiries, including presentations of results and conclusions. Children will present their finding using the key science vocabulary for this lesson | End of unit assessment |
| Computing | Scratch & Turtle Logo design write and debug programs that accomplish specific goals, solve problems by decomposing the in smaller parts. (Backwards)
Using Turtle Logo create and debug an algorithm using the move, rotate and repeat commands. | Scratch & Turtle Logo design write and debug programs that accomplish specific goals, solve problems by decomposing the in smaller parts. (Pen Up and Pen Down)
Using Turtle Logo (Pen Up and Pen Down) create and debug algorithms using pen up and pen down. | Scratch & Turtle Logo, use sequence, selection and repetition in programs. (Regular Polygons)
Using Turtle Logo create and debug algorithms that draw regular polygons. | Scratch (Drawing) use sequence, selection and repetition in programs. (Regular Polygons)
To create and debug algorithms that draw shapes. | Scratch (Regular Polygons in Scratch) use sequence, selection and repetition in programs
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
To create and debug algorithms that draw regular polygons. | Scratch (Pens) use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
Using Scratch create and debug algorithms to draw patterns. | Staying safe online
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact |

Geography		To locate Europe on a world map and identify some of its characteristics. To look at where Italy and Rome are located on a world map.	Locate some of Europe's countries and capitals and find out more about them. Locate Europe's countries and major cities – use maps, atlases, globes and digital computer mapping to locate countries.			
History **Romans**	Roman Empire Time Line. Put events, people, places and artefacts on a time line Develop increasingly secure chronological knowledge and understanding of history, local, British and world	To explore the story of ow Rome was founded by Romulus and Remus and how the city expanded into an empire. Understand that knowledge about the past is constructed from a variety of sources.	To investigate why Romans invaded Britain. To understand the terms invade and settle. To develop the use of appropriate subject terminology such as empire/Caesar Identify and begin to describe historically significant people and events in situations.	To find out who was in Britain when the Romans invaded and learn about their way of life. Celtic Life. Develop increasingly secure chronological knowledge and understanding of history, local, British and world	Invasion by the Romans. Explore the reasons why they were so good at fighting. Roman soldiers. (Slide 2 – Soldiers) Identify and give reason for historical events, situations and changes.	To explore who Boudica was and to learn about her revolt. Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance.	To find out about life in Roman Britain. Suggest where we might find answers to questions considering sources.
Art and Design	*Develop confidence working with clay adding greater detail and texture* *Making Roman coins using clay and add texture using clay tools.*	*Add colour once clay is dried* *Decorate and seal coins.*	*Investigate ways of joining clay* Creating Roman coil pots.	*Investigate ways of joining clay - scratch and slip* Joining handles to pots using scratch and slip.	*Add colour once clay is dried* Decorate and seal pots.		
P.E.	*perform dances using a range of movement patterns* Dance-Machines	*Create dance phrases/dances to communicate an idea* Dance-Machines *play competitive games, modified where appropriate* Invasion games-On the attack (NUFC coach)	*Structure a dance phrase, connecting different ideas, showing a clear beginning, middle and end* Dance-Machines *Practise skills in isolation and combination* Invasion games-On the attack (NUFC coach)	*Link phrases to music* Dance-Machines *Practise skills in isolation and combination* Invasion games-On the attack (NUFC coach)	*Understand and use simple dance vocabulary* Dance-Machines *Work well as a team in competitive games* Invasion games-On the attack (NUFC coach)	*Understand why safety is important in the studio* Dance-Machines *Apply basic principles of attacking and defending* Invasion games-On the attack (NUFC coach)	*Compare and comment on their own and other's work -strengths and areas for improvement* Dance-Machines *Develop an understanding of fair play (respect team-mates and opponents)* Invasion games-On the attack (NUFC coach)

Languages (MFL) French	Phonetics & Pronunciation Introduce the first set of phonemes in French. ch, ou,on, oi Discriminate sounds and identify meaning when items are repeated several times. Recognise and read known sounds within words.	Phonetics & Pronunciation Introduce the second set of phonemes in French. i, in, ique, ille Identify phonemes that are the same as or different from English or other languages they know. Learn the Karaoke song for the French phonemes.	Je Peux (I can) Introduce the aim of this unit - to learn some common every day verbs/activities and learn how to say these in French. In today's lesson they will be introduced to five. Speak clearly and confidently. Remember a sequence of spoken words.	Je Peux (I can) To introduce the next five verbs to the class. Recap last week's verbs. Speak clearly and confidently. Understand the main core structures and begin to use some actively.	Je Peux (I can) To consolidate all ten verbs and integrate je peux.To use all new knowledge to improve listening and reading skills in French. Listen attentively to spoken language and show understanding by joining in and responding.	Je Peux (I can) To use all new knowledge in writing activities. To read carefully and to show understanding of words and phrases and simple writing.	Assessment - Je Peux (I can) To revise all language covered so far and complete assessment for the unit. Begin to know some key vocabulary.
R.E.	How do Hindus worship? Describing a Mandir	How do Hindus worship? What happens in a Mandir?	How do Hindus worship? Does good defeat evil?	How do Hindus worship? What does a Hindu shrine look like?	How do Hindus worship? How does a Hindu family perform puja?	How do Hindus worship? Why do Hindus have divas?	How do Hindus worship? How else do Hindus celebrate Diwali?
PSHE	Class room Charter To explore classroom boundaries and rules.	Relationships – VIPs Family and Friends To explain the importance of respecting my VIPs	Relationships – VIPs Fabulous Friends To explain how to make and keep fabulous friends.	Relationships – VIPs Is this a good relationship? To identify my own support network.	Relationships – VIPs Falling Out To demonstrate strategies for resolving conflicts.	Relationships – VIPs What is bullying? To identify what bullying is.	Relationships – VIPs Stand up to Bullying To know what to do if someone is being bullied.
Music	To appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians. Composer study- Benjamin Britten Four Seas Interlude Describing the mood of the music.	To appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians. Composer study- Benjamin Britten Four Seas Interlude Creating a class story to match the music.	To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notation. Recorders To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Charanga-Mamma Mia	To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notation. Recorders To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Charanga-Mamma Mia	To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notation. Recorders To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Charanga-Mamma Mia	To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notation. Recorders To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Charanga-Mamma Mia	To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notation. Recorders To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression. Charanga-Mamma Mia