

Topic UU Autumn Term Roman Invaders 2024 Class and Year Groups: UU Year3/4

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to: -</p> <ul style="list-style-type: none"> • identify the impact that the Romans had on Britain. • recognise and discuss what the Romans did for us. • Understand how the Romans invaded Britain and how the British resisted this. • Describe what life was like in Roman times. • Be able to identify sources of power, dangers associated with electricity and recognise conductors and insulators. • <p>A day visit from a Roman is planned at the start of the topic to bring the topic to life and for enrichment through first hand experience.</p>	<p>KEY FOCUS AREAS</p> <p>History: The Roman Empire and it's impact on Britain.</p> <p>Geog: Why did early people choose to settle there?</p> <p>Science: Electricity</p> <p>ART: Roman Shield/pot designs.</p> <p>DT: Venetian Masks</p>	SYNOPSIS: Weeks	
		Week 1	Where is Rome. Why is it important?
		Week 2	Roman numerals and Roman workshop
		Week 3	Julius Caesar's attempted invasion
		Week 4	Claudius and Hadrian's Wall
		Week 5	The Roman impact on Britain.
		Week 6	Roman beliefs gods and goddesses.
		Week 7	Assess and review topic, science, maths and RE
<p>SCIENCE: Electricity:</p> <p>To identify common appliances that run on electricity, construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers, identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery, recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit, recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Working scientifically:</p> <p>To asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of result and conclusions, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>KEY QUESTIONS:</p> <p>How did the Romans invade Britain and when?</p> <p>Who was the most powerful Roman ruler?</p> <p>How did the Romans make their clothes?</p> <p>Did the Romans have electricity?</p> <p>Why are they called the Romans?</p> <p>What did the Romans do for us?</p> <p>Where did the Romans come from? Where is Rome?</p> <p>Who was Boudicca?</p> <p>When was the Roman era?</p> <p>Why did early people choose to settle there?</p>	<p>KEY VOCAB:</p> <p>Rome</p> <p>Empire Emperor</p> <p>Villa Temple</p> <p>Bath Conquer</p> <p>Invasion Conflict</p> <p>Centurion Colosseum</p> <p>amphitheatre</p> <p>aqueduct</p> <p>mosaic</p> <p>chariot</p>	
		Opportunities for Extension	
	<p>Can you find any Latin words that are still in use today?</p> <p>Write a news report about an important event, such as the eruption of Vesuvius, or the Roman invasion of Britain. Use stop animation to retell a story about the Roman Gods. Glue cut out leaves onto a headband to make a laurel wreath. Research and write an Information leaflet about a famous Roman site, such as Pompeii or Hadrian's wall. Write a Roman quiz and test your friends!</p>	<p>Vertical Drivers and Opportunities for Enrichment</p> <p>Vertical Driver: Celebration of Diversity and Our place in the World</p> <p>Places to visit: Visit a Roman hill fort or a Roman town like Alcester, Gloucester etc</p> <p>Visit the Roman baths in bath or a Roman Villa.</p>	

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<p>ENGLISH: Purpose for writing: Entertain. Story with historical context: Boudica. Adventure story: Escape from Pompeii. To inform: Roman non-chronological reports.</p> <p>READING Whole class KEY TEXT(S): The Battle of Bubble and Squeak by Phillipa Pierce</p> <p>Whole Class Reading: Escape from Pompeii. Romans on the rampage. Fantastic Mr Fox.</p>		<p>MATHS: Y3: Place Value, addition and subtraction.</p> <p>Y4: Place Value, addition and subtraction.</p>
<p>MFL: Getting to know you. To listen attentively to spoken language and show understanding by joining in and responding</p> <ul style="list-style-type: none"> ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases ▪ read carefully and show understanding of words, phrases and simple writing and appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly 		
<p>PE: Swimming and Gym To develop flexibility, strength, technique, control and balance [gymnastics] To perform dances using a range of movement patterns compare their performances with previous ones and demonstrate improvement to achieve their personal best. To swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], perform safe self-rescue in different water-based situations.</p>	<p>MUSIC: Charanga: Let Your Spirit Fly To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>History: The Romans To find out what happened when the Romans invaded Britain. Julius Caesar’s attempted invasion in 55-54 BC. The Roman Empire by AD 42 and the power of its army. successful invasion by Claudius and conquest, including Hadrian’s Wall. British resistance, for example, Boudica. Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. Life in Britain during Roman times.</p> <p>Art: Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Adapt their work according to their views and describe how they might develop it further. Compare ideas, methods, approaches in their own, and others’ work and say what they think and feel about them. Plan, refine and alter their drawings as necessary. Explore relationships between line and tone, pattern and shape, line and texture. Make informed choices in drawing inc. paper and media. Show increasing independence and creativity with the painting process Choose collage or textiles as a means of extending work already achieved. Show an understanding of shape, space and form. Plan, design, make and adapt models. Talk about their work understanding that it has been sculpted, modelled or constructed. Make a simple papier mâché object. Use ICT. Investigate art, craft and design in the locality and in a variety of genres, styles and traditions.</p>
<p>PSHE and RSE: Relationships (SCARF) BRITISH VALUES: Rule Of Law and democracy School Value: Perseverance RE: What do Christians learn from the creation story?</p>	<p>ICT/COMPUTING: PURPLE MASH: Coding and Online safety To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. to use sequence, selection, and repetition in programs; work with variables and various forms of input and output. To use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. To understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	

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ASSESSMENT DESCRIPTORS	
Science Targets - A Year 3 Scientist	Science Targets - A Year 4 Scientist
<ul style="list-style-type: none"> ask relevant questions and use different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> ask relevant questions and use different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair tests make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <p>identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings.</p>
History Targets - A Year 3 Historian	History Targets - A Year 4 Historian
<ul style="list-style-type: none"> Place the time studied on a time line Use dates and terms related to the study unit and passing of time Sequence several events or artefacts Find out about everyday lives of people in time studied Compare with our life today Identify reasons for and results of people's actions <p>Understand why people may have wanted to do something Distinguish between different sources – compare different versions of the same story Look at representations of the period – museum, cartoons etc</p> <ul style="list-style-type: none"> Observe small details – artefacts, pictures Select and record information relevant to the study 	<ul style="list-style-type: none"> Place events from period studied on time line Use terms related to the period and begin to date events Understand more complex terms e.g. BC/AD Look for links and effects in time studied. Offer a reasonable explanation for some events Look at the evidence available. Begin to evaluate the usefulness of different sources Use text books and historical knowledge. Choose relevant material to present a picture of one aspect of life in time past Ask a variety of questions. Use the library and internet for research Recall, select and organise historical information
Art Targets - A Year 3 Artist	Art Targets - A Year 4 Artist
<ul style="list-style-type: none"> Consider health & safety when planning & carrying out tasks Experiment with different effects and textures e.g. blocking in colour, washes, thickened paint etc. Work confidently on a range of scales e.g. thin brush on small picture etc Annotate the work in their sketchbook. Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Make a simple mosaic. 	<ul style="list-style-type: none"> Include health & safety precautions when planning and carrying out tasks. Plan and create different effects and textures with paint according to what they need for the task. Show increasing independence and creativity with the painting process. Annotate the work in their sketchbook. Explore relationships between line and tone, pattern and shape, line and texture. Explore the differences and similarities within the artists, craftspeople and designers working in different times and cultures. Choose collage or textiles as a means of extending work already achieved.

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<p>PE Targets – As a gymnast/As a swimmer: To use a greater number of their own ideas for movements in response to a task choose and plan sequences of contrasting actions and compositional principles adapt their own movements to include a partner in a sequence Describe good practise when at a swimming pool and explain how to stay safe when near water. Show how to enter and exit the water safely without using the steps (slide) Move in water using swimming aids and support (e.g. Jump, walk, hop and spin) Float and move with swimming aids. Show awareness of buoyancy and support of the water and water aids. Begin to remember and repeat simple actions with and without swimming aids and support with increasing control and coordination. use recognised arm and leg actions to swim increasing distances e.g. Front crawl, back crawl submerge in water and demonstrate breathing control choose most effective stroke for challenges related to speed, distance and personal survival</p>	<p>PE Targets - As a gymnast/As a swimmer To perform actions, balances, body shapes and agilities with control plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement adapt sequences to suit different types of apparatus and their partner's ability. To swim unaided for a sustained period of time over a distance of at least 25m, use a variety of ways to enter and exit the water (slide, jump, etc), use a range of recognised strokes and personal survival skills e.g. Front crawl, back crawl, breaststroke, sculling, floating and surface diving.</p>
<p align="center">MFL Targets - A Year 3 Linguist</p>	<p align="center">MFL Targets - A Year 4 Linguist</p>
<p>Understand a few familiar spoken words and phrases – e.g. Say and/or repeat a few words and short simple phrases – e.g. Recognises and reads out a few familiar words or phrases – e.g. from stories and rhymes, labels on familiar objects, the date. Use visual clues to help with reading. Understand and respect that there are people and places in the world around me that are different to where I live and play. Understand that some people speak a different language to my own.</p>	<p>Understand a range of familiar spoken phrases. Answer simple questions and give basic information. Understands some familiar written phrases. Begin to spell some commonly used words correctly. Identify similarities and differences in my culture to that of another. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</p>
<p align="center">Music Targets - A Year 3/4 Musician</p>	
<ul style="list-style-type: none"> ● Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases). ● Demonstrate the ability to recognise the use of structure and expressive elements through dance. ● Identify phrases that could be used as an introduction, interlude and ending. ● Recognise rhythmic patterns. ● Perform a repeated pattern to a steady pulse. ● Explore and select different melodic patterns. ● Recognise and explore different combinations of pitch sounds. Choose instruments on the basis of internalised sounds. ● Compose music in pairs and make improvements to their own work. Create an accompaniment to a known song. ● Create descriptive music in pairs or small groups. 	