

The Romans

Year 3 Knowledge

History:

The Romans

- To know about The Roman Empire and its impact on Britain
Know that prehistory is the period of time before written methods and stretches until the Roman invasion in AD43
Use dates to work out the interval between periods of time and the duration of historical events or periods.
Use artefacts and photos to help find answers to questions about the individuals or events that happened in the past.
Know that archaeological evidence can be used to find out about the past.
Know what an eyewitness account is.
Look at different accounts of history and know what is fact and or opinion.
- To learn about the Roman baths
Observe the small details when using artefacts and pictures.
Make inferences and deductions using images from the past.
- To understand why Romans built new roads in England.
Know that change can be brought about by advancements in transport and travel.
Know that change can be brought about by advancements in materials.
- To understand what religious beliefs the Romans had.
- Compare the structure of Roman society to ours today.
- Compare childhoods of different historical periods studied.
Explain similarities and differences between daily lives of people in the past and today.
Identify similarities and differences between periods of history.

Year 4 Knowledge

Science:

States of Matter

- To compare and group materials together, according to whether they are solids, liquids or gases.
- To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.
- To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Begin to identify differences, similarities or changes related to simple scientific ideas and processes.

Identify differences and similarities or changes related to simple scientific ideas and processes.

Set up simple practical enquiries, comparative and fair tests.

Set up tests including fair tests, explaining why the test is fair using the language of variables.

Begin to use prior understanding to predict the outcomes of an investigation.

Use prior understanding to predict the outcome of investigations.

Gather, record and begin to classify and present data in various ways to help answer questions.

Gather, record, classify and present data in various ways to help answer questions.

Begin to use straightforward scientific evidence to answer questions or support their findings.

Use straightforward scientific evidence to answer questions or support their findings.

Computing:

Systems and Networks

- Describe how networks physically connect to other networks.
- Recognise how networked devices make up the internet.
- Outline how websites can be shared via the World Wide Web. (WWW)
- Describe how content can be added and accessed on the World Wide Web. (WWW)
- Recognise how the content of the WWW is created by people.
- Evaluate the consequences of unreliable content.

PE:

Year 3 and 4 - Tag Rugby with Sports Coach

- Control the ball when traveling.
- Pass and catch on the move.
- Show good technique when passing.
- Keep in a horizontal line with others when running.
- Catch the ball consistently.
- Pass the ball backwards.
- Play tagging and defending games
- Apply simple attacking tactics.
- Work together with others.
- Apply simple defending tactics.
- Make decisions in games.
- Play games against others working as a team.

Year 3 and 4 - Swimming

- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.
- Swim competently, confidently, and proficiently over a distance of 25m.

RSHE:

- Create a class charter.

Healthy Relationships

- Know the qualities that make a good friend including mutual respect, truthfulness, trustworthiness, loyalty, kindness.
- Know that some friendships may be harmful/unhealthy.
- Know how and who are the important friends in my life; they make me feel happy and secure.
- Know what a good(healthy) friendship/relationship is; they are welcoming to others and do not make others feel excluded.
- Understand that friends can sometimes pressure us to do things, both negative and positive; know the difference between the two.
- Know that I can make a choice –good/bad.
- Understand that there are consequences for making good/bad choices.
- Recognise and manage dares.
- Know why families are important to us –they give love, security and stability.
- Explain what ‘love’ is.
- Know how to show love to one another through actions and words.
- Know the importance of spending time together and sharing each other’s lives.
- Know how to manage change.
- Know that sometimes relationships and friendships breakdown.
- Know it is ok to talk about death and bereavement.

French:

Je me presente (Presenting myself)

- Know how count to 20 in French.
- Ask somebody how they are feeling and give an appropriate response back.
 - Ask somebody their age, name, where they live and reply

Art and Design/Design Technology:

Roman Helmets/Footwear:

- Explore 3D forms.
- Experiment with bas relief/ raised surfaces using different materials.
- Look at making own abstract/ geometric forms to produce a 3D sculpture based on drawing.
- Develop skills in building clay
- Develop skills using tools and materials to carve, add shape, texture and pattern. .
- Develop skills with paper maché, understanding the strength produced by layering paper and glue.
- Develop own designs head wear using paper maché.
- Combine paper maché with other materials (eg. Egg boxes) to build up the surface to make a bas relief.
- Study and appraise sculptors artists who work in 3D.
- Use tools and materials to carve, add shape, texture and pattern.
- Be able to express an opinion about different works of art, craft and design and think critically.

Religious Education:

Spiritual expression

- Listen to and consider spiritual music in ways that enable them to discuss the meanings and impact of the music and consider the meanings of words used in musical worship.
- Explore and respond thoughtfully to examples of Christian music.
- Describe the impact of examples of religious music on those who sing or play it.
- To express own ideas about religious and spiritual music, identifying pieces of music that make them feel calm, excited, or perhaps worshipful or close to God.
- Discuss and debate reasons why music matters to us and enables us to express deep feelings and idea.
- Consider which pieces of music are spiritual or inspiring for me.

Explore, discuss and apply concepts in their learning.

Listening, discussion and self-expression skills including musical appreciation.