

READING

- [Escape from Pompeii](#)
- [Horrible Histories: Rotten Romans](#)
- [Avoid Being a Roman Soldier](#)
- [Beowulf](#)
- [You Wouldn't Want To Be An Anglo-Saxon Peasant](#)

History:

The Roman Empire and its impact on 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 [Corbridge](#) and the impact of technology, culture and beliefs, including early Christianity

(Trip to [Vindolanda](#) and The Roman Army Museum)

Britain's settlement by Anglo-Saxons and Scots

This could include:

- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
- Scots invasions from Ireland to north Britain (now Scotland)
- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
- Anglo-Saxon art and culture
- Christian conversion – Canterbury, Iona and Lindisfarne

(Explore Artefacts and Role Play)



TERM 2: Infamous Invaders!



Geography: Settlements and Land Use

- Describe and understand key aspects of human geography including types of settlements and land use, economic activity including trade links; and the distribution of natural resources including energy, food, minerals and water.
(Explore different maps, looking at Viking/Roman/Anglo-Saxon language for names of towns and cities.)

Music: Musical Notation

- Use and understand staff and other musical notation.
(clapping rhythms, graphic scores and composing)

Art and Design: Designing and Making Roman Vases

- To improve their mastery of art and design techniques – sculpture.



Science / STEM

Forces and magnets

Pupils should be taught to:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.
- Science Week activities

Electricity

Pupils should be taught 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.



Working Scientifically

- Setting up simple practical enquiries, comparative and fair tests

DT / STEM: Create a game/puzzle with bells/lights/buzzers

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

French: Games and Songs

Jeux et chansons (Games and songs)

Focus

Appreciate stories, songs, poems and rhymes in the language.

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

TERM 2: Non - Theme



RE

What do Christians believe about Jesus?

Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on the lives of Christians today. **Belief, Authority, Impact of Belief**

What do Christians remember on Palm Sunday?

Developing knowledge of Palm Sunday in context of Easter, Christian symbols and practices today. **Belief, Authority, Expressions of Belief**

PSHCE: Going for Goals

- Going for goals (SEAL)

Computing: Create a maze style video game

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

(Scratch)

Physical Education

1. Hockey/ Tennis
2. Gymnastics
3. Swimming according to timetable.

Pupils should be taught to:

• play competitive games, modified where appropriate [for example, hockey and tennis], and apply basic principles suitable for attacking and defending

• develop flexibility, strength, technique, control and balance through gymnastics


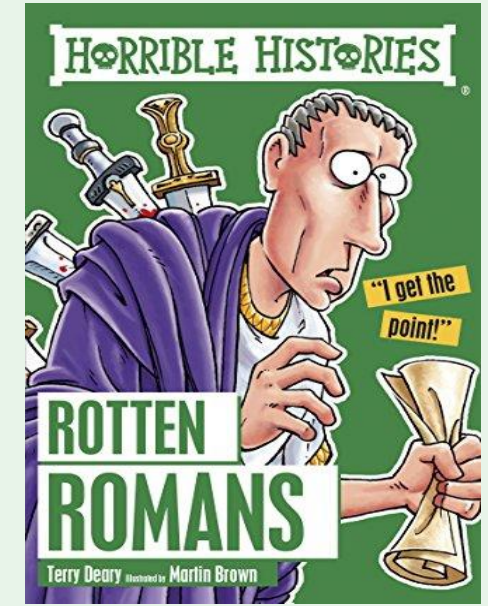
• compare their performances with previous ones and demonstrate improvement to achieve their personal best.

• swim competently, confidently and proficiently over a distance of at least 25 metres


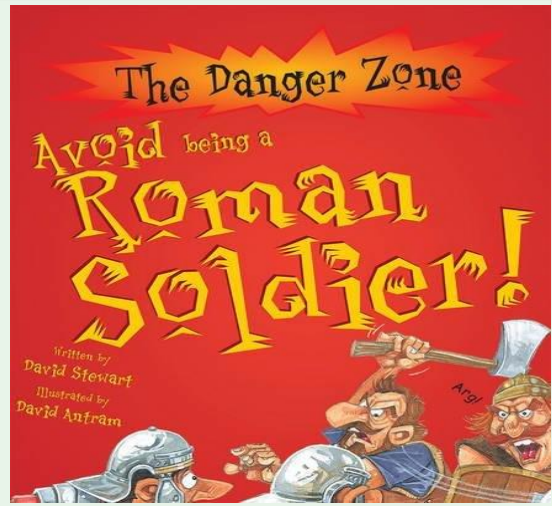
• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

• perform safe self-rescue in different water-based situations.


Year 3/4 Term 2: Infamous Invaders

Vocabulary		Knowledge		Exciting Books
Roman	Empire	I know that the Romans came from Italy.		
centurion	Legion	Julius Caesar was the best-known Roman Leader who extended the Empire through invading other lands.		
legionary	Hadrian	I know that the Romans invaded Britain in 43 AD.		
Emperor	Celt			
Boudicca	Iceni			
Colchester		I know that the Roman army was made up of legions.	Objectives History and Music	
gladiator		I know that Boudicca led a rebellion against the Romans in 61 AD.	History: <u>The Roman Empire and its impact on Britain</u> 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 (Trip to Vindolanda and The Roman Army Museum)	Assessment I know how Roman Times has impacted on Britain today. I can use and understand staff and other musical notation.
Londinium		I know the names of some of the Roman Gods and Goddesses.	<u>Britain's settlement by Anglo-Saxons and Scots</u> This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne	
Anglo – Saxon		I know that Hadrian's Wall was built to separate England and Scotland.	Music: Musical Notation Use and understand staff and other musical notation. (clapping rhythms, graphic scores and composing)	
Invaders	Scots	I know that the Romans liked using public baths.		
conquerors		I know that the Anglo-Saxons invaded after the Romans left Britain in 410 AD.		
Minim	crochet			
quaver	Note	I know that different notes have different lengths		
notation	rest			


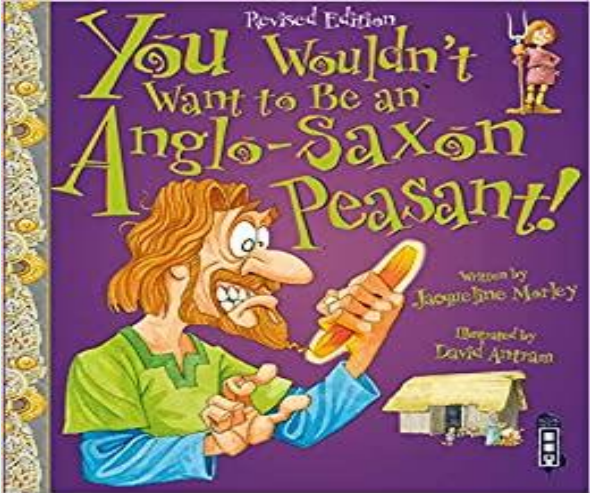
Year 3/4 Term 2: Infamous Invaders

Vocabulary		Knowledge		Exciting Books
Settlement	site	I know that land is used for different functions		
location				
Natural resources		I know what makes a good site for a settlement	Objectives – Geography and Art and Design	<input type="checkbox"/> Assessment
Economic activity				
Residential				
commercial				
town	village	I know which things are necessary for survival	<u>Geography: Settlements and Land Use</u> Describe and understand key aspects of human geography including types of settlements and land use, economic activity including trade links; and the distribution of natural resources including energy, food, minerals and water. (Explore different maps, looking at Viking/Roman/Anglo-Saxon language for names of towns and cities.)	I can describe the reasons for different types of settlements.
city				
Trade links		I know that clay should not be over worked.	<u>Art and Design: Designing and Making Roman Vases</u> To improve their mastery of art and design techniques – sculpture.	I can improve my Art and Design techniques (sculpture – Roman vases)
Agriculture				
Directions of travel using compass points		I know that using tools can create different effects		
Clay				
Sculpture				
Mould				
Shape				
form				


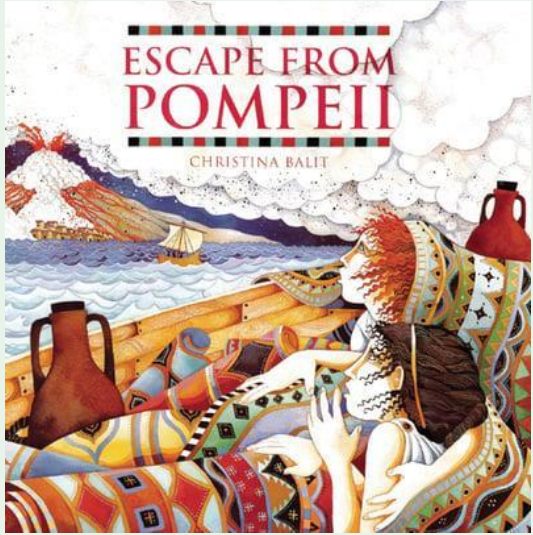
Year 3/4 Term 2 : Infamous Invaders- Non Theme

Vocabulary		Knowledge	Objectives – Science and Computing	Exciting Books
Repel	Attract	I can name a range of common appliances that run on electricity.	<p>Science / STEM Forces and magnets Pupils should be taught to: compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing. Science Week activities</p> <p>Electricity Pupils should be taught 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 Setting up simple practical enquiries, comparative and fair tests</p> <p>Computing: Create a maze style video game Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	
gravity		I know the names of basic parts in a circuit.		
Friction				
Push / pull		I can name a range of conductors and insulators		
Current				
Cell	wire	I know magnets can attract and repel		
buzzer	battery			
Bulb	switch	I know that magnets have two pole – north and south		
Debug		I can name a range of magnetic materials		
Code		I know that an algorithm is a series of instructions		
Algorithm		I know that the sequence of my instructions affects the outcome		
Program		I know that debugging is fixing mistakes in the code		
sequence				
				Assessment
				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. I know what a fair test is. I use logical reasoning to explain how simple algorithms work.

Year 3/4 Term 2 : Infamous Invaders Non-Theme

Vocabulary	Knowledge		Exciting Books
Le fermier	I know the words to a skipping rhyme and can join in	Objectives – French and Design Technology	
Son enfant			
Sa nourrice		I can understand simple instructions through games and song such as Simon Says	
La souris	I know the numbers 1 – 20 and can play Bingo in French	<p>French: Games and Songs Jeux et chansons (Games and songs) Focus Appreciate stories, songs, poems and rhymes in the language. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>DT / STEM: Create a game/puzzle with bells/lights/buzzers</p> <p>Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	Assessment
Son rat			
Son fromage	I know which components are needed for an electrical circuit		<p>I can sing “Le fermier dans son pre” with confidence.</p>
La saut a la corde	I know how to create an open and closed circuit		
Jaques a dit	I can use equipment and tools safely and appropriately		<p>I am able to select the appropriate tools and equipment for a task</p>
Sa femme			
Son chat	I know how to join materials		
Conductor	I can make a product which contains a working circuit		
insulator			
Circuit			
purpose			
Design brief	I can make a well finished product considering the aesthetic and functional qualities		
Design specification			

Year 3/4 Term 2 : Infamous Invaders Non-Theme

Vocabulary	Knowledge		Exciting Books
Christianity	I know why Palm Sunday is celebrated.		
Disciples	I know the events of the Easter Story		
Palm Sunday			
Passover	I know what happened during the Last Supper		
Last Supper		Objectives – Religious Education and PHSCE	
Good Friday		<p>RE What do Christians believe about Jesus? Developing knowledge about the significance of Jesus, key events in the life of Jesus, his teaching and ministry, impact of Jesus on the lives of Christians today. Belief, Authority, Impact of Belief</p> <p>What do Christians remember on Palm Sunday? Developing knowledge of Palm Sunday in context of Easter, Christian symbols and practices today. Belief, Authority, Expressions of Belief</p> <p>PSHCE: Going for Goals Going for goals (SEAL)</p>	
resurrection			
	I know what a New Year Resolution is.		
Aim			
Aspiration	I know what an aspirational goal is.		
Strength			
Weakness			
Resolution	I know appropriate steps for success		
achievement			
			I understand Palm Sunday in the context of Easter
			I set goals which address my own weaknesses and aspirations.