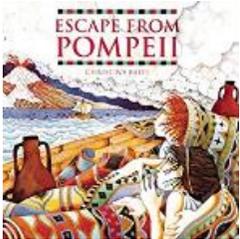




Inspiration/Theme: History – The Romans What happened on 24 th August AD79?		Curriculum Driver: History		Outcome of learning: <ul style="list-style-type: none"> • Diary entry to share with Year 5 • Roman art exhibition to share with parents 			
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes		Topic specific speaking frames	
Escape from Pompeii by Christina Balit 		<u>Hook/Super Starter</u> The children will enter the classroom where a volcano eruption is taking place on the screen. We will then discuss; what happened on the 24 th August 79AD? <u>Trips/Visitors/Marvellous Middle</u> The children will visit a Roman site <u>Celebration/Fabulous Finish</u> Parents will be invited to attend a Roman Art afternoon.		Roman Art Gallery – our art work will be display at the end of the term. Reading Corner- Children will use magnifying glasses to ‘uncover’ Roman artefacts (Wiltshire Learning Resources). Reading corners will contain non-fiction and fiction books related to the Romans.		<u>The Language of Comparison</u> and are both..... and are alike Is but One similarity between and is that..... <u>Language of Description</u> It appears to be because..... It seems to be as I think it looks like due to <u>Language of Explanation</u> Where, What, When, After, How, Why, As a result, Later I know because and are alike in that <u>Language of retelling</u> As a result of Meanwhile....	
Topic Table		Reading/Phonics		Maths Challenge table		Home School Links	
<u>Key questions</u> <ul style="list-style-type: none"> • Who were the Romans? • How have the Romans affected us? • Are there similarities between ‘Roman’ Rome and England (Bath)? • If you could ask a ‘Roman’ a question, what would it be? <u>Key images/artefacts</u> <ul style="list-style-type: none"> • Roman coins, numerals, images of Rome past and present. <u>Key vocabulary</u> Romans, Rome, Colosseum, gladiator, chariot, emperor, Caesar, amphitheatre, sewer, road, history, BC/AD, Pompeii, volcano, Vesuvius.		<u>Read, Write, Inc</u> to continue throughout the term. Children will focus on a new sound each week and will begin to apply this to reading, handwriting, spelling and comprehension. <u>Whole Class Reading-</u> Escape from Pompeii by Christina Balit. Children will be focusing on; making inference and prediction, language, structure and presentation and comprehension.		<u>Key questions</u> <ul style="list-style-type: none"> • What is the difference between analogue and digital clocks? • How could you use time to check your fitness? • How much change would you get if...? • Which coins could you use to pay for something that costs...? <u>Key images/artefacts</u> <ul style="list-style-type: none"> • Stopwatches and clocks. • Coins/notes. <u>Key vocabulary</u> Time, minute, second, hour, pound, pence, cost, price, change.		Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Thursday. Spellings: Each week children will receive spellings to be learnt at home. These will be tested on a Thursday. Maths Challenge: You can help your children with their basic skills as details of their maths challenges are stapled into their planners each week. Reading at home: Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log. Slippers: We continue to encourage the children to bring slippers into school. National research has shown this to have a positive impact. Water and snack: In Year 3 children have the opportunity to bring in their own snack. Please ensure your child has a bottle of water in class.	

<p style="text-align: center;">Maths</p> <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will be able to tell the time using analogue and digital clocks. Children will begin to apply understanding of money to solve increasingly complex written problems. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Be able to recognise different monetary coins and notes. Understand how to tell the time to the nearest five minutes. Measure time in seconds, minutes and hours. Understand how to solve word problems relating to money and time. 	<p style="text-align: center;">History</p> <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will be able to describe the impact the Romans have had on Britain. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Understand the role of archaeologists in finding out about the past. Understand AD/BC and place events on a timeline. (Cross Curricular maths: ordering time) Understand the impact of an Ancient civilisation to the modern world. (Cross Curricular writing opportunity) 	<p style="text-align: center;">Science</p> <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will be able to describe the functions of different parts of flowering plants <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Ask relevant questions Make careful observations Gather records and classify in a variety of ways. (Cross Curricular maths: data) Report on findings from investigations Understand about water transportation within plants and the life cycle of flowering plants. (Cross Curricular writing opportunity) 	<p style="text-align: center;">English</p> <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will publish a diary entry based on the events of Pompeii. Children will perform a persuasive script, advertising a place of Roman interest. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Analyse key words and phrases from a text. Sequence and organise ideas into paragraphs around a theme. Edit and evaluate our writing for an audience, with a particular focus on; spelling and punctuation errors. Compose and rehearse sentences orally. 	
<p style="text-align: center;">Art</p> <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will create a Roman pot engraved with patterns from the time. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Constructing a 3D model using clay, including sculpting and bonding techniques. Making marks using a range of tools and patterns. Designing and evaluating our final piece. 	<p style="text-align: center;">PSHE</p> <p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will understand changes <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> To understand that changes happen all the time To manage feelings surrounding change To know how to keep myself safe To know who to go to for help 	<p style="text-align: center;">Music</p> <p><u>Outcome of learning:</u> Recorder</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Learning about the pentatonic scale Explore different rhythms (maths link: count in different multiples) Listen with interest to a range of live and recorded music Compose simple patterns on the recorder Critically evaluate the work of others 	<p style="text-align: center;">PE</p> <p><u>Outcome of learning:</u> Athletics</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Run, jump and throw in isolation and together Understand how to improve own health and wellbeing Beat personal bests <p><u>Outcome of learning:</u> Swimming- There is a contribution cost of £6.25 towards the tuition fees for Term 4.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> To be able to swim 25m by the end of Key Stage 2. Understand how to stay safe in the water Use a range of strokes confidently, including front crawl and back stroke. 	
<p style="text-align: center;">RE</p>	<p style="text-align: center;">Geography</p>	<p style="text-align: center;">DT</p>	<p style="text-align: center;">Modern Foreign Languages</p>	<p style="text-align: center;">Computing</p>
<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will make links between beliefs and sources, including religious stories and sacred texts. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Ask important questions about religions and beliefs. Make links between our own and others responses. Discuss 'does a beautiful world mean a wonderful God?' 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will create a leaflet about either Bath or Rome detailing its physical geography and famous landmarks. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Use maps including digital mapping to locate places on a world map. Identify significant landmarks on a map. Describe significant landmarks. Identify similarities and differences between Bath and Rome and explain their thinking. (Cross Curricular writing opportunity) 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will use mechanical systems such as levers and linkages or pneumatic systems to create movement. <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Make design decisions that take account of the availability of resources. Explain their choice of tools and equipment in relation to the skills and techniques they will be using. Identify the strengths and areas for development in their ideas and products. 	<p><u>Outcome of learning:</u> To be able to talk about pets in French</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Learn the French names for pets Use a simple sentence structure to explain what pets you have in the home or which pet is your favourite 	<p><u>Outcome of learning:</u></p> <ul style="list-style-type: none"> Children will be able to use search engines effectively and be discerning in evaluating digital content <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> Appreciate how results are selected and ranked. Understand that not all information on the internet is true