



Year B Spring Term Theme Hook: **Rome Wasn't Built in a Day**

English

Autumn Term Talk for Writing:

- Tale of Fear – Escape from Pompeii (setting)
- Traditional Poetry
- Performance Poetry
- Explanation Text – How volcanoes form and erupt

Talk For Writing

Writing is taught using the T4W texts which are rich in vocabulary and provide a structure for story writing with a focus on a particular genre. Freestyle independent writing opportunities are also included each term.

Spelling, Punctuation and Grammar

SPaG elements of the curriculum are taught within English lessons as outlined in the National Curriculum for each year group.

Reading

Word recognition and comprehension skills are developed throughout school using our **Read, Write Inc** programme as well as weekly shared/guided reading discussions.

Class Readers (examples)

- My Story – Roman Invasion by Jim Eldridge
- Julius Zebra by Gary Northfield
- The Paninis of Pompeii by Andy Stanton
- The Roman Soldiers Handbook by Leslie Sim & Ian McNee

Author Focus

Dr Suess

Mathematics

Year 3 – Spring Term Power Maths

- Unit 5 – Multiplication and Division (2)
- Unit 6 – Money
- Unit 7 – Statistics
- Unit 8 – Length
- Unit 9 – Fractions (1)

Year 3 – Spring Term Additional Skills (KIRF's)

- I can recall facts about durations of time
- I know the x and ÷ facts for the x4 table

Year 4 – Spring Term Power Maths

- Unit 6 – Multiplication and division (2)
- Unit 7 – Measure - Area
- Unit 8 – Fractions (1)
- Unit 9 – Fractions (2)
- Unit 10 – Decimals

Year 4 – Spring Term Additional Skills (KIRF's)

- I know the x and ÷ facts for the x9 and x11 table
- I can recognise decimal equivalents of fractions

Science

Term 1

Forces and magnets (Year 3)

- I can compare how things move on different surfaces
- I can notice that some forces need contact between two objects, but magnetic forces can act at a distance
- I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles
- I can predict whether two magnets will attract or repel each other, depending on which poles are facing.
- I can 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

Term 2

States of matter (Year 4)

- I can compare and group materials together, according to whether they are solids, liquids or gases
- I can 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 (°C)
- I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.



Geography

How did the Roman people expand their Empire in Britain? What obstacles did they overcome? What human and physiological features influenced their choices? How did they change the landscape? What happened during the eruption of Pompeii? What is a volcano and what happens during an eruption? How does it affect the landscape and people's lives? How do other natural disasters affect landscapes and people?

Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Locational knowledge

Pupils will:

- locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.

Human and physical geography

Pupils will:

- describe and understand key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes.
- describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

History

Children will learn about the key elements of the nature of invasion, settlement and trade in history. Though the study of Celtic and Roman peoples they will learn how the Roman invasion changed Britain.

Skills

Pupils will:

- continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.
- note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- understand how our knowledge of the past is constructed from a range of sources.

Content

The Roman Empire and its impact on Britain

This will include:

- 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, by Boudica
- 'Romanisation' of Britain including roman roads, villas and sites such as Caerwent
- the impact of technology, culture and beliefs, including early Christianity



Stoke St Michael and Croscombe Primary Federation Lower Key Stage Two National Curriculum Overview

Art and Design

Pupils will be taught:

- to create sketch books to record their observations and use them to review and revisit ideas.
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, collage, charcoal, paint, & clay]
- about great artists, architects and designers in history.

Focus could be on:

Perspective Roman road drawing
 Shield design
 Coin printing
 Mosaic design
 Volcano collage

D.T.

(Design and Technology)

Children will learn to work safely with food; measuring and weighing ingredients to create a savoury dish.

Cooking and Nutrition - The Great Bread Bake Off
 Design and Make an innovative savoury bread roll inspired by Roman recipes

Cooking and Nutrition

- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

P.S.R.H.E.

(Personal, Social, Relationship & Health Education)

Spring Term 3 - Year 3 – Jigsaw – Dreams and Goals

- Stay motivated; respect/admire people who overcome obstacles and achieve their dreams and goals
- Identify a dream/ambition and that is important to me and imagine how I will feel when I achieve
- Enjoy facing new challenges; break down goal into steps; know how others could help me achieve
- Help others in group achieve their goals; manage feelings of frustration that may arise from obstacles
- Confidently share my success with others and store these feelings in my internal treasure chest

Spring Term 3 - Year 4 – Jigsaw – Dreams and Goals

- Stay motivated; share my hopes and dreams; know how it feels to have these
- Keep trying even when difficult; know sometimes dreams don't come true; identify disappointment
- Know that reflecting on positive happy experiences can help counteract disappointment
- Know how to be positive and resilient; set new goals even if I have been disappointed
- Know how to share in the success of a group and how to store this in my internal treasure chest

Spring Term 4 – Year 3– Jigsaw – Healthy Me

- Understand why exercise affects my body; know why my heart and lungs are such important organs
- Know that the amount of calories, fat and sugar I put into my body will affect my health
- Explain my knowledge, attitude and feelings towards drugs
- Know some strategies for keeping safe; who to go to for help; how to call emergency services
- Respect, appreciate and understand how complex my body is/how important it is to take care of it

Spring Term 4 – Year 4 – Jigsaw – Healthy Me

- Identify feelings I have for my friends; recognise how friendship groups form/how I fit into them
- Aware of how different people and groups impact on me understanding roles of leaders and followers
- Understand facts about smoking/alcohol; recognise negative feelings in peer pressure; be assertive
- Identify feelings of anxiety and fear associated with peer pressure and can explain ways to resist
- Tap into my inner strength; know myself well enough to have a clear picture of right and wrong



Stoke St Michael and Croscombe Primary Federation Lower Key Stage Two National Curriculum Overview

<p style="text-align: center;">Music</p> <p>Spring Term 1 Year 3 Unit Theme: Time Musical Focus: Beat The children develop their understanding of beat, metre and rhythm. They combine melodic and rhythmic patterns, and use staff notation as part of a final performance.</p> <p>Spring Term 2 Year 3 Unit Theme: Singing French Musical Focus: Pitch Un, deux, trois and away we go to enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.</p>	<p style="text-align: center;">R.E. (Religious Education)</p> <p>Spring Term 1 Year 3 Unit 1: What do Jewish people believe about God and the Covenant and Torah? (Links with Passover)</p> <p>Spring Term 2 Year 4 Unit 4: What do Christians believe about Salvation? (Links with Easter)</p>		
<p style="text-align: center;">P.E. (Physical Education)</p> <p>Rugby Children will learn the movement concepts of rugby and the importance of moving forwards in order to be able to pass backwards and gain ground. They will also learn how to effectively carry and pass a rugby ball</p> <p>Ball Skills Children will learn good technique for throwing and catching. They will learn to use the long barrier when stopping the ball and the importance of moving towards the flight of the ball when fielding or catching.</p>	<p style="text-align: center;">A&MFL (Ancient and Modern Foreign Languages)</p> <p>FRENCH Year 3 Unit 3 Food Glorious Food your class will learn the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns</p> <p>Year 3 Unit 4 Family and Friends This 'Family & Friends' unit will teach your class how to identify and introduce family and pets and spell their names. They will also learn the names for places in their own home</p>		
<p style="text-align: center;">Computing</p> <p>Year 4 – Word Processing</p> <p>In this unit children will learn about formatting, images and organising content into an effective layout. Initially they will focus on formatting images and making them suitable for a poster. Throughout the rest of the unit, children will learn new skills and techniques and apply them to creating a range of different word documents (posters, letters to parents, job rotas, recipe cards and e-vouchers).</p>	<p style="text-align: center;">Cultural Capital</p> <p>Visit to Roman Baths Visit to Avalon Marshes Roman Villa</p> <p>The children's learning will be enriched by a school trip to one of the places above.</p>		
<p style="text-align: center;">Gem Learning Power</p> <p>Our Gem Learning Powers underpin the learning behaviour expectations we have of our learners... Whilst focusing and challenging the children on one particular Gem Power the other Powers: Diamond, Ruby, Sapphire, Emerald, Amethyst and Topaz are revisited as and when appropriate learning opportunities arise.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Spring Term 1 Focus: Sapphire Power I can avoid monster distractions and stay focused</p> <ul style="list-style-type: none"> -I can focus on my learning -I can ignore monster distractions -I can concentrate on the task -I can continue with my learning even if someone else isn't </td> <td style="width: 50%; vertical-align: top;"> <p>Spring Term 2 Focus: Amethyst Power I can learn well with a partner</p> <ul style="list-style-type: none"> -I can learn equally with one other person -I can share ideas using my talking and listening skills -I can learn in collaboration with my partner -I can add new ideas to the ones we already had -I can offer and ask for help from my partner </td> </tr> </table>		<p>Spring Term 1 Focus: Sapphire Power I can avoid monster distractions and stay focused</p> <ul style="list-style-type: none"> -I can focus on my learning -I can ignore monster distractions -I can concentrate on the task -I can continue with my learning even if someone else isn't 	<p>Spring Term 2 Focus: Amethyst Power I can learn well with a partner</p> <ul style="list-style-type: none"> -I can learn equally with one other person -I can share ideas using my talking and listening skills -I can learn in collaboration with my partner -I can add new ideas to the ones we already had -I can offer and ask for help from my partner
<p>Spring Term 1 Focus: Sapphire Power I can avoid monster distractions and stay focused</p> <ul style="list-style-type: none"> -I can focus on my learning -I can ignore monster distractions -I can concentrate on the task -I can continue with my learning even if someone else isn't 	<p>Spring Term 2 Focus: Amethyst Power I can learn well with a partner</p> <ul style="list-style-type: none"> -I can learn equally with one other person -I can share ideas using my talking and listening skills -I can learn in collaboration with my partner -I can add new ideas to the ones we already had -I can offer and ask for help from my partner 		
<p>Year B Spring Term Theme Hook: Rome Wasn't Built in a Day</p>			