

English

Historical Narratives and Playscripts- Initial focus on 'Stone Age Boy' by Satoshi Kitamura and 'Ug' by Raymond Briggs, moving on to 'Escape from Pompeii' by Chritina Balit.

Historical Narratives and Diaries: 'Roman Diary: Journal of Iliona, Roman Slave' by Richard Platt
Non-Fiction- Explanations- Volcanic Eruptions
Poetry- Haiku Poems

Physical Education

Dance – Romans
 Gymnastics – receiving body weight
 Hockey
 Handball

Art and Design

Focus area: Collage and Digital media – Roman Mosaics
Artist: Antoni Gaudi

Design and Technology

Focus area (skills): Materials and Textiles - Roman tabard
Designer/Architect: Valentino

Maths

Number - fractions, multiplication and division
Measurement - money, length and perimeter
 Statistics

Geography

Focus area: Why do people live near volcanoes? – construction of the Earth, tectonic plates and boundaries, formation of mountains, causes of earthquakes, volcanic environments.
Fieldwork: world maps, aerial photographs, digital maps.

Chariots of Fire



Languages

Cultural focus (French speaking country): France
 Multilingual Unit - Italian
 'Je peux' –saying 'I can' plus a range of verbs

Music

Whole class instrumental lessons (P-Buzz introduction)
 Pentatonic melodies and composition

Science

Rocks- Compare and group together different kinds of rocks on the basis of their properties. Describe in simple terms how fossils are formed.
Animals including humans - Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Computing

Creating media – Animation
 Data and information – Branching databases

History

Focus area (knowledge): Stone age to Iron age and Romans in Britain
Key skills: Chronology, timelines and historical influence on the present day.

Religious Education

Thread: R/W in wider world. Why is there diversity within beliefs? Thread: Marking life's journey. How do people talk about life after death?

PSHE

Living in the Wider World: Belonging to a community; Media, literacy and digital resilience; Money and work
 MyHappyMind

Curriculum Values

Creativity & Curiosity

As creative and curious individuals:

We will use a range of dramatic techniques to explore the curriculum. We will use real Roman Mosaics to inspire the designs of our own. We will create stop motion animations and digital images in Art and Computing. We will refine our sewing skills and knowledge of designers in our DT sessions. We will compose our own pieces of music.

Independence

As independent people:

We will build on the fantastic start we have already made to Year 3 in regards to our independence. We will continue to ask for help when needed, but use resources provided as a stepping stone to beginning a task. We will continue to work on our targets given by our teacher to improve our work.

Respect & Co-operation.

As respectful and co-operative learners:

We will continue to follow rules and be role models for the children in Key Stage One, showing them how to be respectful to each other and to all adults. Throughout the curriculum, we will work with a range of groups and pairs, developing the ability to trust each other, listen to others, take the lead, support our peers and show respectful behaviour.