Archbishop Hutton's V.C. Primary School

Medium Term Curriculum Planning Overview

Theme: Straight Roads and Long Walls - The Romans are coming! Starting Stimulus Pictures of artefacts and children be archaeologists		Term: Spring 1 Year: 2024	Year Groups: Three & four
		Visitors and Visits Lancaster museum and Roman baths	Final Outcomes Children write Roman soldier diary entries and make some artefacts
Subjects	Skills		
MAIN DRIVER History	To know the extensions of To know how so those that follow That the British in Iceni tribe, led by To know about the Inks) ** That the Roman food, language and Procedural Knowledge: Making comparise Carry out historing uided school tre Compare Britain Research Roman approach in Hace Undertake critical judgements Comparative this understanding and cources.	me of the pre-existing laws, living conditions and arch red the Roman invasion. nvasion was resisted by Celtic tribes and that one of t	the most significant of these was the invasion (i.e. relative peace and trade new towns, roads, plants, animals, eligion, public order, food, so of invasions, original artefacts, following class discussion. These, as well as cross-curricular and making and conveying value mparison to modern Britain, grantefacts, primary and secondary

	 Sequence key events from Roman History and relate the era to other ancient eras to develop a chronologically secure knowledge and understanding of Roman History. 		
	Vocabulary:		
	Empire, Aqueduct, Centurion, Emperor, Boudicca, Chariot, Invasion, Fort, Claudius, Hadrian, Celts		
Art	Key Knowledge:		
Pattern & colour	I know how to draw an image onto polystyrene Press print/Safe print and print this using one or two colours.		
Artist	 I know how to make and repeat a print applying the right amount of ink, aiming to create several identical prints. 		
Clare Romano	I know how to explore monoprinting as a technique.		
	 I know how to draw and develop designs for printmaking in my sketchbook. 		
	Vocabulary:		
	Inking up, directions, rotate, raised, textured, effect, monoprinting, scratched, peeling, pressure, repeat, reverse		
MFL	To apply new vocabulary to talk about pets. To recognise that an adjective must agree with the noun it describes. To describe		
Spanish	an animal's characteristics. To read and understand a short story. To write a story about pets. To rehearse and perform a short role play		
	Vocabulary: una mascota - a pet amistoso - friendly energético - energetic feroz - fierce grande - big obediente - obedient negra - black pequeño - small rápido - fast roja - red lento - slow mono - cute tímido - shy tranquilo - calm		
P.E.	Can run at fast, medium and slow speeds, changing speed and direction?		
Health related	Is aware of space and use it to support team-mates and cause problems for the opposition? Knows and use rules fairly to keep games going?		
fitness	Can keep possession with some success when using equipment that is not used for throwing and catching skills?		
	Can demonstrate good timing and unison skills when performing their dance.		
Damas	Can suggest actions taken from a chapter and perform their interpretation of these.		
Dance	Can use at least two different methods of travelling in their 8 counts.		
Ironman	Can identify key criteria of performance and know what is expected of them. Can work together to improve their dance routine.		
	Can create a short dance sequence which reflects the dynamics of their character.		
	Can create a unison phrase as their transition between the dances which performed identically by all dancers at the same		
	time. Can work together to create, rehearse and perform a duet sequence		
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P.S.H.E.	I know how medicines, when used responsibly, contribute to health; that some		
Keeping Staying Healthy	diseases can be prevented by vaccinations and immunisations; how allergies can be managed		
	I know how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are		

	essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).
	I know about the benefits of sun exposure and risks of overexposure; how to keep
	safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.
	I know about the benefits of the internet; the importance of balancing time online
	with other activities; strategies for managing time online.
	I know how and when to seek support, including which adults to speak to in and
	outside school, if they are worried about their health.
	Vocabulary: healthy, unhealthy, germs, ingredients, energy, repair, vitamins, natural, saturated fat, decay, medicine, allergies, vaccination, antibodies, research, immune system, doctor
I.C.T.	I can use various lines and fill tools plus copy/paste and rotation to create pattern effects.
	I can use shapes, fill, copy/paste, zoom and flip to create reflective symmetry effects.
Digital Art	I can use stamps, copy/paste, layers and multiple frames to create animated GIF computer graphics
	Vocabulary: rotation, zoom, flip, symmetry, stamp, GIF
R.E.	Key Question: Who should we follow?
	Focus Question: What is expected of a person in following a religion or a belief?
Hinduism	How do I show commitment to a belief? Should I?
Va	What would happen if I didn't do my duties?
Y3	Who would I give a rakhi to? Why?
	What are our duties?
	Does anything stop us fulfilling our duties?
	How do we feel when we carry out our duties?
Music	Key Knowledge
17	Learn a new song, singing in time and in tune while following the lyrics.
Kapow	Identify motifs aurally and play a repeated pattern on a tuned instrument.
Adapting &	Create and performing a motif, notating it with reasonable accuracy.
transposing	Transpose their motif, using sharp or flat notes where necessary and change the rhythm.
motifs	Combine different versions of a musical motif and perform as a group using musical notation
	<u>Vocabulary:</u> backing track bass line beat call and response compose crotchet dotted minim flats graphic notation intime in-tune key, key signature loop