

Medium Term Curriculum Planning Overview

Theme: Straight Roads and Long Walls - The Romans are coming!	Term: Spring 1 Year: 2026	Year Groups: Three & four
Starting Stimulus Pictures of artefacts and children be archaeologists	Visitors and Visits Lancaster museum and Roman baths	Final Outcomes Children write Roman soldier diary entries and make some artefacts
MAIN DRIVER History		<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> • The Roman invasion coincided with the Iron Age • To know the extent of which the Roman empire had spread by AD55 and the state of its army, as a context to the invasions of Celtic Britain • To know how some of the pre-existing laws, living conditions and architecture of Celtic Britain differed from those that followed the Roman invasion. • That the British invasion was resisted by Celtic tribes and that one of the most significant of these was the Iceni tribe, led by Boudicca. • To know about the relationship between Celts and Romans after each invasion (i.e. relative peace and trade links) ** • That the Roman invasion had a lasting influence on Britain, including new towns, roads, plants, animals, food, language and that this has an impact on lifestyle (for example, religion, public order, food). <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Making comparisons to the development of the Egyptian civilization • Conduct historical enquiry from a range of sources - written accounts of invasions, original artefacts, guided school trip, immersive 'Roman Day' experience. • Compare Britain and Rome in the same era using a comparative table following class discussion. • Research Roman life and Armies - using primary and secondary sources, as well as cross-curricular approach in Hackney Loves Reading and literacy. • Undertake critical thinking by asking questions about a historical era and making and conveying value judgements.

	<ul style="list-style-type: none"> Comparative thinking: Relate what life in ancient Britain was like in comparison to modern Britain, understanding aspects of similarity and difference. Organisation and selection of relevant historical information, including artefacts, primary and secondary sources. Develop understanding of how our knowledge of the past is constructed from a range of sources. 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. <p>Vocabulary:</p> <p><i>Empire, Aqueduct, Centurion, Emperor, Boudicca, Chariot, Invasion, Fort, Claudius, Hadrian, Celts</i></p>
<p>Art</p> <p>Focus: Printing</p> <p>Visual element: Pattern & colour</p> <p>Artist</p> <p>Clare Romano</p>	<p>Key Knowledge:</p> <ul style="list-style-type: none"> I know how to draw an image onto polystyrene Press print/Safe print and print this using one or two colours. I know how to make and repeat a print applying the right amount of ink, aiming to create several identical prints. I know how to explore monoprinting as a technique. I know how to draw and develop designs for printmaking in my sketchbook. <p>Vocabulary:</p> <p><i>Inking up, directions, rotate, raised, textured, effect, monoprinting, scratched, peeling, pressure, repeat, reverse</i></p>
<p>MFL</p> <p>Spanish</p> <p>Cafe</p>	<p>To apply new vocabulary to talk about the cafe. To recognise that an adjective must agree with the noun it describes. To order food and drink off a menu. To read a menu. To have a conversation in a café using role play.</p> <p>Vocabulary: para, beber, comer, quiero, con, por favor, gracias, ¿Qué quieres beber?, ¿Qué quieres comer? Aquí tienes. ¡Que aproveche!, primer plato, segundo plato, postre</p>

P.E. Passport LCC Invasion Games Handball Y3/4	<p>To demonstrate passing a ball using a handball pass.</p> <p>To move into space after using a hand ball passing in a game.</p> <p>To demonstrate passing a ball using a bounce pass.</p> <p>To move into space after passing in a game.</p> <p>To perform a one handed pass and bounce pass in a game.</p> <p>To apply feint when passing to outwit a defender.</p> <p>To perform a pass in again using a one handed pass a one handed bounce pass.</p> <p>To apply a simple tactic to outwit her defender.</p> <p>To perform a pass in an invasion game using a one handed pass or a one handed bounce pass.</p> <p>To apply a simple tactic to outwit a defender.</p> <p>Vocabulary: <i>attacking, receive, shield, dribble, hands, feet, control, dodge, turn, deceive, feint, give the eyes, dummy, pass, move, find space, defending, protect space, close down, quickly, sideways on, jockey, I own ball, channel.</i></p>
Gymnastics Year 3 Core Task 2	<p>To adapt and demonstrate a gymnastics sequence of at least 6 actions using travelling, rolling, jumping, balancing, on small body parts with a change of direction and speed.</p> <p>To show different travelling and balancing actions using the apparatus.</p> <p>To use the apparatus to perform jumping actions.</p> <p>To evaluate successful transitions between actions to use the operators.</p> <p>To perform the rolling actions.</p> <p>To demonstrate successful transitions between travelling balancing on small body parts jumping and rolling.</p> <p>To evaluate successful transitions between travelling balancing on small body parts jumping and rolling</p> <p>Vocabulary: <i>Bridging, Moving, Seamlessly, Motion, Dynamics, Create, Patches, Body weight (own), Turn, Levels, Hold, Link, spin, step, balance, travel, gracefully, points, receive, control, static, arching, level-up</i></p>
P.S.H.E. One Decision Keeping Staying Healthy	<p>I know how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed</p> <p>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).</p> <p>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.</p> <p>I know about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p>

	<p>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.</p> <p>Vocabulary: <i>healthy, unhealthy, germs, ingredients, energy, repair, vitamins, natural, saturated fat, decay, medicine, allergies, vaccination, antibodies, research, immune system, doctor</i></p>
Computing Ilearn2 Digital Art Y3 Storyboard Y3	<p>I can use various lines and fill tools plus copy/paste and rotation to create pattern effects.</p> <p>I can use shapes, fill, copy/paste, zoom and flip to create reflective symmetry effects.</p> <p>I can use stamps, copy/paste, layers, and multiple frames to create animated GIF computer graphics.</p> <p>Vocabulary: <i>rotation, zoom, flip, symmetry, stamp, GIF</i></p> <p>To know how to add and edit backgrounds.</p> <p>To know how to add and edit characters, including changing posture, expression, and clothing.</p> <p>To know how to add narration and speech bubbles, including formatting text.</p> <p>To know how to duplicate objects to match scenes.</p> <p>To Know how to search for objects.</p> <p>Vocabulary: <i>panels, backgrounds, narration, speech, format text, duplicate, arrange</i></p>
R.E. Lancashire Scheme of work Hinduism Y3	<p>Key Question: Who should we follow?</p> <p>Focus Question: What is expected of a person in following a religion or a belief?</p> <p>How do I show commitment to a belief? Should I?</p> <p>What would happen if I didn't do my duties?</p> <p>Who would I give a rakhi to? Why?</p> <p>What are our duties?</p> <p>Does anything stop us fulfilling our duties?</p> <p>How do we feel when we carry out our duties?</p>
Music Kapow Adapting & transposing motifs (Romans	<p>Key Knowledge</p> <p>Learn a new song, singing in time and in tune while following the lyrics.</p> <p>Identify motifs aurally and play a repeated pattern on a tuned instrument.</p> <p>Create and perform a motif, notating it with reasonable accuracy.</p> <p>Transpose their motif, using sharp or flat notes where necessary and changing the rhythm.</p> <p>Combine different versions of a musical motif and perform as a group using musical notation.</p> <p>Vocabulary: <i>backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key, key signature loop</i></p>