

Overview: This term the children will also be working towards their Christmas Play.

Why were the Romans so powerful?
How did they manage to run such an organised army?
How long did the Romans dominate Great Britain?
How did Britain change during this time?
What did they leave behind?

Y3 Chronological Understanding

Can they describe events and periods using the words: BC, AD and decade?
Can they describe events from the past using dates when things happened?
Can they describe events and periods using the words: ancient and century?
Can they use a timeline within a specific time in history to set out the order have happened?
Can they use their mathematical knowledge to work out how long ago events would have happened?

Knowledge and interpretation

Can they recognise that Britain has been invaded by several different groups over time?
Do they realise that invaders in the past would have fought fiercely, using hand to hand combat?
Can they suggest why certain events happened as they did in history?
Can they suggest why certain people acted as they did in history?

Historical enquiry

Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past?

Can they use various sources of evidence to answer questions?

Can they use various sources to piece together information about a period in history?

Y4 Chronological Understanding

Can they use their mathematical skills to round up time differences into centuries and decades?

Exceeding

Can they use their mathematical skills to help them work out the time differences between certain major events in history?

Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?

Do they recognise that the lives of wealthy people were very different from those of poor people?

Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?

Can they recognise that people's way of life in the past was dictated by the work they did?

Do they appreciate that the food people ate was different because of the availability of different sources of food?

Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?

Historical enquiry

Can they research two versions of an event and say how they differ?

Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?



things may

Key Stage 2 Year 3, Year 4



Step Back in Time

During this unit we will be focussing on history, art, geography & technology. We will also be developing our understanding of the world.

Cross Curricular English and Maths

Diary entries
Information Texts
Story Writing
Newspaper Reports
Instructional Writing
Playscripts
Poems about light

Roman Numerals
Weights and Measures (Cooking)
"Christmaths"
Calendar Work
Timelines

Geography

Y3 Geographical knowledge

Can they name a number of countries in the Northern Hemisphere?
Can they locate and name some of the world's most famous volcanoes?
Can they name and locate some well-known European countries?
Can they name and locate the capital cities of neighbouring European countries?
Are they aware of different weather in different parts of the world, especially Europe?
Can they locate the Mediterranean and explain why it is a popular holiday destination?
Can they use maps and atlases appropriately by using contents and indexes?
Can they confidently describe physical features in a locality?
Can they recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)?
Can they describe the main features of a well-known city?
Can they describe the main physical differences between cities and villages?
Can they name and locate features such as mountains and rivers?

Exceeding

Can they name the two largest seas around Europe?

Y4 Geographical knowledge

Can they locate the Tropic of Cancer and the Tropic of Capricorn?
Do they know the difference between the British Isles, Great Britain and UK?
Do they know the countries that make up the European Union?
Can they name up to six cities in the UK and locate them on a map?
Can they locate and name some of the main islands that surround the UK? Can they find the same place on a globe and in an atlas?
Can they label the same features on an aerial photograph as on a map?

Physical Geography

Can they describe the main features of a well-known city?

Science Year 3 Light

- Can they recognise that they need light in order to see things?
- Can they recognise that dark is the absence of light?
- Can they notice that light is reflected from surfaces?
- Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?
- Can they recognise that shadows are formed when the light from a light source is blocked by a solid object?
- Can they find patterns in the way that the size of shadows change?

Exceeding

- Can they explain why lights need to be bright or dimmer according to need?
- Can they explain the difference between transparent, translucent and opaque?
- Can they make a bulb go on and off?
- Can they say what happens to the electricity when more batteries are added?
- Can they explain why their shadow changes when the light source is moved closer from the object?

Y4 Electricity

- Can they identify common appliances that run on electricity?
- Can they construct a simple series electric circuit?
- Can they identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers?
- Can they identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery?
- Can they recognise that a switch opens and closes a circuit?
- Can they associate a switch opening with whether or not a lamp lights in a simple series circuit?
- Can they recognise some common conductors and insulators?
- Can they associate metals with being good conductors?

Exceeding

- Can they explain how a bulb might get lighter?
- Can they recognise if all metals are conductors of electricity?
- Can they work out which metals can be used to connect across a gap in a circuit?
- Can they explain why cautions are necessary for working safely with electricity?

P.E.

Y3: Gymnastics P.E. Hub Unit 1 and 2
Y4: Gymnastics P.E. Hub Unit 1 and 2
Y3 /4 Dance

Music

Year 3 /4- Performing
Do they sing in tune with expression?
Do they control their voice when singing?



The children will be:

Making a Christmas Toy/torches

DTY3 Developing, planning and communicating ideas

- Can they show that their design meets a range of requirements?
- Can they put together a step-by-step plan which shows the order and also what equipment and tools they need?
- Can they describe their design using an accurately labelled sketch and words?

How realistic is their plan?

Electrical and mechanical components

- Do they select the most appropriate tools and techniques to use for a given task?
- Can they make a product which uses both electrical and mechanical components?
- Can they use a simple circuit?
- Can they use a number of components?
- Y4 Developing, planning and communicating ideas
- Can they come up with at least one idea about how to create their product?
- Do they take account of the ideas of others when designing?
- Can they produce a plan and explain it to others?
- Can they suggest some improvements and say what was good and not so good about their original design?
- Can they add things to their circuits?
- How have they altered their product after checking it?
- Are they confident about trying out new and different ideas?

ICT:

Year 3

- Can they copy and paste text into a document?
- Do they begin to use note making skills to decide what text to copy?
- Data Retrieving and Organising
- Can they review images on a camera and delete unwanted images?
- Have they experienced downloading images from a camera into files on the computer?
- Do they know how to manipulate text, underline text, centre text, change font and size and save text to a folder?

Year 4

Using the Internet

- Can they use a search engine to find a specific web-site?
- Can they use note-taking skills to decide which text to copy and paste into a document?
- Can they use tabbed browsing to open two or more web pages at the same time?
- Can they open a link to a new window?
- Data Retrieving and Organising
- Can they capture images using webcams, screen capture, scanning, visualise and internet?
- Can they choose images and download into a file?
- Can they download images from the camera into files on the computer?
- Presentation
- Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience?
- Can they insert sound recordings into a multi media presentation?

French

Year 3

- Can they have a short conversation where they are saying 2-3 things?
- Can they use short phrases to give a personal response?

Year 4

- Can they write 2-3 short sentences on a familiar topic?
- Can they say what they like and dislike about a familiar topic?
- Broaden vocabulary.

PSHE & RE:

PSHE: Going for Goals

Remembrance- local area study.

RE: Stories from Old Testament

RE Unit 1/2 Christianity

Christmas

- Year 3: Christmas—What is Advent. We will examine the importance and meaning of Christmas for Christians.
- Year 4: Christmas—What is Epiphany? We will examine the importance and meaning of Christmas for Christians.

Art

Collage/Christmas Crafts

Year 3 /4

Using different media to make a mosaic.

- Can they cut very accurately?
- Can they overlap materials?
- Can they experiment using different colours?
- Can they use mosaic?
- Can they use montage?

Styles of different artists.- famous artists/designers in history.

Improve skills by using different materials.

Drawing

Year 3

- Can they use their sketches to produce a final piece of work?
- Can they write an explanation of their sketch in notes? Can they use different grades of pencil shade, to show different tones and texture?

Year 4

- Can they identify and draw simple objects, and use marks and lines to produce texture?
- Can they organise line, tone, shape and colour to represent figures and forms in movement?
- Can they show reflections?
- Can they explain why they have chosen specific materials to draw with?