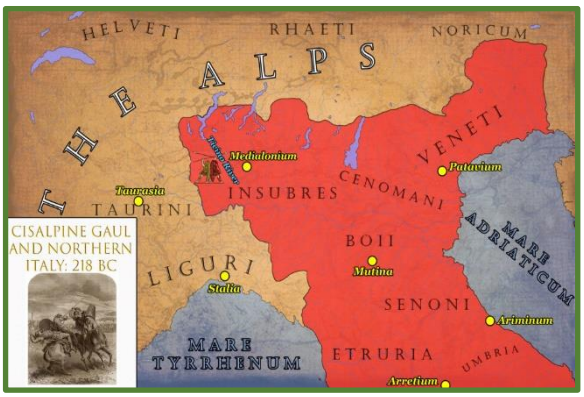
THE CHURCH OF ENGLAND
Diocese of Norwich

Ashill V.C. Primary School

My Learning Discovery

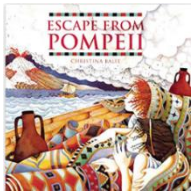


Year 3/4

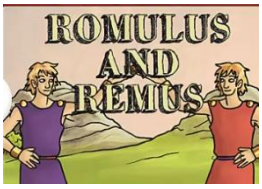
The Revolutionary Romans

Summer Term 1 & 2 2027

The Revolutionary Romans

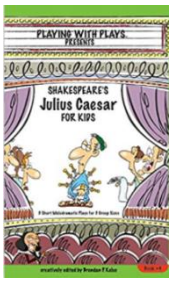


The children look at the experiences of the eruption of Mount Vesuvius from various points of view in this unit and this book supports the telling of first-hand imagined experiences. The children listen to the story and then learn it, through 'talk for writing' techniques which include performing the story and mapping it visually. The children can then retell the story in their own words.



The children explore the legend of Romulus and Remus, to explore their characters and engage in work around what the characters are thinking and feeling at certain points in the story.

Additional texts to support learning:



This text allows the children to engage in and perform Shakespeare. They can see the text arranged in play script form and apply their skills from previous units.

Used as a complimentary class reader, this text gives the children another way to engage with the historical aspects of the period through fiction.

Further opportunities in maths and English

Maths	English
• Measuring temperature in degrees Celsius (°C) • Measuring the volume of liquid required in science. • Ordering and sequencing dates in history. • Mosaic pattern creation – art • Understanding networks as sequences and patterns – computing.	• Newspaper articles on the eruption of Mount Vesuvius. • Writing play scripts in the style of Julius Caesar. • Creating a persuasive advert for the sale of a Roman Villa. • Question creation about the Romans in history.

In support of our vision and values as a school, opportunities for spirituality are provided for the children to foster deep feelings inside, of being part of something bigger on the outside, and the connectedness of ourselves to this.

Further opportunities for Spirituality this term:
Experiences of Awe and Wonder: • **Through Science lessons:** Exploring the natural world, noticing its beauty, and appreciating its complexity can spark a sense of wonder. • **In English and RE looking at stories:** Engaging with stories that explore themes of good and evil, courage, and compassion can stimulate reflection and discussion. • **Creative Arts:** Allowing children to express their feelings and ideas through art, music, and drama can be a powerful way to explore spirituality. **Developing Emotional Awareness: through PSHE, RSHE and RE lessons** • **Recognizing Feelings:** Helping children identify and name their emotions, both positive and negative, is a crucial step in spiritual development. • **Empathy and Compassion:** Encouraging children to understand and share the feelings of others fosters a sense of connection and concern for the well-being of others. • **Self-Awareness:** Creating opportunities for self-reflection and appreciation of their own uniqueness can build self-esteem and a sense of purpose. **Opportunities for Reflection: through all subjects** • **Quiet Time:** Providing moments of quiet reflection, perhaps after a stimulating activity, can allow children to process their experiences and feelings. • **Discussions:** Creating a safe and supportive environment for children to share their thoughts and feelings about big questions can be very valuable. **Connecting to Something Bigger: through RE, History, Geography and PSHE lessons** • **Values and Beliefs:** Exploring concepts like kindness, honesty, and fairness, and how these relate to their own lives and the lives of others. • **Meaning and Purpose:** Asking open-ended questions about the world and their place in it can encourage children to think about meaning and purpose. • **Belonging:** Fostering a sense of belonging to their school community, their families, and the wider world.

In Science, we will compare and group materials together, according to whether they are solids, liquids or gases. We will 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.) We will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Practically, we will explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). This may involve heating chocolate or observing water evaporating from a puddle over time.

Science
Year 3 & 4
• I can sort and describe materials. • I can investigate gases and explain their properties. • I can investigate materials as they change state. • I can explore how water changes state. • I can investigate how water evaporates • I can identify and describe the different stages of the water cycle.

In History, we will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. We will construct informed responses that involve thoughtful selection and organisation of relevant historical information. We will understand how our knowledge of the past is constructed from a range of sources.

To do this we will focus on the timeline of the Roman Empire to allow us to see over time it's impact on Britain. We will chart this via Julius Caesar's attempted invasion and the power of the Roman Army, including propaganda and Boudicca's involvement, covering a very local aspect for us in East Anglia. We will recognise how some of our roads today map to the Roman roads of before. We will look at the successful invasion of Claudius and the British Resistance.

History	
Year 3	**Year 4**
<u>Historical Interpretation</u> • I can give a plausible explanation about what an object was used for in the past. <u>Knowledge and Understanding</u> • I can answer questions using an artefact/ photograph provided. <u>Historical Understanding</u> • I can find out more about a person or event from the past from a given source. • I can ask and answer questions about old and new objects. <u>Chronological Understanding</u> • I can describe dates of and order significant events from the period studied.	<u>Historical Interpretation</u> • I can look at different versions of the same event in history and identify differences. • I can give more than one reason to support a historical argument. <u>Knowledge and Understanding</u> • I can describe differences and similarities between people, events and artefacts studied. <u>Historical Understanding</u> • I can research what it was like for a person in a given period from the past using primary and secondary sources. <u>Chronological Understanding</u> • I can order significant events and dates on a timeline.

In Computing this term we will focus on **Computing Systems and Networks**. Both units will develop knowledge about how computers, computing networks and the Internet work. In the first half term we will learn about how devices need inputs and produce outputs whilst understanding how they connect together. In the second term we will focus on the Internet. We will understand how it connects together and the safeguards we need to employ when using it.

Computing	
Year 3	**Year 4**
Computing systems and networks - Connecting computers. Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks To explain how digital devices function • I can explain that digital devices accept inputs • I can explain that digital devices produce outputs • I can follow a process To identify input and output devices • I can classify input and output device • I can describe a simple process • I can design a digital device To recognise how digital devices can change the way we work • I can explain how I use digital devices for different activities • I can recognise similarities between using digital devices and non-digital tools • I can suggest differences between using digital devices and non-digital tools To explain how a computer network can be used to share information • I can discuss why we need a network switch • I can explain how messages are passed through multiple connections • I can recognise different connections To explore how digital devices can be connected • I can demonstrate how information can be passed between devices • I can explain the role of a switch, server, and wireless access point in a network • I can recognise that a computer network is made up of a number of devices To recognise the physical components of a network • I can identify how devices in a network are connected together • I can identify networked devices around me • I can identify the benefits of computer networks	**Computing systems and networks - Connecting computers - The Internet.** Recognising the internet as a network of networks including the WWW, and why we should evaluate online content. To describe how networks physically connect to other networks • I can demonstrate how information is shared across the internet • I can describe the internet as a network of networks • I can discuss why a network needs protecting To recognise how networked devices make up the internet • I can describe networked devices and how they connect • I can explain that the internet is used to provide many services • I can recognise that the World Wide Web contains websites and web pages To outline how websites can be shared via the World Wide Web (WWW) • I can describe how to access websites on the WWW • I can describe where websites are stored when uploaded to the WWW • I can explain the types of media that can be shared on the WWW To describe how content can be added and accessed on the World Wide Web (WWW) • I can explain that internet services can be used to create content online • I can explain what media can be found on websites • I can recognise that I can add content to the WWW To recognise how the content of the WWW is created by people • I can explain that there are rules to protect content • I can explain that websites and their content are created by people

	• I can suggest who owns the content on websites <u>To evaluate the consequences of unreliable content</u> • I can explain that not everything on the World Wide Web is true • I can explain why I need to think carefully before I share or reshare content • I can explain why some information I find online may not be honest, accurate, or legal.

In Modern Foreign Languages (MFL) in Summer 1, we will be learning about a unit called Ma famille (My Family.) The children will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in French to their level of understanding so far.

French
Learning Objectives
• I can learn how to recognise, recall and spell different family members with the correct definite article / determiner. • I can consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective 'my' with increasing accuracy. • I can learn how to ask and answer the question 'do you have any siblings?' • I can further consolidate the language needed to introduce my own/fictitious family members. • I can be introduced to numbers 1-69 and will use this knowledge to be able to say how old my own/fictitious family members are. • I can revise and consolidate all language covered in the unit and complete the end of unit assessment.

In Modern Foreign Languages (MFL,) in Summer 2, we will study the unit called En classe (In the Classroom.) The children will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French.

French
Learning Objectives
• I can learn how to recognise, recall and spell seven different classroom items. • I can learn how to recognise, recall and spell a further five different classroom items. • I can learn how to ask and answer the question: 'what is in your pencil case?' • I can revisit possessive adjectives and apply this to my knowledge of the twelve different classroom items I have learned so far. • I can revisit negative structures, to say what I do not have in my pencil case. • I can revise and consolidate all language covered in the unit and complete the end of unit assessment.

In Design Technology, in Summer 1, we will be using our maths skills and knowledge to construct a castle. We will think about the features needed and construct 2D shapes and take these into a 3D form.

Design Technology	
Year 3	**Year 4**
<u>Developing, planning and communicating ideas</u> • I can plan my design, using accurate diagrams and labels. • I can plan the equipment/ tools needed and give reasons why. • I can start to order the main stages of making their product. • I can identify a design criteria and establish a purpose/ audience for their product. • I can make realistic are plans. e.g. tools, equipment, materials, components? <u>Working with tools, equipment, materials and components to make quality products</u> • I can use equipment and tools accurately and safely. • I can select the most appropriate materials, tools and techniques to use. • I can manipulate materials using a range of tools and equipment • I can measure, cut and assemble with increasing accuracy. <u>Evaluating processes and products</u> • I can start to think about my ideas as I make progress and be willing to make changes if this helps me to improve my work. • I can assess how well their product works in relation to the purpose. • I can explain how I could change my design to make it better. <u>Construction</u> • I can join materials effectively to build a product. • I can use a range of techniques to shape and mould materials. • I can use finishing techniques. e.g. sanding, varnishing, glazing etc	<u>Developing, planning and communicating ideas</u> • I can create a final design for my product based on initial ideas and revisions, based on existing ideas. • I can create a detailed plan considering my target audience, design criteria and intended purpose. <u>Working with tools, equipment, materials and components to make quality products</u> • I can use equipment and tools with increased accuracy and safety. • I can select the most effective materials, tools and techniques to use. • I can manipulate materials effectively using a range of tools and equipment. • I can measure, cut and assemble accurately. <u>Evaluating processes and products</u> • I can think about my ideas as they progress and make changes to improve my work • I can assess how well my product works in relation to the design criteria and the intended purpose. • I can explain how I could improve my design and how my improvement would affect the original outcome. <u>Construction</u> • I can measure accurately to build effective structures. • I can use a range of techniques to shape and mould. • I can experiment with a range of techniques to increase stability in a structure. • I can use finishing techniques, showing an awareness of audience. e.g. sanding, varnishing, glazing etc

In Summer 2, we will be designing an electrical poster of the type found to display objects in a museum.

Design Technology	
Year 3	**Year 4**
Developing, planning and communicating ideas • I can plan my design, using accurate diagrams and labels. • I can plan the equipment/ tools needed and give reasons why. • I can start to order the main stages of making their product. • I can identify a design criteria and establish a purpose/ audience for their product. • I can make realistic are plans. e.g. tools, equipment, materials, components? Working with tools, equipment, materials and components to make quality products • I can use equipment and tools accurately and safely. • I can select the most appropriate materials, tools and techniques to use. • I can manipulate materials using a range of tools and equipment • I can measure, cut and assemble with increasing accuracy. Evaluating processes and products • I can start to think about my ideas as I make progress and be willing to make changes if this helps me to improve my work. • I can assess how well their product works in relation to the purpose. • I can explain how I could change my design to make it better. Construction • I can join materials effectively to build a product.	Developing, planning and communicating ideas • I can create a final design for my product based on initial ideas and revisions, based on existing ideas. • I can create a detailed plan considering my target audience, design criteria and intended purpose. Working with tools, equipment, materials and components to make quality products • I can use equipment and tools with increased accuracy and safety. • I can select the most effective materials, tools and techniques to use. • I can manipulate materials effectively using a range of tools and equipment. • I can measure, cut and assemble accurately. Evaluating processes and products • I can think about my ideas as they progress and make changes to improve my work • I can assess how well my product works in relation to the design criteria and the intended purpose. • I can explain how I could improve my design and how my improvement would affect the original outcome. Electrical and Mechanical Components • I can use a simple circuit and add components to it. Construction • I can measure accurately to build effective structures.

In Summer 2 we will also design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.

Design Technology	
Year 3	**Year 4**
<u>Developing, planning and communicating ideas</u> • I can plan my design, using accurate diagrams and labels. • I can plan the equipment/ tools needed and give reasons why. • I can start to order the main stages of making their product. • I can identify a design criteria and establish a purpose/ audience for their product. • I can make realistic are plans. e.g. tools, equipment, materials, components? <u>Working with tools, equipment, materials and components to make quality products</u> • I can use equipment and tools accurately and safely. • I can select the most appropriate materials, tools and techniques to use. • I can manipulate materials using a range of tools and equipment • I can measure, cut and assemble with increasing accuracy. <u>Evaluating processes and products</u> • I can start to think about my ideas as I make progress and be willing to make changes if this helps me to improve my work. • I can assess how well their product works in relation to the purpose. • I can explain how I could change my design to make it better. <u>Mechanisms</u> • I can make a product which uses mechanical components. • I can use a range of components. e.g. levers, linkages and pneumatic systems <u>Construction</u> • I can join materials effectively to build a product. • I can use a range of techniques to shape and mould materials. • I can use finishing techniques. e.g. sanding, varnishing, glazing etc	<u>Developing, planning and communicating ideas</u> • I can create a final design for my product based on initial ideas and revisions, based on existing ideas. • I can create a detailed plan considering my target audience, design criteria and intended purpose. <u>Working with tools, equipment, materials and components to make quality products</u> • I can use equipment and tools with increased accuracy and safety. • I can select the most effective materials, tools and techniques to use. • I can manipulate materials effectively using a range of tools and equipment. • I can measure, cut and assemble accurately. <u>Evaluating processes and products</u> • I can think about my ideas as they progress and make changes to improve my work • I can assess how well my product works in relation to the design criteria and the intended purpose. • I can explain how I could improve my design and how my improvement would affect the original outcome. <u>Electrical and Mechanical Components</u> • I can use a simple circuit and add components to it. • I can make a product which uses both electrical and mechanical components. <u>Construction</u> • I can measure accurately to build effective structures. • I can use a range of techniques to shape and mould. • I can experiment with a range of techniques to increase stability in a structure. • I can use finishing techniques, showing an awareness of audience. e.g. sanding, varnishing, glazing etc

In Music, the children will start by listening to Pompeii by Bastille, to appreciate modern music can represent history and tell a story.

In Summer 1, using the topic of 'Volcanoes', the children explore and compose their own music with consideration to the inter-related dimensions of music. The unit has strong links to literacy and will be combined with poetry and artwork to produce a rich cross-curricular topic. There is a focus on the musicality in words to create rich tapestries of words, inspiring music and verse. Pupils have opportunities to record ideas as a graphic score.

Music
Learning Objectives
• I can learn how changes in tempo, dynamics and texture can create effects in music. • I can develop a graphic score considering dynamics, tempo and texture. • I can use the inter-related dimensions to create effect. • I can read, record and perform ideas using graphic notation. • I can select and combine skills learned to create a piece of music.

In Summer 2, using the topic of 'Castles', the children will begin to internalise key musical skills and techniques through a range of practical based activities including call-and-response songs, chants and movement. Pupils have the opportunity to revisit and practice basic pitch, pulse and rhythm performance skills. They will move on to embed these skills in both composition and improvisation activities as they explore the development of castles from William the Conqueror onwards, as well as life in and around the castle walls.

Music
Learning Objectives
• I can perform as an ensemble, maintaining a rhythmic pattern. • I can compose a rhythmic performance as a group ensemble. • I can compose and perform a rhythm for a musical theatre performance. • I can learn the feudal song and perform as a class ensemble. • I can build performance skills through vocal and instrumental improvisation • I can play and sing an improvisation within a class performance.

In Physical Education, in Summer 1 we will combine and perform movement phrases to represent facts about the Roman Empire via the medium of dance. We will represent the Roman Invasion by composing and performing movement sequences with expression.

We will also be practising for Sports Day in Summer 1 as well.

Physical Education
• I can move to a beat or rhythm • I can move together with others at the same time – in unison • I can move one after the other in a group • I can ensure spatial awareness in a large group • I can create and follow precise patterns • I can make symmetrical shapes, in pairs • I can create and adapt a simple sequence to repeat • I can be sensitive to a partner's intention when we move together • I can develop and perform a paired, non-contact, action-reaction sequence • I can select appropriate movements, gestures, posture and facial expressions • I can play a part in a group dance using music cues, freezes and action • I can begin to develop a visual awareness of how the individual dancer looks and how the group dance looks in space

In Summer 2, we will take advantage of the weather and pursue Outdoor Adventurous Activities. This will comprise team games and leadership skills, exploration experiments, anagram solving and map reading, symbol circuits and orienteering skills.

Physical Education
<u>Personal</u> • I can understand the importance of warming up • I can work individually and with others • I can develop competence and confidence • I can recognise that stamina is an important parts of fitness • I can develop skills to take responsibility for a group outcome • I can use my communication skills effectively in a group • I can build my resilience through attempting challenges <u>Thinking</u> • I can make best use of space to achieve necessary outcomes • I can describe my own and others' performance, making simple judgements about the quality of performances and suggesting ways they could be improved • I can use my listening skills to support myself and others achieve a goal • I can interpret information to help me complete a challenge.

In PSHE, we draw from a variety of different schemes and schedules of work, to create a series of lessons that meet the children where they are in the class at the time we teach them.

In Summer 1, we will be covering Online Safety. This is essential for the children to be aware of and therefore we cover this topic in PSHE and Computing. In Summer 2, the Computing topic expands on the coverage here.

Personal, Social and Health Education
Year 3 & 4
Online Safety • Don't fall for fake – pop ups and scams, 'Who is talking to me?' 'Is that really true?' and Interland Game – Reality River. • How to deal with things we think we shouldn't see / dealing with mean behaviour online.

In Summer 2, we will be using Educator Solutions and RSE Solution resources to deliver our RSHE programme. We will be learning about…

Personal, Social and Health Education
Year 3 & 4
Relationships • My feelings • My body • My relationships • My beliefs • My rights and responsibilities • Asking for help

In Religious Education, we will be taught to use and develop our skills and understanding of Theology, Philosophy and Human and Social Sciences to explore and answer a "big question". This term we are looking at…

Religious Education
How do people express commitment to a religion / worldview in different ways?
I will be able to… • Identify a range of ways in which religious belief can impact daily life. • Show awareness of the similarities and differences between the commitment ceremonies or rites of passage within Christianity, and between Christianity, Judaism and Sikhism. • Identify some similarities and differences in how people practice and express beliefs about commitment. I will explore and understand… • The importance of rites of passage in terms of religious identity. • The role of baptism (infant and adult) in shaping religious identity in the Christian community. • The importance of Bar and Bat Mitzvah in shaping religious identity in the Jewish community. • The Amrit ceremony as a milestone in shaping religious identity in the Khalsa.