

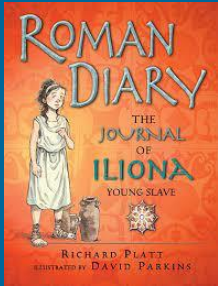
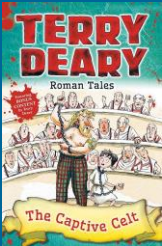
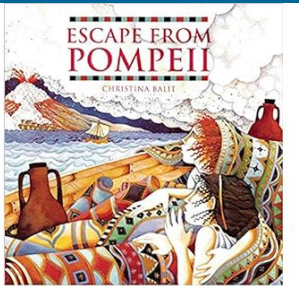
Curriculum Sequence Autumn – Year 3 and 4



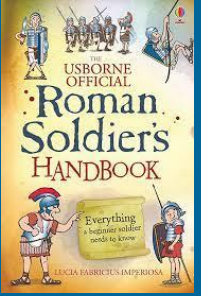
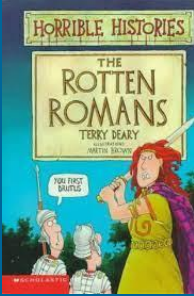
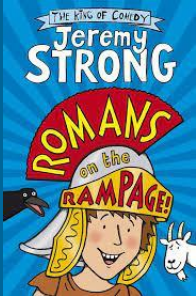
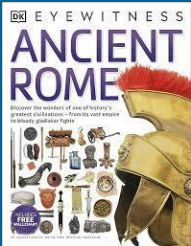
What was life like in Roman Britain?

Geography	History	Science Yr3	Science Yr4
Europe and geographical features.	The Romans and their impact of Britain.	Animals including Humans	Animals including Humans
INTENT	INTENT	INTENT	INTENT
To be able to use atlases and digital mapping to locate countries, including the UK, and major geographical features within Europe. Children will be able to identify different parts of the Earth’s makeup and the effect of tectonic plates. They will use this knowledge to compare the UK to Italy.	Children will use chronology skills to place key events of the Roman Empire on timelines. They will also understand what the Roman Empire was and that Britain was once part of this. They will be able identify the reasons for the expansion of the Roman Empire and the legacy the Romans left on Britain.	To understand that animals do not make their own food whilst discovering the role of producers and consumers in food chains/webs. Children will also learn about the different nutritional needs of animals. Children will then look at the skeletal structures of different.	To be able to identify the role and parts of the digestive system including the teeth.
Sequence of lessons:	Sequence of lessons:	Sequence of lessons:	Sequence of lessons:
<ol style="list-style-type: none">1. WALHT: use atlases and digital mapping to identify countries, including the UK, within Europe.2. WALHT: use 8 point compass reference to compare the location of countries in Europe.3. WALHT: use atlases to identify major geographical features within Europe.4. WALHT: understand the make up of the Earth.5. WALHT: identify how tectonic plates produce geographical features.6. WALHT: compare similarities and differences between the UK and Italy.	<ol style="list-style-type: none">1. WALHT: use chronology to place key events involving the Roman Empire.2. WALHT: understand possible reasons for the expansion of the Roman Empire.3. WALHT: understand how, when and why the Romans came to Britain.4. WALHT: understand what life was like in Roman Britain.5. WALHT: compare the reaction of different people to Roman rule.6. WALHT: identify the Legacy the Romans left in Britain.	<ol style="list-style-type: none">1. WALHT: recognise that animals can not make their own energy and get this through the food they eat.2. WALHT: identify the differences between herbivores, omnivores and carnivores.3. WALHT: identify the roles of producers and consumers within an ecosystem.4. WALHT: understand that animals need the right type and amount of nutrition.5. WALHT: identify the function of a skeleton.6. WALHT: identify the different types of animal skeletons.	<ol style="list-style-type: none">1. WALHT: complete a food web.2. WALHT: identify the organs of the digestive system.3. WALHT: functions of the different digestive organs.4. WALHT: identify different types of teeth.5. WALHT: identify the structure of teeth.6. WALHT: identify how to look after our teeth.
Outcome/composite	Outcome/composite	Outcome/composite	Outcome/composite
To compare the similarities and difference between the UK and Italy.	To create a quiz about Roman Britain for a friend.	To create a food web with details about the animals role.	To create a documentary style video to explain to younger children how the digestive system works.

Reading opportunities



Try these at home.



Curriculum Sequence Autumn – Year 3 and 4

‘What was life like in Roman Britain?’

RE What do Hindus believe God is like?	PE Invasion games- Netball- skills and tactics	PE Invasion games- Football- skills and tactics	French Introduction to basic French
INTENT To introduce children to the beliefs held by Hindus about Brahman (God). They will be able to recognise the different deities worshipped by Hindus and identify how they worship Brahman at home. Children will also understand the significance of the story of Diwali.	INTENT To learn to play netball through developing ball control. To develop team work skills and tactics linked to team games.	INTENT To learn to play football through developing ball skills and tactical awareness. To learn to work as part of a team.	INTENT To learn some of the basics of the French.
Sequence of lessons: 1. WALHT: explain what a Hindu might understand about Brahman from the story of Svetaketu. 2. WALHT: identify some Hindu deities and explain what they show about the nature of Brahman (God). 3. WALHT: explain what the Trimurti represents. 4. WALHT: explain how Hindus worship at home. 5. WALHT: explain how the story of Diwali links to a Hindu deity. 6. WALHT: suggest whether or not people outside of the Hindu tradition should treat creation in the same way that many Hindus might treat it.	Sequence of lessons: 1. WALHT: send the netball accurately in a variety of ways. 2. WALHT: use a variety of tactics to bypass a defender. 3. WALHT: use width and speed in attack. 4. WALHT: shoot using a good technique. 5. WALHT: pivot when landing. 6. WALHT: track an opponent to defend.	Sequence of lessons: 1. WALHT: trap and cushion the ball. 2. WALHT: dribble the ball using both feet. 3. WALHT: turn confidently with the football. 4. WALHT: use numerical advantage to keep possession. 5. WALHT: defend through jockeying. 6. WALHT: use the skills and knowledge we have learnt in a game situation.	Sequence of lessons: 1. WALHT: greet someone we meet. 2. WALHT: ask and give my name. 3. WALHT: say numbers 1 to 10. 4. WALHT: ask and give my age. 5. WALHT: tell someone who is in my family. 6. WALHT: hold a brief conversation about my family and I.
Outcome/composite Children will be able to compare the beliefs held by Hindus to that of Christians through identifying the similarities and differences.	Outcome/composite To use the skills they have learnt in a BEE netball game.	Outcome/composite To use their skills and knowledge in a game scenario.	Outcome/composite Children to have a short conversation in French

Curriculum Sequence Autumn – Year 3 and 4

‘What was life like in Roman Britain?’

<div><div><div>PSHE</div><div>Being Me in My World</div></div><div><div>INTENT</div><div>To identify their place in our school and community. To highlight their own strengths and how they can use these within their world. To learn to work as part of the school/class team.</div></div><div><div>Sequence of lessons:</div><div><div>1. WALHT: identify positive qualities about myself.</div><div>2. WALHT: recognise how I can approaches challenges positively.</div><div>3. WALHT: understand why rules and responsibilities are important both in school and the wider world.</div><div>4. WALHT: understand how our action affect myself and others.</div><div>5. WALHT: identify responsible actions and choices.</div></div><div><div>Outcome/composite</div><div>Children to create posters to be displayed to highlight the school rules.</div></div></div></div>	<div><div><div>Computing</div><div>Online Safety- SMART rules</div></div><div><div>INTENT</div><div>To be able to recall and use the SMART rules to stay safe online.</div></div><div><div>Sequence of lessons:</div><div><div>1. WALHT: recall the SMART rules for online safety.</div><div>2. WALHT: follow the SMART rules when online.</div><div>3. WALHT: identify how to stay safe online.</div></div><div><div>Outcome/composite</div><div>To create a video for younger children to explain how to stay safe online.</div></div><div><div>Music</div><div>Let Your Spirit Fly</div></div><div><div>Sequence of lessons:</div><div><div>1. WALHT: learn the song – Let Your Spirit Fly.</div><div>2. WALHT: Play instrumental parts within the song.</div><div>3. WALHT: improvise using voice and/or instruments within the song.</div><div>4. WALHT- compose a musical accomplishment for the song.</div><div>5. WALHT – Sing the song and perform our musical compositions within the song.</div></div><div><div>Outcome/composite</div><div>To create and perform a musical composition for the song Let your spirit fly.</div></div></div></div></div>	<div><div><div>Art</div><div>Exploring Pattern</div></div><div><div>INTENT</div><div>To learn about different artists/designers in the style of sensory patterns, tessellated designs and surface pattern designs.</div></div><div><div>Sequence of lessons:</div><div><div>1. WALHT: make a sensory pattern.</div><div>2. WALHT: explore the work of artists who create artwork inspired by pattern.</div><div>3. WALHT: make tessellated designs.</div><div>4. WALHT: continue making tessellated designs by different artists.</div><div>5. WALHT: explore the work by surface pattern designer Rachel Parker.</div><div>6. WALHT: create work inspired by Rachel Parker.</div></div><div><div>Outcome/composite</div><div>To create artwork in the style of tessellated designs and surface pattern designs.</div></div></div></div>	<div><div><div>Design and Technology</div><div>Pizza- dough handling.</div></div><div><div>INTENT</div><div>To learn how to make and handle dough.</div></div><div><div>Sequence of lessons:</div><div><div>1. WALHT: understand what makes a healthy balanced diet.</div><div>2. WALHT: understand the seasonality of food sources.</div><div>3. WALHT: understand how foods are imported and exported.</div><div>4. WALHT: design a healthy and appealing product.</div><div>5. WALHT: follow a recipe.</div><div>6. WALHT: create, prove and kneed dough to create a pizza.</div></div><div><div>Outcome/composite</div><div>Children to design and create a healthy and appealing pizza.</div></div></div></div>
--	--	--	--