

Maths: White Rose

Multiplication Year 3 Multiply 2-digits by 1-digit. Year 4 Multiply 2-digits by 1-digit and Multiply 3-digits by 1-digit.

Division Year 3 Divide 2-digits by 1-digit. Year 4 (Spr B1) Divide 2-digits by 1-digit. Divide 3-digits by 1-digit. Year 3 How many ways? Year 4 Correspondence problems

Equivalent Year 3 Equivalent lengths- m & cm. Equivalent lengths – mm & cm. Compare lengths Year 4 (Aut B3) Kilometres

Perimeter: Year 3 Measure perimeter and Calculate perimeter. Year 4 Perimeter on a grid Perimeter of a rectangle and rectilinear shapes.

Year 3 Measure length - Add lengths and subtract lengths. Year 4 What is area? Counting squares and making shapes. Comparing area.

Fractions/Recognising fractions Year 3 Unit and non-unit fractions. Making the whole. Fractions on a number line. Year 4 What is a fraction? Fractions greater than 1. Count in fractions

Equivalent Fractions Year 3 Equivalent fractions Year 4 Equivalent fractions

Compare and Order Year 3 Compare and order fractions

Fractions of amounts Year 3 Fractions of an amount. Year 4 Calculate fractions of a quantity

Add and Subtract: Year 3 Add and subtract fractions. Year 4 Add 2 or more fractions. Subtract 2 fractions. Subtract from whole amounts.

Mass and Capacity/Decimals Tenths Year 3 Tenths. Count in tenths. Tenths as decimals. Year 4 Recognise tenths and hundredths. Tenths as decimals. Tenths on a place value grid. Tenths on a number line.

Mass and Capacity Year 3 Measure mass. Compare mass. Add and subtract mass. Measure capacity and compare capacity. Add and subtract capacity

Decimals: Year 4 Divide 1-digit by 10. Divide 2-digits by 10. Hundredths. Hundredths as decimals. Hundredths on a place value grid. Divide 1 or 2-digits by 100

Guided Reading:

TBC

History:

Why did the Romans settle in Britain?

Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.

- Explain the meaning of empire and invasion. Understand the chronology of the Roman invasion of Britain. Identify the consequences of the Roman invasion. Create an interpretation of Boudicca using sources. Explain why the Romans needed a powerful army. Identify a soldier's equipment. Explain how the Roman army was organised and perform simple manoeuvres and drills. Make observations about an artefact. Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

Geography:

Why do people live near volcanoes?

- Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.
- Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries.

English:

TBC:

Escape from Pompeii?

Roman Story?

Black Dog?

Year 3/4 - Spring Term 2024-25

The Roman Empire



Home learning:

TBC

MFL - French:

A Circle of Life in French

Using their dictionary skills to develop their animal vocabulary and habitat names. Building sentences and completing food chains to apply this vocabulary in writing. This unit has cross-curricular links with Science.

Clothes—Getting Dressed in France

Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French.

PSHE: Corum Life Education: SCARF

Valuing difference: Recognise that there are many different types of families; identify different communities they belong to; learn ways of showing respect through language and communication; identify different origins , national, regional, ethnic and religious backgrounds

Keeping safe: Identify risk factors; define and explain the difference between risk and danger; understand the word ‘drug’ and that alcohol and nicotine are examples of this; recognise and describe appropriate behaviour.

Religious Education:

Spring 1 - identity (Purim)

Spring 2 - Ritual/ Paschal Candle—Inquire what is a ritual?

Contextualise when are rituals used at Easter? How is the Paschal candle used in Easter rituals? Evaluate, communicate and apply.

Science:

Forces and magnets

Compare how things move on different surfaces; notice that some forces need contact between 2 objects, but magnetic forces can act at a distance; and observe how magnets attract or repel each other and attract some materials and not others.

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials; describe magnets as having 2 poles and they learn how to predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

Rocks

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. They learn how to describe in simple terms how fossils are formed when things that have lived are trapped within rock and finally they learn how to recognise that soils are made from rocks and organic matter. Explore sounds from near and from far.

Computing:

Year 3 - 3.3 Spreadsheets

Year 3 - 3.4 Touch typing

Art and Design:

Growing Artists:

Developing an understanding of shading and drawing techniques to create botanical inspired drawings.

Or

<https://gomersalprimaryschoolart.blogspot.com/2020/01/the-romans-year-4.html>

Good Roman ideas!

Design Technology:

Mechanical Systems: Slingshot Chariots!

Using a range of materials, design and make a chariot with a working slingshot mechanism and house the mechanism using a range of nets.

Music:

Changes in pitch, tempo and dynamics (Theme: Rivers)

Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.

Adapting and transposing motifs (Romans)

Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.