

## English

We will be writing a Narrative based on *Escape from Pompeii*

We will be writing Non- Chronological report using the text *Roman Fortress* to support us



## Maths

Length and Perimeter

Fractions A

Mass and capacity

## Art

- Create intricate patterns and vibrant images using mosaic techniques
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Apply shading techniques to sketches to create depth and form.
- Draw different types of lines (inc. combining lines to create texture).

## Computing

-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (2.6)

Term 4

**Curiosity: What can we learn from the Romans?**

## History

Children will sequence the key Roman invasion events using a timeline (group activity)

They will compare the lives of Celts and Romans and write a diary and a newspaper article.

Children will interpret artefacts from the Roman times and create a piece of artwork of an artefact of their choosing..

They will describe Roman influences on Britain today and engage in a debate to explore the importance of each one.

## RE

- Interpret the teachings and meanings of the Passover story and the symbolism of the Seder plate.
- Understand the impact of Kashrut (Kosher) rules on the daily lives of Jewish people.

## PE

ENGLISH:

- \* Learning of key vocabulary
- \* Understand and follow instructions
- \* Communication skills

MATHS:

- \* Addition
- \* Estimating distances

## Music

### National Curriculum for Music KS2 coverage:

- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

### Model Music Curriculum YEAR 3 coverage:

- Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.
- Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.
- Listen to recorded performances.

## PSHE

- Understand how exercise keeps the body healthy
- Recognise how food choices affect health
- Know how to stay safe and recognise unsafe situations
- Understand what drugs are and how to make safe choices