

Curriculum Plan  
Hazel – Autumn 1



## Programmes of Study

**Class Three (Year Four) Term Autumn First half term**

**Unit Title: RUTHLESS ROMANS**

**Literacy Genres** Stories with historical setting: Escape from Pompeii [Focus], *Christina Balit* (3 weeks) Information Texts: (2 weeks) Exploring Form: (2 weeks)

**Reading Enhancements**

Escape from Pompeii [Focus], *Christina Balit*

<p><b>Literacy</b></p>	<p><b>Writing to entertain:</b> Stories – Myths &amp; legends; Descriptive Poetry; Narrative Poetry and Characters/Settings</p> <p><b>Writing to inform:</b> Recount, Letters, Biography, Newspaper articles and explanations</p> <p><b>Writing to persuade:</b> Advertising – leaflets &amp; brochures Letters and posters</p> <p><b>Progression in Reading Comprehension</b> Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p> <p><b>Grammar</b> To extend knowledge and understanding of adverbs through: -Identifying common adverbs with <i>ly</i> suffix and discussing their impact on the meaning of sentences -Noticing where they occur in sentences and how they are used to qualify the meaning of verbs -Collecting and classifying examples of adverbs, e.g., for speed: <i>swiftly, rapidly, sluggishly; light: brilliantly, dimly</i> -Investigating the effects of substituting adverbs in clauses or sentences, e.g. <i>They left the house ...ly</i> Using adverbs with greater discrimination in own writing.</p>	<p><b>Maths</b></p>	<p>Finding pairs with a total of 100; adding to the next multiple of 100 and subtracting to the previous multiple of 100; subtract by counting up to find a difference; adding several numbers</p> <p>Read, write 4-digit numbers and know what each digit represents; compare 4-digit numbers using &lt; and &gt; and place on a number line; add 2-digit numbers mentally; subtract 2-digit and 3-digit numbers</p> <p>Learn <math>\times</math> and <math>\div</math> facts for the 6 and 9 times-table and identify patterns; multiply multiples of 10 by single-digit numbers; multiply 2-digit numbers by single-digit numbers (the grid method); find fractions of amounts</p> <p>Tell and write the time to the minute on analogue and digital clocks; calculate time intervals; measure in metres, centimetres and millimetres; convert lengths between units; record using decimal notation</p> <p>Add two 3-digit numbers using column addition; subtract a 3-digit number from a 3-digit number using an expanded column method (decomposing only in one column)</p>
<p><b>Art</b></p>	<p><b>MIXED MEDIA – MOSAICS</b></p> <ul style="list-style-type: none"> <li>-Know the significance of mosaics in Roman art.</li> <li>-Know that mosaics are a form of decoration by arranging together small pieces</li> <li>-Investigate pattern and design in mosaics</li> <li>-Generate a mosaic style pattern of coloured squares to refine a design</li> </ul>	<p><b>Humanities (History)</b></p>	<p><b>ROMANS</b> KNOW HOW ROME WAS FOUNDED AND HOW IT EXPANDED INTO AN EMPIRE.</p> <ul style="list-style-type: none"> <li>-Know the legend of Romulus and Remus</li> <li>- Investigate how Rome played on its strengths to expand into an empire and learn the facts about the length and location of Roman rule around Europe, Asia and Africa</li> <li>-Discover how Rome was ruled by emperor, consuls and senators and learn about the different groups of people in Rome and their rights (slaves, plebeians, patricians, women)</li> <li>-Describe aspects of daily life: technology; hygiene; children; food; houses</li> <li>-Learn what the ancient Romans did for entertainment and who the gladiators were?</li> </ul>

	<p>-To use the technique of fixing individual small squares to create a mosaic</p>		<p>-Identify the differences between leisure today and in ancient Rome          -Know what the life of a gladiator was like: what they did and why; what weapons they used; where gladiator fights took place          -Investigate the beliefs of the ancient Romans and know who were their gods and goddesses were. Describing some of the most popular Roman gods          -Describe and understand the key aspect of Mt Vesuvius and learn about when it destroyed the city of Pompeii</p>
<p><b>Relationships and Health</b></p>	<p><b>RELATIONSHIPS- ANTI BULLYING</b>          -Know the difference between being unkind, teasing and bullying          -Know what the school rules are in regard to bullying          -Know what people can do if they are being bullied          -Know what peer pressure is and that it could make us behave in a way that is unacceptable, unhealthy or risky          -Know where pressure might come from          -Know who to trust and where are how to get help</p>	<p><b>Forest School</b></p>	<p>Story : The Little Grey Men – what do we need for survival? Whittle toasting stick, toast apple slices on fire. ID forage for sedge and birch twigs, use for weaving. More dead-hedges, shelters for non-humans.</p>
<p><b>Design and technology / Woodwork</b></p>	<p>Woodwork projects connected to Main lesson themes in addition to projects derived from pupil interests</p>	<p><b>Science</b></p>	<p><b>PHYSICS - FORCES AND MAGNETS</b>          -Know what gravity is and investigate the force of gravity.          -Know the effects of air resistance.          -Know that some mechanisms including lever including pulleys and gears allow a smaller force to have a greater effect (ballista, onager, scorpio weapons).</p>
<p><b>Religious Studies</b></p>	<p><b>ISLAM</b>          -Learn about the Five Pillars of Faith          -Explore the significance of Hajj to Muslim believers          -Discuss the rise and spread of Islam; the meaning of Ummah (the worldwide community) in Islam.          -Know how and why Muslims respond to the needs of others around the world.</p>	<p><b>PE</b></p>	<p><b>SWIMMING</b>          -To develop confidence in the water.          -To enter and leave the pool safely.          -Be able to answer questions about pool safety.          -Swims competently, confidently and proficiently over a distance of at least 20m.          -Uses the stroke of front crawl effectively.          -Begin to refine the technique of breaststroke and back stroke.          Outcome: To swim a width unaided in recognisable stroke.  <b>FITNESS</b>          -Increase and improve in higher intensity, physical activity for sustained periods of time.          -Apply skills to solve problems, individually and as part of a team.          -Increase and improve on longevity of physical activity.</p>

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<b>French</b>	<ul style="list-style-type: none"><li>-To introduce ourselves in French.</li><li>-To learn body parts</li><li>-To use phonics to pronounce numbers 1 – 20</li><li>-To learn a minimum of 5 colours in French</li><li>-To learn 5 items of clothing in French</li><li>-To learn 6 family members in French.</li><li>-To learn simple sentences in French</li><li>-To re-cap what has been learned</li></ul>	<b>Music</b>	<ul style="list-style-type: none"><li>-Pupils will develop their performing, composing and listening skills</li><li>-Pupils will learn about the interrelated dimensions of music</li><li>-Pupils will use a range of classroom instruments to create and manipulate sounds, develop a strong sense of pulse and rhythm and establish good ensemble performance skills.</li><li>-Pupils will sing a wide number of songs and develop their vocal range, intonation, articulation, blending and a joy for singing.</li><li>-Pupils will learn to analyse music using age-appropriate musical vocabulary and to apply this knowledge in a musical context through solo and small group performance and composition activities.</li></ul>
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**Trips and or events**

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