



The Roman Empire

Year 3 & 4 Spring 1 2022

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RE	Computing	History	Art and Design	DT
<p>Key Vocabulary Islam, Muslim, Allah, Five Pillars of Islam, Prophets, Muhammad, Mecca, Hajj, Qur'an, Ramadan, fast, mosque, pilgrimage</p>	<p>Key Vocabulary Flowchart, coding, algorithm, timers, program, scene, background, objects, click events</p>	<p>Key Vocabulary Romans, invasion, Boudicca, empire, gods, goddesses, Hadrian, villa,</p>	<p>Key Vocabulary Mosaic, stick printing, Roman Empire, geometric designs, border, contrasting colours, repeating, design,</p>	<p>Key Vocabulary Design, generate, ideas, evaluate, produce, baked food, goods, ideas, sweet and savoury, materials, tools and equipment, solutions</p>
<ul style="list-style-type: none"> Explore what Muslims believe about Allah. Explain who the key prophet was and how he founded Islam. Recreate a list of the main Muslim beliefs using calligraphy. Label and explain key parts of a mosque. Create their own documentary about Muslim festivals. Create their own presentation about the Muslim holy book using a list of titles. Design a new symbol for Islam and write an explanation for the design. 	<ul style="list-style-type: none"> Read and explain a flowchart. Use a flowchart to create a computer program. Create a computer program that includes click events and timers. To understand that there are different types of timers. To be able to select the right type of timer for a purpose. Explore different object types in 2Code. Use a background and objects to create a scene. Plan an algorithm for their scene and use 2Code to program it. 	<ul style="list-style-type: none"> I can explain the spread of the Roman empire and recall key facts about the invasion of Britain. I can understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made. I can understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped. I can explain what the Roman baths were and know about the different amenities they contained. 	<ul style="list-style-type: none"> Explore mosaics and learn about what they indicated within the Roman society Develop the technique of printing and create a geometric design Design/print own border using stick printing technique Research/study different types Roman mosaics and what they depicted Design and print a central motif using the stick printing technique Evaluate finished work 	<ul style="list-style-type: none"> Identify sweet and savoury products that are baked in an oven. Generate, develop and communicate design ideas using appropriate vocabulary Select and use cooking materials, tools and equipment safely. Evaluate design ideas, processes and solutions to create a sweet or savoury baked food product Plan a sequence of steps when making designed solutions Works independently and collaboratively to create solutions and solve problems. I can produce a baked food product that people could purchase and enjoy eating.
<p>End Point: Acknowledge and explain how their festivals and worship show what matters to a Muslim</p>	<p>End To Point: Design and Make an Interactive Scene</p>	<p>End Point: To make a Roman Shield showcasing what we have learnt about the Romans.</p>	<p>End Point: Use stick-printing techniques to create a mosaic picture in the style of the Romans.</p>	<p>End Point: To make a baked good</p>
<p>Impact: To understand and respect different religious viewpoints through the eyes of Muslims in the UK today.</p>	<p>Impact: Children can plan, code and debug a scene to make several different things happen in a program.</p>	<p>Impact: Demonstrate a deeper understanding of the topic and recognise how Britain has been influenced and shaped by the Roman occupation.</p>	<p>Impact: • Understand the historical and cultural development of art forms (mosaics). • Explore ideas to improve mastery of art and design techniques (printing). • Begin to evaluate and analyse their work.</p>	<p>Impact: Children will ideate, desing, plan,</p>



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PSHCE	Music	French	Geography	Science
Key Vocabulary Salary, job, occupation, qualifications, wages, career	Key Vocabulary : disco solo melodic bass line	Key Vocabulary Les animaux, je suis, La/le/les, un/ una,,	Key Vocabulary Biomes, equator, tropics, climate, desert, savannah, temperate, grassland, forest, tundra, rainfall, seasons	Key Vocabulary Sedimentary, metamorphic, igneous, soil, rock formation, fossil, palaeontology, top soil
 <ul style="list-style-type: none"> I can explain what skills are needed for a range of jobs and why people go to work. To understand that people get money from going to work and some other sources. I can discuss what skills might be needed for certain jobs. I can identify other reasons why people might go to work. 	 <ul style="list-style-type: none"> Listening and appraising music learn and/or build on your knowledge and understanding about the interrelated dimensions of music through games, singing Learning a song to sing Learn to play along with a song using notes from a Glockenspiel Compose own melody using a glockenspiel 	 <ul style="list-style-type: none"> Colours and numbers recap Explore nouns Animal nouns Ask and answer questions Likes and dislikes Using adjectives Following and reading a story Family members 	 <ul style="list-style-type: none"> What is a biome? What are the five main types of biomes? What are the features of each biome? Where are the main biomes found in the world? 	 <ul style="list-style-type: none"> I can compare different types of rocks. I can group rocks based on their properties. I can explain how fossils are formed. I can explain Mary Anning's contribution to palaeontology. I can explain how soil is formed.
End Point: To have an appreciation of the different types of jobs that people are able to do.	End To Point: To recognise some of the style indicators of disco music such as the energetic bass line and steady dance groove Learn simple melodic parts on an instrument to play along with our music	End Point: To write and say names of singular and plural animals and family members in French.	End Point: To be able to describe the main biomes and where they are in the world.	End Point: Children will be able to give examples of natural and human-made rocks. They will be able to group rocks by their properties and identify simple similarities and differences.
Impact: To recognise how we can obtain the skills needed to work in a variety of careers.	Impact: To develop confidence when singing and feel comfortable enough to attempt a solo – even if it is only a very short echo warm-up!	Impact: To understand, respond, speak and write in the French language with increasing confidence	Impact: To have a basic understanding of the impact different climates have on the environment	Impact: Children will use simple scientific language accurately in oral and written work to describe their scientific understanding.