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| <p>Literacy Re-write- Re-write Roman myth Romulus and Remus. Diary- create diary from perspective of gladiator. Letter- write a letter of thanks to the Roman discover centre. Play script- learn and perform play Gossip at the Forum. Create own play script inspired by Gossip at the forum.</p> <p>SPaG Adjectives 'A' or 'An'? Prefixes: super-, anti-, auto- Present Tense Apostrophes Comprehension We are practising our thesaurus skills (which will also help us improve our writing!), and linking our knowledge to our SPAG. We will look at different types of text - fiction and non-fiction - paying attention to how the texts are set out, as well as understanding the meaning.</p> | <p>Music Understand what a beat and a rhythm is and identify the difference. Play and perform in solo and ensemble contexts, using a trumpet/trombone Listen with attention to detail and recall sounds with increasing aural memory.</p> | <p>PE Indoor athletic activities Invasion Games, adapted games (hockey)</p> | <p>RE-INCARNATION Why is Jesus inspiring to some people? What is the Trinity and why is it important for Christians? Worship theme: Trust</p> | <p>Maths Reason, prove, explain and justify your answers. Solve problems that include missing numbers problems.</p> <p>Year 3 Equal groups, using arrays, grouping, multiples of 2, 5 and 10. Multiply and divide by 3, 5 & 8. Times tables practice</p> <p>Year 4 What is area? Multiplication and division focusing on 3s, 6s, 9, 7s and 11s & times tables. Multiply by 1 & 0. Divide by 1 & itself. Multiplying three numbers.</p> |
| <p>Topic Chronology - order the events that led to the formation of Rome. Entertainment – what did the Romans do for fun? Food and drink – what did the Romans like to eat and drink? Houses – how did they live? Army – different soldiers and strategies. Religion – what did they believe?</p> | | <p>Romans on the Rampage Autumn 2 Owl Class 2025-26</p>  | | <p>Science Living things and their habitats Classification, food chains/environmental danger Identify that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Describe how environments can change and that this can sometimes pose dangers to living things</p> |
| <p>Vocabulary empire conquered invaded Celts Colosseum Amphitheatre entertainment gladiator Caesar assassination mosaic</p> | | <p>Spirituality Mindful attention programme to enable reflective thinking</p> | | |
| <p>Art/ D&T Explore how and why the Romans made mosaics, looking at examples. Design a mosaic piece, using gridded paper, using traditional Roman designs as influence. Use pre-cut squares to complete design. Design, make and evaluate a Roman catapult from simple objects.</p> | <p>PSHE Being Safe Explain basic strategies to help keep themselves safe online. Identify situations where age restrictions apply, identify and assess risk online/offline. Discuss ways to reduce risks at home and in the local environment in order to stay safe. Identify why first aid is important and demonstrate how to ask for help including calling 999 in an emergency</p> | <p>Curriculum enrichment/Community Bonfire event Carol service Soup and a chat Chester Roman trip</p> | <p>Computing Stop-frame animation Capturing and editing digital still images to produce a stop-frame animation that tells a story.</p> <div> <p>Online Safety</p> <p>I recognise the benefits and risks of accessing information about health and well-being online and how we should balance this with talking to trusted adults and professionals.</p> </div> | |