

**English**

**Key Text:** Escape from Pompeii by Christina Balit

**Purpose for writing:** Diary Entry (to inform)

**Writing:** Children will identify the structure and features of a diary. They will use their knowledge of Earthquakes and Volcanoes in science with their historical learning of life in Roman times to write a diary entry of the impact of Vesuvius erupting. The diary entry will be written from the perspective of one of the characters in the story.

**Grammar:** Children will write 1st person for their diary entry and persuasive letter. They will use conjunctions to join clauses demonstrating a variety of sentence structures and explore different ways to start sentences using fronted adverbials to show time. They will also look at using apostrophes accurately to show singular and plural possession.

**History**

**Focus: The Romans (Invaders)**

Children will build on their studies from the Autumn term of the Stone Age to the arrival of the Celts in the Iron Age. Children will learn about life in Roman times including the beliefs, roles of men and women and how Rome built its empire. Links will be made with our science this term and the use of forces in the Roman Army. This unit will prepare children for learning in the Summer term about the invasion of Britain by the Romans and the legacy left for our world today. Children will do some focused work on Julius Caesar drawing on prior historical skills learnt in KS1 when they studied significant individuals like Florence Nightingale and Neil Armstrong. Children will continue to learn about the significance and impact of famous individuals when studying Alfred the Great.

**Art**

**Focus: Weaving through natural materials.**

Children will be systematically weaving above and below to create a simple weave. They will alternate each strand of weave - above and below / below and above. Children will vary the materials used to create textures. This unit links with their learning of Celtic and Roman textiles in History.

**PE**

**Focus: Dance**

Children will be advancing their shapes and body control including partner/counterbalancing. They will create movement patterns to music, evaluating self and others performances and acting on feedback given.

**Year 3&4**  
**Spring 1**

**Computing**

**Focus: E-mails**

After learning how to open and respond to an email, children will develop knowledge of how to use email safely. Children learn how to add attachments and what the terms CC and BCC mean.

**Maths**

**Year 3 KIRFS: Multiplication and Division facts 3 times table**  
**Year 4 KIRFS: Multiplication and Division facts 7 times table**

**Year 3 multiplication and division** – children will build on their knowledge of the 2 times table to multiply by 4. Children will build on their knowledge of the 4 times table to start to multiply by 8. They will then divide by 4 and 8. Next they will multiply 2 digits by 1 digit with and without exchange, divide 2 digits by 1 digit by partitioning into tens and ones and dividing into equal groups. Children will conclude their learning about length and perimeter.

**Year 4 multiplication and division** – children will use known number facts to become fluent in the 6 times table. Children will use known number facts to become fluent in the 9 times table. They will then multiply and divide by 6, 9 and 7, 11 and 12. They will be introduced to the Associative Law and link to the Commutative Law when multiplying by 3. They will also find factor pairs by learning that a factor is a whole number that multiplies by another number to make a product. Children will conclude learning about length and perimeter.

**The Romans  
(Invaders)**

**Science**

**Physics: Forces and Magnets**

The pupils will be learning to compare how things move on different surfaces. They will know that the type of surface affects the amount of friction and the ease of movement of an object. They will be able to explain that smooth surfaces have less friction and that rough surfaces exert more friction. They will notice that some forces need contact between two objects but magnetic forces can act at a distance. They will observe how magnets attract and repel each other and attract some materials and not others.

The pupils will compare and group together a variety of materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. They will describe materials as having two poles and predict whether two magnets will attract or repel each other depending on which way the poles are facing. This unit builds on the children's KS1 knowledge of materials.

They will gather the information to answer the question and use the results to draw simple conclusions.

**Music**

**Focus: Three Little Birds by Bob Marley – a Reggae song.**

The children's learning is focused around one song: Three Little Birds. As well as learning to play, improvise and compose with this song, children will listen and appraise other Reggae songs.

**RE**

**Focus: What does it mean to be a Sikh in Britain today?**

Children will identify the core beliefs of Sikhism in the Mool Mantar. They will learn to understand what it is like to be a Sikh in Britain today; comparing Sikh values and lifestyle with their own values. This unit will make connections with other religions that the children have learnt about in KS1.

**PSHE**

**Focus: Health and Wellbeing**

Children will start by understanding their own mental health and wellbeing. They will then learn about how to keep safe. This will include learning about medicines and hygiene both at school and in the home.

**French**

**Focus: French numbers, calendars and birthdays**

Children learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys; they research dates of French festivals and revise the unit by having a traditional French birthday celebration in the classroom.