



# Who were the Romans?

## Year 3 & 4, Spring 1 2024

At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future.

RE	Computing	History	Art & DT	PE Hockey
<p><b>Key Vocabulary</b> Holy trinity, father, son, holy spirit, symbols, metaphors, Christians</p>	<p><b>Key Vocabulary</b> Logo, instructions, repeat, coding, algorithm, design, bk, rt, fd, lt, setpc, setps, pu, pd</p>	<p><b>Key Vocabulary</b> Empire, emperor, invasion, conquest, legion, legionary, auxiliary soldier, archaeology, evidence, excavation, taxes, barbarian</p>	<p><b>Key Vocabulary</b> Mosaic, Antoni Gaudi, trencadis, stick printing, Roman Empire, geometric designs, border, contrasting colours, repeating, design.</p>	<p><b>Key Vocabulary</b> Stick, ball, space, dribble, pass, receive, defend, attack, travel control, teammate, seek</p>
<ul style="list-style-type: none"> <li>• What do Muslims believe about Allah?</li> <li>• When did the Muslim faith start and who started it?</li> <li>• What are the key features in a Muslim's place of worship?</li> <li>• What are the key Muslim festivals that are celebrated?</li> <li>• What is the Muslim holy book called and how is it used?</li> <li>• What are the main symbols and images associated with Islam?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you create a simple computer program?</li> <li>• What is meant by the term 'IF' statement?</li> <li>• How do we use coordinates in computing?</li> <li>• What does the 'repeat until' function do?</li> <li>• What is a variable in programming?</li> <li>• How do we create a game?</li> <li>• Awe and wonder- technology</li> </ul>	<ul style="list-style-type: none"> <li>• How did the Roman Empire expand?</li> <li>• Who was Boudicca and what did she do?</li> <li>• What made the Roman army so successful?</li> <li>• What made Roman houses different?</li> <li>• Why was the coliseum so important to the Romans?</li> <li>• Awe and wonder Now and then, what life would be like in these times compared to present?</li> </ul>	<ul style="list-style-type: none"> <li>• Can you describe and compare different art?</li> <li>• Can you generate a repeating mosaic style pattern of coloured squares on a grid?</li> <li>• Can you practise and perfect your technique of printing individual small squares and review your progress, analysing style and technique?</li> <li>• Can you research and discover information on Roman mosaics and present it effectively?</li> <li>• Can you design a central motif for a printed mosaic and evaluate the finished piece?</li> </ul>	<ul style="list-style-type: none"> <li>• How do we keep a hockey ball under control?</li> <li>• How do we travel in hockey?</li> <li>• How do we pass accurately in hockey?</li> <li>• What is actively defending?</li> <li>• Why is it important to control the ball whilst moving and pass and receive it in a game situation?</li> <li>• Awe and wonder- Our marvellous bodies</li> </ul>
<p><b>End Point:</b> Acknowledge and explain how their festivals and worship show what matters to a Muslim</p>	<p><b>End To Point:</b> Create their own game</p>	<p><b>End Point:</b> To make a Roman Shield showcasing what we have learnt about the Romans.</p>	<p><b>End Point:</b> Use stick-printing techniques to create a mosaic picture in the style of the Romans.</p>	<p><b>End Point:</b> Competently participate in a selection of skills based hockey games.</p>



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PSHCE	Music	French	Geography	Science
<p><b>Key Vocabulary</b></p> <p>Year 3 Cooperation, motivated, enthusiastic, efficient, responsible, frustration, evaluate, respect, solutions, review, admire, ambition</p> <p>Year 4 Hope, fears, plans, cope, help, self-belief, commitment, positive experiences, disappointment, positive attitude, resilience, determination</p>	<p><b>Key Vocabulary</b></p> <p>Moderato, <math>\frac{3}{4}</math> time signature, F major, Bb, minim, crotchet, quaver</p>	<p><b>Key Vocabulary</b></p> <p>Bleu, rouge, vert, orange, jaune, gris, marron, noir, blanc, rose, violet, Lundi, Mardi, Mercredi, Jeudi, Vendredi, Samedi, Dimanche, Janvier, Février, Mars, Avril, Mai, Juin, Juillet, Août, Septembre, Octobre, Novembre, Décembre</p>	<p><b>Key Vocabulary</b></p>	<p><b>Key Vocabulary</b></p> <p><b>Forces and magnets</b> Force, friction, poles, attract, repel</p>
<p><b>Dreams and Goals - Year 4</b></p> <ul style="list-style-type: none"> <li>What are your hopes and dreams?</li> <li>How do we feel when we do not achieve our hopes or dreams?</li> <li>How do previous positive and happy experiences help me to counteract disappointment?</li> <li>How can I make a new plan even when I have been disappointed?</li> <li>How can we make steps to achieve a goal and can we do this successfully as part of a group?</li> <li>How might you identify the contributions made by yourself and others to the group's achievement?</li> </ul> <p><b>Dreams and Goals - year 3</b></p> <ul style="list-style-type: none"> <li>Who has faced difficult challenges and achieved success?</li> <li>Which dream/ ambition is important to me?</li> <li>How can I face new challenges and work out the best ways for me to achieve them?</li> <li>What motivates me about achieving new challenges?</li> <li>Which obstacles might hinder my achievement and what next steps do I need to take to overcome them?</li> </ul>	<p><b>Compose Using your imagination (Charanga)</b></p> <ul style="list-style-type: none"> <li>What are the key steps to singing successfully? Song: Your Imagination</li> <li>Can I identify melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note)? Song: Your Imagination (2)</li> <li>Can I improve our new song by playing along on the glockenspiel? Song: You're A Shining Star</li> <li>How can improvisation help develop our song further? Song: You're A Shining Star</li> <li>Can I incorporate all previous learning for our final song? Song: Music Makes the World Go Round</li> </ul>	<p><b>Week 1 - Family members</b></p> <p><b>Week 2 - Phonics 1 é &amp; è</b></p> <p><b>Week 3 - More family members + j'ai + plurals</b></p> <p><b>Week 4 - Numbers 11-20</b></p> <p><b>Week 5 - Numbers 11-20</b></p> <p><b>Week 6 - Competition Week</b></p> <p><b>Awe and wonder - Why are languages important?</b></p>		<ul style="list-style-type: none"> <li>How does a surface effect movement?</li> <li>What is a force?</li> <li>Does size matter?</li> <li>Which materials are magnetic?</li> <li>How so magnets behave around other magnets?</li> </ul> <p><b>Awe and Wonder - Where is this invisible force coming from?</b></p>

- What is the best way to evaluate my own learning process and identify how it can be better next time?

**End Point:**

Children recognise how to resolve conflict.  
Children can put a classmate into the recovery position.

**End Point:**

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**End Point:**

To be able to use French accurate vocabulary

**End Point:**

**End Point:**  
Understand the impact of forces and magnets on each other and other things?