

# Romans on the Rampage!

Years 3 and 4

Terms 5 -6 2017 - 18



**Maths** – Children continue to work on **mental and written methods** for the four operations  
Other learning will include:

**Miss Snell** – Fractions, time (comparing durations of events), mass and capacity

**Mrs Royle** – Time, money (including decimal notation), fractions and properties of shape

**Mrs Danton and Mr Malpass** – Rounding numbers including decimals, solving problems involving decimal notation to record money and properties of shape.

Children continue to work at home and in school on their **Maths Passport**.

**Problem Solving and Reasoning** throughout Maths

## P.E

Y4 – Swimming (last session 26<sup>th</sup> April)

Y3/4 – Athletics, Kwik Cricket and Rounders



**PSHE - Term 5 - Relationships** with family at home and friends in school

**Term 6 – Changes** – understanding how and why our bodies change

## Religious Education

Term 5

Understanding Christianity

**THE KINGDOM OF GOD**

Understanding the story of the day of **Pentecost** as told in the Bible and its meaning to Christians today.

Term 6

**How and why do people mark the significant events of life?**

Christian, Hindu and Jewish ceremonies  
Reflecting on our own ideas about the importance of love, commitment, community,



**SCIENCE HISTORY GEOGRAPHY ART and DESIGN MUSIC COMPUTING DESIGN and TECHNOLOGY**

**Timeline – Roman Britain** Who was **Boudicca**? Why was she important?

**Map work** – The Roman Empire (Hadrian's Wall) Where are we? Where is Pompeii?

Creating an image of the erupting Mt Vesuvius

**Roman Life** - houses, mosaics, life as a child including games they would have played – comparison with life today – Roman Numerals (**Maths link**) – making a Roman pot (**English link**)

**Roman Army** – Learning through role play, using technique of mosaic to design (before making) a Roman shield

**Researching Roman Food** – refining online searches + e-safety online – creating a Roman menu  
Making Roman bread (**Maths link – measures**) - **Reversible and irreversible changes**

Solids, liquids, gases – the Water Cycle (**Changes of State**)

**Sound** – How is it made? How does sound travel to the ear? **Investigating** patterns between the making of a sound and the pitch produced (**Pitch and volume**)

Exploring **axels** - Designing, making and evaluating Roman Chariots

**Study of local impact** - Roman towns and roads in our local area



## English

**Learning will include:**

**Instructions** – Following instructions, identifying features and writing our own instructions to make a Roman pot.

**Newspaper reports**

Exploring reports - *What makes the best report?* Changing and improving reports  
Planning, writing and publishing our own reports on the eruption of Mt Vesuvius.

**Poetry** – exploring form

**Persuasion texts** – Exploring before writing our own on why children shouldn't be enlisted to the Roman army

**Playscripts** – Reading, writing and performing

Children will continue to work on their **spelling, punctuation and grammar**.



