



St Peter's Church of England Primary School

Medium Term Topic Plan

Year Group: Y3/4

Strand B

Term: Autumn

Theme: The Romans/ Ourselves

Framework of Skills, knowledge and Understanding  
Subjects

Art	D&T	HISTORY	Geography
<p><b>Drawing (Ourselves)</b></p> <ul style="list-style-type: none"> <li>show facial expressions in my drawing</li> <li>create mood and feeling by adding facial expressions and body language.</li> <li>use different grades of pencil to show shade, tone and texture in my drawings.</li> <li>create a figure in motion using lines, tone &amp; colour.</li> <li>use greater detail and proportion when drawing objects and figures.</li> </ul> <p><b>Collage (Research and Roman Mosaic)</b></p> <ul style="list-style-type: none"> <li>cut accurately for my collage.</li> <li>successfully use different materials together in a picture.</li> <li>combine different materials to create tone and form within a collage</li> <li>create a mosaic.</li> <li>ceramic mosaic to create a piece of art.</li> </ul> <p><b>Art &amp; Designers</b></p> <ul style="list-style-type: none"> <li>experiment with different styles that artists have used.</li> <li>explore works from different periods of time.</li> <li>recognize and explain art from different periods of time.</li> <li>explore works from different cultures. (Hinduism)</li> </ul>	<p><b>Food Focus :</b></p> <p><b>Healthy Meals</b></p> <p><b>Cooking and Nutrition</b></p> <ul style="list-style-type: none"> <li>describe how food ingredients come together</li> <li>talk about which food is healthy and which food is not.</li> <li>know how to be both hygienic and safe when using food.</li> <li>bring a creative element to the food product being designed.</li> </ul> <p><b>Packaging design</b></p> <p><b>Research and Design</b></p> <ul style="list-style-type: none"> <li>prove that a design meets a set criterion.</li> <li>design a product and make sure that it looks attractive</li> <li>choose a material for both its suitability and its appearance</li> <li>use ideas from other people when designing</li> <li>produce a plan, labelled drawings and explain it</li> <li>persevere and adapt work when original ideas do not work</li> <li>communicate ideas in a range of ways, including by sketches and drawings which are annotated/labelled</li> <li>evaluate products to support their own designs</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>follow a step-by-step plan, choosing the right equipment and materials</li> <li>work accurately to measure, make cuts and make holes</li> <li>measure accurately</li> </ul>	<p><b>THE ANCIENT ROMANS</b></p> <p><b>Key enquiry question: What did the Romans do for us?</b></p> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>Know how Britain changed from the iron age to the end of the Roman occupation</li> <li>Know how the Roman occupation of Britain helped to advance British society</li> <li>Know how there was resistance to the Roman occupation and know about Boudica</li> <li>Know about at least one famous Roman emperor (Caesar)</li> </ul> <p><b>Timeline Work:</b></p> <ul style="list-style-type: none"> <li>Place the time studied on a timeline</li> <li>Use dates and terms related to the study unit and passing of time</li> <li>Sequence several events or artefacts.</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms eg BC/AD.</li> </ul> <p><b>Range and depth of historical enquiry</b></p> <ul style="list-style-type: none"> <li>Find out about everyday lives of people in time studied</li> <li>Compare with our life today</li> <li>Understand why people may have wanted to do something.</li> </ul>	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Know at least five differences between living in the UK and a Mediterranean country</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>Use maps to locate European countries and capitals</li> </ul> <p><b>Using Maps</b></p> <ul style="list-style-type: none"> <li>Locate places on larger scale maps e.g. map of Europe. (e.g. Find UK / Italy/ Other European Countries on globe) Follow a route on a map with some accuracy.</li> <li>Begin to match boundaries (Roman Empire)</li> </ul> <p><b>Computing</b></p> <p><b>Text and Multimedia</b></p> <p><b>English Link - Persuasive poster to come to modern day Italy/Rome (Microsoft Office choice of program)</b></p> <ul style="list-style-type: none"> <li>Record and present information integrating a range of appropriate media combining text and graphics.</li> <li>Have an awareness of audience.</li> <li>Use advanced word processing /DTP software.</li> </ul>

<b>PSHE/ Relationships and Sex Education</b>		<ul style="list-style-type: none"> <li>Identify key features and events of time studied</li> <li>Look for links and effects in time studied</li> <li>Offer a reasonable explanation for some events</li> </ul>	<b>PurpleMash - Coding - Unit 3.1 (2Code) – 6 weeks focus</b>
<b>Online Safety</b> <ul style="list-style-type: none"> <li>Age Restrictions in the World online and why we need them.</li> </ul>	<b>Evaluate</b> <ul style="list-style-type: none"> <li>explain how to improve a finished model</li> <li>know why a model has, or has not, been successful</li> <li>evaluate and suggest improvements for design</li> <li>evaluate products for both their purpose and appearance</li> <li>explain how the original design has been improved</li> <li>present a product in an interesting way</li> </ul>	<b>Interpretations of History</b> <ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event (Boudica)</li> <li>Ask a variety of questions.</li> </ul>	<b>Online Safety – Unit 4.2 - 4 weeks focus</b>
<b>The 3 R's</b> <ul style="list-style-type: none"> <li>Drug and alcohol session 1</li> </ul>			
<b>Mind and Body</b> <ul style="list-style-type: none"> <li>Eating healthy and keeping your teeth clean.</li> <li>The Food Wheel</li> <li>What is an active lifestyle</li> </ul>	<b>Technical Knowledge</b> <ul style="list-style-type: none"> <li>know how to strengthen a product by stiffening a given part or reinforce a part of the structure</li> <li>use IT, where appropriate, to add to the quality of the product</li> </ul>	<b>Science</b>	
<b>Music</b>		<b>Animals including Humans</b> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults,</li> <li>find out and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (<i>Design a fitness program and a healthy menu for a Gladiator</i>)</li> </ul>	
<b>Tees Valley Music</b> (Year 4) <ul style="list-style-type: none"> <li>Let your Spirits Fly</li> <li>Glockenspiel Stage 1</li> </ul>			

