



**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> <u>Healthy Meals</u> <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><u>Packaging design</u> <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> </ul>	<p><b>THE ANCIENT ROMANS</b> <i>Key enquiry question: What did the Romans do for us?</i></p> <p><u>Chronological Understanding</u></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><u>Timeline Work:</u></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><u>Range and depth of historical enquiry</u></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> <li>Identify key features and events of time studied</li> <li>Look for links and effects in time studied</li> </ul>	<p><u>Place Knowledge</u></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><u>Geographical Skills</u></p> <ul style="list-style-type: none"> <li>Use maps to locate European countries and capitals</li> </ul> <p><u>Using Maps</u></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>
			Computing
			<p><u>Text and Multimedia</u> <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>

<p><b><u>PSHE/ Relationships and Sex Education</u></b></p> <p><b><u>Online Safety</u></b></p> <ul style="list-style-type: none"> <li>• Age Restrictions in the World online and why we need them.</li> </ul> <p><b><u>The 3 R's</u></b></p> <ul style="list-style-type: none"> <li>• Drug and alcohol session 1</li> </ul> <p><b><u>Mind and Body</u></b></p> <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>	<ul style="list-style-type: none"> <li>• measure accurately</li> </ul> <p><b>Evaluate</b></p> <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> <p><b>Technical Knowledge</b></p> <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>	<ul style="list-style-type: none"> <li>• Offer a reasonable explanation for some events</li> </ul> <p><b>Interpretations of History</b></p> <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>	<p><b>PurpleMash - Coding - Unit 3.1 (2Code) – 6 weeks focus</b></p> <p><b><u>Online Safety</u> – Unit 4.2 - 4 weeks focus</b></p>
<p><b><u>Science</u></b></p> <p><b>Animals including Humans</b></p> <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>		<p><b><u>Music</u></b></p> <p><b><u>Instruments &amp; musical understanding</u></b></p> <ul style="list-style-type: none"> <li>• Consolidate the names of instruments previously learnt and learn new instrument names. Be able to recognise the sound of some of these instruments. Watch video clips of instruments. Learn/consolidate the family names for instruments e.g. brass, woodwind etc.</li> <li>• Play listening games in Charanga listening centre.</li> </ul> <p><b><u>Mamma Mia – 1970's pop &amp; other ABBA songs</u></b></p> <ul style="list-style-type: none"> <li>• Show an awareness of the pulse when singing.</li> <li>• Listen to the song and identify the main sections of a song and talk about how the song makes them feel. Talk about the musical style and when the piece of music was composed.</li> <li>• Identify the instruments and discuss the musical dimensions of the song (texture, dynamics, tempo, rhythm and pitch). Begin to use musical words when talking about music. Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• Learn the song. Sing with an increased awareness of being in tune and articulate the words clearly.</li> <li>• Record the performance, listen back and talk about what they are pleased with and how they could improve.</li> </ul> <p><b><u>Glockenspiel unit - 2</u></b></p> <ul style="list-style-type: none"> <li>• Discuss how to handle and play the glockenspiel – holding the beater etc.</li> <li>• Play simple melodies 'by ear' and begin to follow staff notation using a small range (1, 2 &amp; 3 notes). Learn/revise the term 'staff' and understand simple time signatures (eg. 4 beats in a bar).</li> <li>• Begin to recognise and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>• Songs: D-E-F-initely, Strictly D, Dee Cees Blues.</li> </ul> <p><i>Musical understanding (ongoing)</i>  <i>Rhythm pizza and rhythm grid – copy rhythms and be able to learn about notation/sound &amp; symbol connection (talk about differences between pulse and rhythm). Play warm up games to develop musical knowledge &amp; skills.</i></p>	
