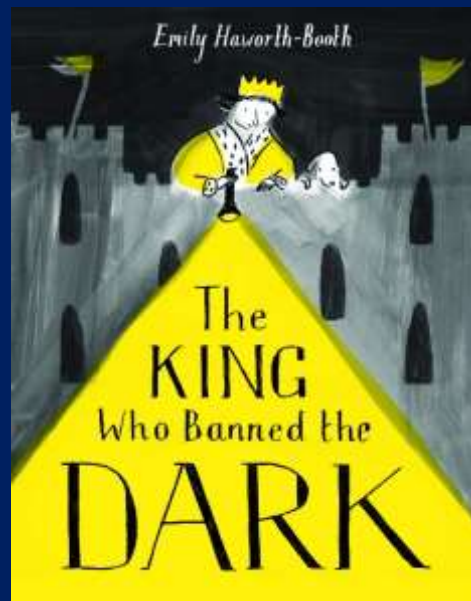


<u>Core School Values</u>	<u>Curriculum Key Concept</u>	<u>Trips/Enrichment/Visitors</u>	<u>Pupil Leadership</u>
Respect	Power and Legitimacy Sub-concept: Change and Continuity	Roman museum Canterbury Folkstone ski centre	Looking after learning areas during Continuous Provision

Neptune Class Term 1 & 2 2024/2025

Key Concept Question: How did the Romans use their power to govern and rule?



Core Text

When a little boy grows up to be king, he decides to use his power to tackle his fear of the dark by banning it. His advisors persuade him that the best way to do this is by convincing the people that it was what they wanted anyway. They even plan a celebration of the dark ban with a grand fireworks display but maybe the people are not as susceptible as the king and his advisors believe...

English

Core reading text: The King Who Banned the Dark

Reading: We will be learning to retrieve, summarise, compare and contrast within fiction and non-fiction text examples including picture books and dictionaries.

Writing We will be writing narratives that link with our topic, holiday poetry, diary entries, instructions and newspaper reports.

EGPS/Spelling We will be looking into nouns and pronouns for clarity, consonants and vowels, suffixes ending in -ly, using the past tense, plus some learning on subordinate clauses. For our Year 3/4 statutory spellings we will be focusing on words with the /aw/ sound spelt with 'augh' and 'au', adding the prefixes in- im- il- ir-, homophones and near homophones plus words with 'sion' endings.

History/Geography

Key Concept Question:

How did the Romans use their power to govern and rule?

Key Enquiry Questions:

- Who were the Romans?
- How did the Roman Empire spread?
- How did the Romans invade Britain?
- Why the Romans build new roads in Britain?
- How did the Roman Empire affect different people?
- Who was Emperor Hadrian? When, how and why did he build a wall?
- What were the religious beliefs of the Romans?
- What were Roman baths and what were they used for?

Maths - Place Value:

- Partition (including flexibly) numbers to 100/1000 (Y3) and 10,000 (Y4).
- Round numbers
- Count in multiples of 4, 8, 50 and 100: find 10 or 100 more or less than a given number (Y3)
- (Y4) Count backwards through 0 to include negative numbers
- Recognise the place value of each digit in 3-digit numbers (Y3), and 4-digit numbers (Y4)
- Compare and order numbers up to 1000 (Y3) and beyond (y4)
- To solve number problems and practical place value problems.
- (Y4) Roman numerals to 100
- (Y4) Round any number to nearest 10, 100, 1000

Addition and Subtraction:

- + & - mentally and using formal written methods up to 3-digits (Y3) and 4-digits (Y4).
- Estimate and use inverses to check answers.

Neptune Term 1 & 2 2024/2025

The Ruthless Romans

Key Concept: Power and Legitimacy

Science: Sound

Key enquiry questions:

- How are sounds made? Where does sound come from?
- How do different sounds travel?
- How can you change the pitch of a sound?
- How can sound be absorbed?
- How do musical instruments make different sounds?

British values taught weekly based around a yearly calendar.

Curriculum Subjects

Art/DT Roman inspired mosaics and shields

PSHE Family and Relationships

French Greetings, adjectives of colour, shape and size.

Music Let your spirit fly!

Outdoor learning

Link with the Romans: make Roman numerals, build Hadrian's wall, Romans roads, nature mosaic, soldier formation.

RE: Key enquiry question:

What do Christians learn from the story of Creation?

Computing

We will be exploring the use of coding and online safety.

PE

Football with coach Harry, swimming and Mr Parry for Hockey.