

Autumn 1  
I am Warrior! Y3/4



**P.E.**  
**Net and Invasion games (netball, basketball, tennis)**  
**Skills:**  
Passing and receiving, tactics, know positions, attacking and defending. Volleying and rallying.

**Music: Playing Musical Instruments**  
Mr I will continue to support the children in learning ukulele. Reading musical notations correctly on frets.  
History of musical instruments from the Roman period  
To learn why music was important in the Roman era – as it was to worship the God's.  
Know the names of wind, stringed (Lyre- harp, brass (Roman tube)) and percussion instruments (tympanum- drum)

**PHSE: New Beginnings**  
**Key Vocabulary:**  
Positive attitude  
Achievements – What achievements do we have inside and outside of school? Knowing that all achievements are positive no matter how small.  
Growth Mindset: positive attitude to challenges.  
**Key Learning:**  
What relationships are key to us?  
What do I know about responsibilities and what responsibilities do I have?

**Computing: Effective research, evaluating digital context**  
**Key Vocabulary:**  
search engines – a program that searches for information  
tabs – a second or further document or page that can be opened on a spreadsheet or a webpage.  
digital content – information or content that is stored on a computer or the internet  
advertisement – a notice or announcement in a public place  
bias – unfair or one-sided information or opinion  
reliable – unbiased information or person  
Online safety: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

**French: Bonjour!**  
**Greetings, instruments and numbers.**  
Numbers 1-10:un,deux, trois, quatre, cinq, six, sept, huit, neuf, dix  
Greetings: Bonjour- hello, salut- hi, au revoir- goodbye, Je'mappelle – My name is, Comment t'appelles-tu? What is your name?  
Instruments: drum-tambour, guitar-guitare, piano-piano, trumpet-trompette, recorder- un flute a bec.

**Science – Forces and Magnets**  
**Key Vocabulary:**  
Force – a pull, push or twist  
Gravity - a force that tried to push two objects together.  
Magnet – things that are attracted to metal like iron or steel.  
Poles – either of the two points of a magnet where the lines of magnetic force meet and are strongest.  
Attract – when two or more objects want to meet together  
Repel – when two or more object do not want to meet together.



**Art and Design- Mosaics**  
**Key Vocabulary:**  
Cut  
Layer – slices of clay on top of each other  
Effect  
Imprint – stamp into a surface  
Symmetrical - when something is matching either side of a line of symmetry. Balanced on both sides.  
Pattern – a repeated design  
Bold – strong appearance  
Vivid – intensely deep or bright colour

**Key Learning:**  
Patterns and shapes on Roman coins and what they meant.  
Study drawings/paintings and statues of Boudicca. What the images tell us about her. How artists wanted to portray her and why.  
What patterns are found in mosaics? symmetry and how it works.



**Topic: The Romans**  
**Geography**  
**Key Vocabulary:**  
Globe - a spherical model of Earth. From the Latin word meaning 'sphere'.  
Atlas - a collection of maps; it is typically a bundle of maps of Earth or a region of Earth. ... In addition to presenting geographic features and political boundaries, many **atlases** often feature geopolitical, social, religious and economic statistics. They also have information about the map and places in it.  
Ordnance survey map - The maps show public rights of way such as footpaths, bridleways and trails, boundaries, landscape features and places of interest.  
Hillfort - a fort built on a hill, in particular an area on a hilltop enclosed by a system of defensive banks and ditches, as used by Iron Age peoples in north-western Europe.  
To be able to compare 2 places (Italy and Britain) and understand geographical similarities and differences. To compare 2 cities (Rome and York) to understand human geography, including: types of settlement and land use, economic activity including trade links,  
**History**  
**Key Vocabulary:**  
Primary source - is an original document, other material or object that has not been changed in any way.  
Secondary source – created after a primary source by someone who did not experience first-hand or participate in the events or conditions you're researching.  
**Key Learning:**  
Who were the Romans and when did they rule? The Romans came from Rome and invaded countries. They invaded Britain in 55 BC.  
What are the reliability of the primary and secondary sources: Why do we need to question them and understand the context f the sources at the time.  
What it was like to be a gladiator and child in the Roman era, understanding Roman culture on later periods in British history, including the present day knowing what the Romans did for us.



**RE- What do Christians learn from the Creation Story?**  
**Key Learning:**  
To know that God the Creator cares for everything and that Christians are guardians of the earth. That God is protector of the earth and looks after us.  
To make links between different religions' creation stories (Christianity and Judaism) looking at the role of God in both stories.  
To know and respond to stories in the Bible (The Lost Son). To understand the meaning behind the stories and make connections between the stories and creation.

