

Sapphire Class Topic Web 2020-2021 Term 4 – Romans (Cycle A)

<p>Maths – Number – Multiplication & Division</p> <p>recall multiplication & division facts for multiplication tables up to 12 × 12; use place value, known & derived facts to multiply & divide mentally, including: multiplying by 0 & 1; dividing by 1; multiplying together three numbers; recognising & using factor pairs & commutativity in mental calculations; multiplying two-digit & three-digit numbers by a one-digit number using formal written layout; solving problems involving multiplying & adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems & harder problems</p>	<p>English</p> <p>Read books that are structured in different ways & read for a range of purposes</p> <p>Using the rich text 'The Roman Soldier's Handbook' as a source of inspiration, write for a range of purposes including poetry, play writing, story writing and newspaper reports; use a range of punctuation and cohesive devices; plan, write, evaluate and edit writing and help others to do the same</p>	<p>Science – Light</p> <p>recognise that we need light in order to see things and that dark is the absence of light; notice that light is reflected from surfaces; recognise that light from the sun can be dangerous and that there are ways to protect our eyes; recognise that shadows are formed when the light from a light source is blocked by an opaque object; find patterns in the way that the size of shadows change</p>
<p align="center">History - The Roman Empire & its impact on Britain</p> <p>investigate and interpret the past - use evidence to ask questions and find answers to questions about the past; suggest suitable sources of evidence for historical enquiries; use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history; suggest causes and consequences of some of the main events and changes in history;</p> <p>understand chronology - place events, artefacts and historical figures on a time line using dates; understand the concept of change over time, representing this, along with evidence, on a time line; use dates and terms to describe events; build an overview of world history; describe changes that have happened in the locality of the school throughout history; give a broad overview of life in Britain from ancient until medieval times; compare some of the times studied with those of other areas of interest around the world; describe the social, ethnic, cultural or religious diversity of past society; describe the characteristic features of the past, including ideas, beliefs, attitudes & experiences; communicate historically I can use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology; use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</p>		
<p>Design & Tech - Construction – Villas</p> <p>3D - use a frame to provide stability & form; can use recycled, natural & manmade materials in imaginative ways to create sculptures</p> <p>Design - use different information sources; can use annotated sketches, lists & CAD (foldify); assemble & rearrange a range of materials & components to model ideas.</p> <p>Make - mark out & cut accurately using standard measures; use simple joining, shaping & finishing techniques to construct products; use tools with greater accuracy & control – saws, needles, knives; use materials with awareness to functional qualities and conservation.</p> <p>Evaluation - evaluate against design criteria – purpose, appearance, conservation of materials; consider the view of others to improve work.</p>	<p>Art & Design - Technical Drawing</p> <p>Drawing use different techniques e.g. hatching, cross/ contour hatching, to create textures of objects seen, remembered or imagined; use a sketchbook to collect and develop ideas – annotate sketches/ collages to explain ideas; draw on different scales</p>	<p>PSHE - Healthy Me (Y3)</p> <p>identify things, people & places that we need to keep safe from; tell of some strategies for keeping myself safe including who to go to for help; express how being anxious or scared feels; recognise when people are putting me under pressure & explain ways to resist this as necessary; identify feelings of anxiety & fear associated with peer pressure; explain what is meant by the term 'identity'.</p>
<p align="center">Computing – 3.1 We are Programmers</p> <p>To Code (using Scratch); Motion –use specified screen coordinates to control movement; Looks –set the appearance of objects and create sequences of changes; Sound – create and edit sounds; Control when they are heard, their volume, duration and rests; Draw – control the shade of pens; Events – specify conditions to trigger events; Control –use IF THEN conditions to control events or objects; Sensing – create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions); Variables & Lists –use variables to store a value; use the functions define, set, change, show and hide to control the variables; Operators – use the Reporter operators () + () () - () () * () () / () to perform calculations.</p>		
<p align="center">Music - Lean on Me – soul/gospel, dimensions of music, musical learning, singing</p> <p>sing from memory with accurate pitch; sing in tune; maintain a simple part within a group; pronounce words within a song clearly; show control of voice; play notes on an instrument with care; perform with control & awareness of others; use the terms: duration, timbre, pitch, beat, tempo, texture & use of silence; evaluate music using musical vocabulary to identify areas of likes & dislikes; understand layers of sounds & discuss their effect on mood & feelings; develop an understanding of the history of music.</p>		
<p>R.E – The Easter Story (incl. Last Supper/Garden of Gethsemane)</p> <p>present the key teachings & beliefs of a religion; refer to religious figures & holy books to explain answers; identify religious symbolism in literature & the arts; show an understanding that personal experiences & feelings influence attitudes & actions; give some reasons why religious figures may have acted as they did; ask questions that have no universally agreed answers; discuss & give opinions on stories involving moral dilemmas.</p>	<p align="center">MFL – Our School Year</p> <p>understand the main points from spoken passages; ask others to repeat words or phrases if necessary; ask and answer simple questions and talk about interests, take part in discussions and tasks; demonstrate a growing vocabulary</p>	
<p align="center">P.E – Gymnastics</p> <p>plan, perform & repeat sequences; move in a clear, fluent & expressive manner; refine movements into sequences; show changes of direction, speed & level during a performance; travel in a variety of ways, including flight, by transferring weight to generate power in movements; show a kinaesthetic sense in order to improve the placement & alignment of body parts; swing & hang from equipment safely (using hands)</p>	<p align="center">P.E – Outdoor Activities</p> <p>arrive properly equipped for outdoor & adventurous activity; understand the need to show accomplishment in managing risks; show an ability to lead & form part of a team; support others & seek support if required; show resilience when plans do not work and initiative to try new ways of working; use maps, compasses and digital devices to orientate themselves; remain aware of changing conditions and change plans if necessary.</p>	

