**English -**We will be looking at the following texts:

* Empires end- a Roman story
* Escape from Pompeii
* Perseus and the Gorgon’s head.

The class will engage in a wide range of writing genres such as narratives, character and setting descriptions, explanations, recounts in the form of diaries and informal letters.

There will be a focus on interpreting and understanding texts, spellings, handwriting, presentation and grammar running through all these units.

**Hawthorn Class**

**Miss Busby**

**Curriculum Information**

**Autumn Term 2023**

**Mathematics**

**Year 3**

* Number and place value partitioning, comparing, ordering and rounding numbers to 1,000 and counting in 50s.
* Addition and subtraction of 2 digit and 3 digit numbers using mental and written methods, estimation and checking strategies
* Multiplication and Division facts for 2, 3, 4 and 8 times tables

**Year 4**

• Number and place value: partitioning, comparing, ordering and rounding numbers to 10,000, and Roman Numerals to 100

 • Addition and subtraction of 4 digit numbers using mental and written methods, estimation and checking strategies

• Measurement: Area

• Multiplication and Division facts for 3, 6, 9, 7, 11 and 12 times tables

Battle of

the Empires

**History/Geography – Battle of the Empires**

Focussing on the *Roman and Greek Empires*–

* Understanding how and why the Empires were built and their impact in England
* How and why they were successful
* When the Empires existed
* How they fit into the development of history
* What life was like as a Roman and Greek during these periods
* The position of Greece and Rome in Europe and the neighbouring countries
* The climate of Greece and Rome
* The key Town, Cities, seas and Rivers of the Empires



**Computing**

* E-Safety
* Computing Systems and Networks -Collaborative Learning
* Programming - Coding with Scratch



**Personal and Social Development**

The focus for this term is all about;

* *Beginning and Belonging*

- This unit includes; ground rules / class charters, responsibilities, belonging, new situations and meeting new people. It also includes; resilience, managing feelings, asking for help and networks of support.

* *Family and Friends*

- This unit includes; developing friendships, on and offline Friendships, emotions in relationships, trustworthiness, special people and networks. It also includes; compromise, empathy, conflict resolution, personal boundaries and networks of support

* *Anti-Bullying*

- This unit includes; falling out, prejudiced-based Bullying and respect. It also includes; direct and indirect Bullying, cyberbullying, bystanders and followers, being supportive and getting help.

**PE: Balls on the ground, Outdoor Adventurous**

**Activities and Dance**

* Improving skills of travel, sending, chasing,

defending, receiving, dodging, attacking

* Small team games, teamwork
* Problem solving and trust activities
* Dance – Cold Places

**Creative and Expressive Arts**

* Music – Adapting and transposing motifs (Theme: Romans)
* Art – Look at Roman Mosaics and create and make own fish design mosaic.
* DT – Look at and evaluate existing slipper designs and design, make and evaluate own simple pair of slippers based on Roman style designs.

**RE:** *Hinduism*

 -Stories and Culture

 *Christianity*

 -Christmas

**Science
Forces and Magnets**

* Compare how things move on different surfaces.
* Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
* Observe how magnets attract or repel each other and attract some materials and not others.
* Compare and group together everyday materials as to whether they are magnetic or not, and identify some magnetic materials
* Describe magnets as having two poles and predict whether they will attract or repel, depending on which poles are facing

**Light**

* Recognise we need light to see things and dark is the absence of light.
* Notice that light is reflected from surfaces.
* Recognise that light from the sun can be dangerous and learn how to protect their 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.

 Battle of

the Empires