

### Literacy

**Key Texts:** *The Journal of Iliona—A Young Slave* - Richard Platt  
*The Sheep Pig*—Dick King Smith  
*Christmas Dessert - A persuasive social media post* — J Considine  
*I am a Roman Soldier*—J Wedgewood

**Purpose for writing:** *Diaries/Persuasion*

**Diary: (Continued from Autumn 1)** - Children will work on a model text which follows the journaling of a Roman slave girl—Iliona. They will learn the grammatical features of diaries, and cover grammar and word level objectives of direct speech, time adverbials, similes and conjunctions.

**Persuasion:** Children will work on a model text which aims to persuade people to buy a selection of Christmas desserts. They will work on developing persuasive language features and apply grammar objectives of noun phrases, alliteration and exclamation sentences. They will plan and write an independent persuasive post promoting their favourite toy or dish.

**Word Reading / Comprehension:** Children will develop their reading fluency and vocabulary through a mix of teacher led and independent reading sessions. They will use a variety of non-fiction and poetry texts linked to the Romans, to develop key reading skills of retrieval, inference, prediction, explanation and summarizing.

### History

**Focus: Roman Settlers**

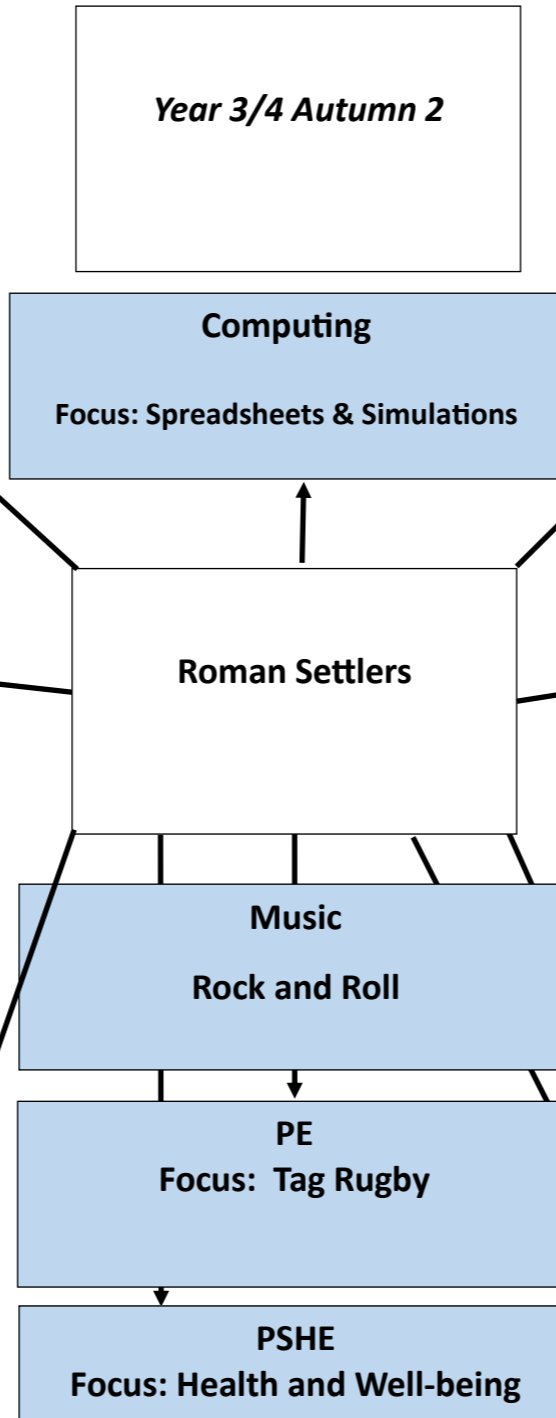
Children will build on their learning from Autumn 1, and focus in this half term on the daily life of Roman citizens. They will learn about the social structure of the Romans, and what their education system was like. They will learn about Roman gods and how the beliefs of the Romans affected their daily lives (Y4 will link this to their knowledge of Egyptian gods). Children will learn about Roman roads, towns and other evidence of the Romans in Britain today. They will learn about the origins of Roman writing and finally what marked the end of the Roman influence in Britain.

**Working Historically:** Children will ask historical questions and use and compare a range of historical sources to help find answers. They will identify similarities and differences between education now and in the Roman period. They will choose how to present their findings.

### DT

**Focus: Structures**

Children will design and make a pavilion structure. They will research famous pavilions and structures around the world for inspiration for their own designs. They will make mock ups, and explore ways in which they can strengthen their structure. Children will be able to select from a range of materials to make their pavilion, and consider how to add cladding to make a realistic final product. They will evaluate their finished designs and consider what worked well and what could be improved.



### Maths

**Key Facts: Year 3:** Know multiplication and related division facts for the 3, 4 and 8x table.

**Year 4:** Know multiplication and division facts for the 6, 7, 9, 11, and 12x tables. Apply related calculations—eg  $7 \times 6 = 42$ , so  $70 \times 6 = 420$ .

**Addition and subtraction (Year 3):** Children will continue work on addition and subtraction of 3 digit numbers, learning more formal written methods to add and subtract. They will learn to use the inverse operations to check their answers to calculations.

**Area (Year 4):** Children will explore area of simple and rectilinear shapes by counting squares. They will make their own shapes with given areas, and use the symbols  $<$   $>$  and  $=$  to compare areas of certain shapes.

**Multiplication and Division:**

**Year 3** - Children will learn multiplication and division facts for the 3, 4 and 8x tables. They will use practical and pictorial resources to support their understanding of making equal groups and arrays.

**Year 4** - Children will learn how to multiply and divide by 0 and 1 and be able to multiply 3 numbers together. They will learn multiplication and division facts for the 6x, 7x, 9x, 11x and 12x tables.

### Science

**Biology - Food chains** In this unit, children will construct and interpret a variety of food chains, and understand the role of producers, predators and prey within this process. They will build on prior knowledge of omnivores, carnivores and herbivores and begin to understand where these groups fit into the food chain. They will recognize that predators can also become prey. They will explore how to represent food chains using arrows, and use their knowledge to construct simple food webs.

**Working Scientifically:** Children will ask relevant scientific questions and use classifying skills to group living things into predators, producers and prey. They will observe examples of the different categories in their local environment and present their data in different ways. They will explain scientific processes using relevant vocabulary.

### RE

**Focus: When Jesus left, what was the impact of Pentecost?**

### French

**Focus: The circle of life - animals, habitats and food chains**