

Prime Learning Challenge: Were the Romans really rotten?
Year: 3 and 4

Driver : History Knowledge and interpretation

Term: Summer 1

Teacher: Jo Pettifer Tabby Dickson, Emily Coxhead

Driver text: Escape from Pompeii

Product: Newspaper

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Weekly Challenge	Should the Rotten Romans have a bath?		Can the Rotten Romans Escape from Pompeii?		Were the Romans really Rotten?	
British Values Links	Democracy		The rule of Law		Respect and Tolerance	
Maths Focus	<p>Roman Numerals</p> <p>Y3 - Can you recognise Roman numerals from I to XII?</p> <p>Y4 - Can you read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value?</p>	<p>addition</p> <p>Y3 - Can you add and subtract 3d numbers using formal, column method?</p> <p>Y4 - Can you add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate?</p>	<p>Problem solving</p> <p>Y3 - Can you solve two step problem solving linked to + and -?</p> <p>Y4 - Can you solve number and practical problems that involve all of the above and with increasingly large positive numbers?</p>	<p>fractions</p> <p>Y3 - Can you add and subtract fractions with the same denominator within one whole? Can you solve problems that involve the addition and subtraction of fractions?</p> <p>Y4 - Can you recognise and write decimal equivalents $\frac{3}{4}$? Can you solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number?</p>	<p>Mental calculations</p> <p>Y3 - Can you recall and use $\div 4, \div 8$? Can you solve two step problem solving linked to + and -?</p> <p>Y4 - Can you recognise and use factor pairs and commutativity in mental calculations?</p>	<p>Time</p> <p>Y3 - Can you estimate and read time with increasing accuracy to the nearest minute? Can you record and compare time in terms of seconds, minutes and hours?</p> <p>Y4 - Can you convert between different units of measure [for example, kilometre to metre; hour to minute]?</p>
Writing Objective	<p>Y3: Can you use paragraphs to organise text? (headings/sub-headings)</p> <p>Y4: Can you use pronouns and nouns to avoid repetition?</p>		<p>Y3: can you use prepositions?</p> <p>Y4: Can you use noun phrases expanded by adjectives and prepositions?</p>		<p>Y3: can you use propositions?</p> <p>Y4: Can you use noun phrases expanded by adjectives and prepositions?</p>	
Reading Objective	<p>Y3: Choice - Do you know and recognise some of the literary conventions in text types covered?</p> <p>Y3: GDS Choice - can you understand how paragraphs are used to organise and build</p>		<p>Y3: Viewpoint - Can you begin to understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas?</p>		<p>Y3: Interpretation - Can you explain and discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions?</p> <p>Y3 GDS Interpretation – Can you infer reasons for actions and</p>	

	up ideas? Y4: Choice - Can you identify some text type language features. For example, narrative, explanation, persuasion? Y4 GDS Choice – Can you identify how a writer uses language and punctuation to convey meaning?	Y3 GDS Viewpoint - Can you evaluate how effectively specific text types have been written? Y4: Interpretation -Can you make connections between other similar texts? Y4 GDS: Interpretation - Can you identify how a writer uses language and punctuation to convey character?	events based on evidence from the text? Y4: interpretation – Can you begin to build on others’ ideas and opinions about a text in discussion? Y4 GDS: Context – Can you compare fictional accounts in historical novels with the factual account?			
Supporting story/text	Persuasion - Come to the Roman Baths		Escape from Pompeii		Escape from Pompeii	
Language Focus	Y3 Can you sequence and communicate ideas in an organised and logical way, always using complete sentences? Y4 Can you show that you know language choices change in different contexts?		Y3 Can you retell a story using narrative language and add relative detail? Y4 Can you justify an answer by giving evidence?		Y3 can you show that you have listened carefully by making relevant comments? Y4 Can you sequence, develop and communicate ideas in an organised and logical way, always using complete sentences?	
French Greetings and numbers to 20 and beyond	Listening and responding: Do you understand instructions, messages and dialogues within short passages?	Listening and responding: Can you identify and note the main points and give a personal response on a passage?	Speaking: Can you use short phrases to give a personal response?	Speaking: Can you have a short conversation where you say 2-3 things?	Writing: Can you say what you like/ dislike about aspects of Roman life?	Writing: Can you say what you like/ dislike about aspects of Roman life?
French tasks	Numbers in French :to reinforce Roman Numerals - Follow the Centurion's instructions.	Numbers in French: to reinforce Roman Numerals - Identify the numbers in the given passage.	Greetings: The Roman Army has invaded France. Make sure you are polite to your new rulers when they speak to you.	Greetings: Have a conversation with the Roman guards.	Complete the blanks in the passage of writing to say whether you like/ dislike going to the Baths, Living in Pompeii etc.	
Scripture Stories	John the Baptist prepares people for Jesus. Mark 1:1-8 (CCCB p1526 synopsis) “Baptism washed away our sins”			*Whole school focus Jonah and the Whale Book of Jonah (CCCB p1396-1403) (Work for display by 24 th)		

Science Knowledge	Can they classify igneous and sedimentary rocks? Ongoing volcano project		
	<i>Time allowed for additional History skills</i>	Design and plan how to create a boiled sweet/ bicarbonate of soda volcano and a sediment lake.	<i>Y3: Create and describe your volcano/ lake. Y4: compare the different team's volcanoes/ lakes and identify differences and similarities</i>
Working Scientifically		Y3: Can they use different ideas and suggest how to find something out? Y4: Can they plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated?	Y3: Can they describe what they have found using scientific language? Y4: Can they identify differences, similarities or changes related to simple scientific ideas or processes?
Computing	Y3 Do you know how to manipulate text, underline text, centre text, change font and size and save text to a folder? Y4 Do you know how to manipulate text, underline text, centre text, change font and size and save text to a folder?	Y3 Can they create a presentation that moves from slide to slide and is aimed at a specific audience? Y4 Can they create a lengthy presentation that moves from slide to slide and is aimed at a specific audience?	Y3 Can they combine text, images and sounds and show awareness of audience? Y4 Can you insert sound recordings into a multimedia presentation?
	<i>Create a poster to advertise/ explain the Roman Baths for EM Roman News</i>	Create a Publisher page for EM Roman News to explain how volcanoes are created/ why people choose to live in Volcanic areas.	<i>Add sounds to your Publisher document from last week.</i>
Foundation Subject – World (Driver)	Y3 History Can you begin to picture what life would have been like for the early settlers? Can you suggest why certain events happened as they did in history? Y4 History Can they explain how events from the past	Y3 Geography Can they describe how volcanoes are created? Can they describe how volcanoes have an impact on people's lives? Y4 Geography (Volcano link) Can they explain why people are attracted to live in cities?	Y3 History Can you recognise that Britain has been invaded by several different groups over time? Do you realise that invaders in the past would have fought fiercely, using hand to hand combat? Y4 History Do you appreciate that wars have happened from a very

	<p>have helped shape our lives? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours?</p>	<p>Can they explain why people may choose to live in a village rather than a city?</p>	<p>long time ago and are often associated with invasion, conquering or religious differences? Do they recognise that the lives of wealthy people were very different from those of poor people?</p>
	<p><i>Y3: Create an artwork showing life in Roman Britain, including the Roman Baths. Create an artwork showing how the lives of Britons changed during the Roman era - include images of their cooking, travelling and weaponry.</i></p>	<p><i>Science/ Computing Link: Describe how volcanoes are created in your Publisher Doc for EM Roman News Describe why people choose to live near Volcanic cities.</i></p>	<p><i>WOW Day Roman Battle!</i></p>
<p>Foundation Subjects - Expressive Arts</p>	<p>Y3: Can they compare the work of different artists and explore work from other cultures and periods of time? Y4: Can you explain art from other periods of history and experiment with different styles which artists have used ?</p>	<p>Y3 Can you cut very accurately and overlap materials and experiment using different colours? Y4: Can they combine visual and tactile qualities?</p>	<p>Y3: Can they use mosaic and montage? Y4 Can they use ceramic mosaic?</p>
	<p><i>History link: create an artwork showing Roman life.</i></p>	<p><i>Design a mosaic for the Roman Baths</i></p>	<p><i>Create your mosaic</i></p>
<p>PE Cricket</p>	<p>Y3- Can you move and use actions with coordination and control? Y4- Can you move and use actions with coordination and control?</p>	<p>Y3- Do you know and use rules fairly to keep games going? Y4- Can you vary tactics and adapt skills according to what is happening?</p>	<p>Y3- With help, do you know how your performance could be improved? Y4- Can you use comparison to improve your work?</p>
<p>Outdoor Focus/Tuff Spot</p>			
<p>Additional Experiences e.g. WOW days UNICEF R&R, cooking, catholic social</p>	<p>Week 2- Hinduism Week</p>		<p>Roman Battle WOW Day</p>

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