<u>Topic: Romans</u> <u>Mrs Lee / Mrs Bovill / Mrs Harbinson</u> <u>Term: Autumn Term 2nd half</u>

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Settings	Settings	Shape poems/calligrams	Letters informal	Letters informal	Letters informal	Performance poetry
Mathematics	Addition and subtraction	Addition and subtraction	Addition and subtraction	Multiplication and division	Multiplication and division	Multiplication and division	Multiplication and division
Science Rocks	To investigate the three main types of rock, Igneous, Metamorphic and Sedimentary. Investigate igneous rock.	To investigate the three main types of rock, Igneous, Metamorphic and Sedimentary. Investigate metamorphic rock.	To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  To group rocks into the three main rock types.	To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  Rock cycle	To recognise that soils are made from rocks and organic matter.	To recognise that soils are made from rocks and organic matter.	End of Unit Rocks Assessment.
Computing	Staying safe online Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Staying safe online Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Staying safe online Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Pupils explore how they interact with others and are introduced to the concept of cyberbullying.	Pupils explore how they interact with others and are introduced to the concept of cyberbullying.	Staying safe online Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Staying safe online Use technology safely, respectfully and responsibly: recognise acceptable/unacceptable behaviour: identify a range of ways to report concerns about content and contact
Geography	To name and locate countries and capital cities in Europe. To use maps, atlases, globes And digital/computer mapping to locate countries and describe features studied.	To name and locate counties and cities of the United Kingdom	To look at geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). Hadrian's wall, Banks of the River Tyne to Irish Sea.	To look at geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).	To look at physical geography, e.g. volcanoes. Link to History and science.		
History Romans					Pompeii - Volcanoes	Identify and give reason for historical events, situations and changes. What the Roman's left behind.	Julius Caesar. Identify and begin to describe historically significant people and events in situations.

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Art and	To learn about great	To learn about great	To learn about great	To learn about great	To improve their	To improve their	To improve their
Design	artists, architects and	artists, architects and	artists, architects and	artists, architects and	mastery of art and	mastery of art and	mastery of art and
	designers in history	designers in history	designers in history	designers in history	design techniques	design techniques	design techniques
	To improve their	To improve their	To improve their	To improve their	including drawing,	including drawing,	including drawing,
	mastery of art and	mastery of art and	mastery of art and	mastery of art and	painting and	painting and	painting and sculpture
	design techniques	design techniques	design techniques	design techniques	sculpture with a	sculpture with a	with a range of
	including drawing,	including drawing,	including drawing,	including drawing,	range of materials	range of materials	materials (for example,
	painting and sculpture	painting and sculpture	painting and sculpture	painting and sculpture	(for example,	(for example, pencil,	pencil, charcoal, paint,
	with a range of	with a range of	with a range of	with a range of	pencil, charcoal,	charcoal, paint, clay)	clay)
	materials (for example,	materials (for example,	materials (for example,	materials (for	paint, clay)	Christmas Art	Christmas Art
	pencil, charcoal, paint,	pencil, charcoal, paint,	pencil, charcoal, paint,	example, pencil,	Christmas Art		
	clay)	clay)	clay)	charcoal, paint, clay)			
	Roy Lichtenstein	Roy Lichtenstein	Modigliani	Modigliani			
P.E.	Browne – Tag rugby	Browne – Tag rugby	Browne – Tag rugby	Browne – Tag rugby	Browne – Tag rugby	Browne – Tag rugby	Browne – Tag rugby
P.E.	Lewis – Martial Arts-	Lewis – Martial Arts-	Lewis – Martial Arts-	Lewis – Martial Arts-	Lewis – Martial Arts-	Lewis – Martial Arts-	Lewis – Martial Arts- coach.
	coach.	coach.	coach.	coach.	coach.	coach.	Lewis –Hockey
	Lewis –Hockey	Lewis –Hockey	Lewis –Hockey	Lewis –Hockey	Lewis –Hockey	Lewis –Hockey	Wilson - Martial Arts-
	Wilson - Martial Arts-	Wilson - Martial Arts-	Wilson - Martial Arts-	Wilson - Martial Arts-	Wilson - Martial Arts-	Wilson - Martial Arts-	coach
	coach	coach	coach	coach	coach	coach	Swim competently,
	Swim competently,	Swim competently,	Swim competently,	Swim competently,	Swim competently,	Swim competently,	confidently and proficiently
	confidently and	confidently and	confidently and	confidently and	confidently and	confidently and	over a distance of at least
	proficiently over a	proficiently over a distance	proficiently over a distance	proficiently over a	proficiently over a	proficiently over a	25 metres
	distance of at least 25	of at least 25 metres	of at least 25 metres	distance of at least 25	distance of at least 25	distance of at least 25	use a range of strokes
	metres	use a range of strokes	use a range of strokes	metres	metres	metres	effectively (e.g. front crawl,
	use a range of strokes	effectively (e.g. front	effectively (e.g. front	use a range of strokes	use a range of strokes	use a range of strokes	backstroke and
	effectively (e.g. front	crawl, backstroke and	crawl, backstroke and	effectively (e.g. front	effectively (e.g. front	effectively (e.g. front	breaststroke)
	crawl, backstroke and	breaststroke)	breaststroke)	crawl, backstroke and	crawl, backstroke and	crawl, backstroke and	Play competitive games,
	breaststroke)	Play competitive games,	Play competitive games,	breaststroke)	breaststroke)	breaststroke)	modified where
	Play competitive games,	modified where	modified where	Play competitive games,	Play competitive	Play competitive games,	appropriate [for example,
	modified where	appropriate [for example,	appropriate [for example,	modified where	games, modified	modified where	rugby], and apply basic
	appropriate [for example,	rugby], and apply basic	rugby], and apply basic	appropriate [for	where appropriate	appropriate [for	principles suitable for
	rugby], and apply basic	principles suitable for	principles suitable for	example, rugby], and	[for example, rugby],	example, rugby], and	attacking and defending
	principles suitable for attacking and defending	attacking and defending	attacking and defending	apply basic principles suitable for attacking and	and apply basic principles suitable for	apply basic principles suitable for attacking	
	attacking and defending			defending	attacking and	and defending	
				defending	defending	und derending	
Languages	To listen attentively to	To listen attentively to spoken	To listen attentively to spoken	To listen attentively to	To listen attentively to	To listen attentively to	Assessment
Languages	spoken language and show	language and show	language and show	spoken language and show	spoken language and	spoken language and show	
	understanding by joining in	understanding by joining in	understanding by joining in	understanding by joining in	show understanding by	understanding by joining in	Begin to know some key
French	and responding	and responding	and responding	and responding	joining in and	and responding	vocabulary.
	Experiment with writing	Experiment with writing simple	Experiment with writing simple	Experiment with writing	responding	Experiment with writing	
	simple words	words	words	simple words	To appreciate stories,	simple words	
	Copy accurately in writing	Copy accurately in writing	Copy accurately in writing	Copy accurately in writing	songs, poems and	Copy accurately in writing	
	some key words Introducing family. Engage	some key words	some key words Counting games	some key words	rhymes in the language	some key words	
	in conversations; ask and	Counting 1 to 12 Recognise numbers 1–12	Recognise numbers 1–20	Saying our age	To learn the song, 'The	To appreciate stories, songs, poems and rhymes	
	answer questions; express	Sing a song from memory,	Write some of the numbers to		Farmers in the Den'.	in the language	
	opinions and respond to	with clear pronunciation	20 from memory. Ask and		. amora in the bon.	and language	
	those of others; seek		answer simple questions with			To learn the song, 'The	
	11030 01 0111013, 300K	1	answer simple questions with	L	I.	10 loan the 30lly, The	I

	clarification and help* Speak in sentences, using familiar vocabulary, phrases and basic language structures		correct intonation, such as age.			Farmers in the Den'.	
R.E.	To name and explain Hindu signs and symbols.	To explore stories and their meanings. Rama and Sita.	Advent What is Advent?	Make class advent calendar	To distinguish between secular and Christians preparation during advent.	Discuss the Traditions of Advent	Discuss the Traditions of Advent
SMSC	Rules and laws. The need for rules. Road safety.	Rules and laws. The need for rules. Invent a game	Rules and laws. The need for school rules	Rules and laws. The need for school rules, easy street school.	Rules and laws. The Golden rule. Religions	Rules and laws. The need for rules. Using the internet safely.	End of unit recap teacher to revisit areas relevant to their individual class needs.