

The Big Question: *Have invasions benefited civilizations?*

Trip: *Local 'Roman Dig'*

Class Readers: *Who Let the Gods Out/The House with Chicken Legs*

- Creative
- Multiple Perspectives
- Justify
- Debate
- Cause + Consequence
- Share a Story
- Make Connections
- Wider World
- Economise

MATHS

Term 1

- Count backwards through zero to include negative numbers.
- Count in multiples of 6, 7, 9, 25 and 1000.
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction.
- Estimate and use inverse operations to check answers to a calculation.
- Compare and classify geometric shapes, based on their properties and sizes.
- Read, write & convert time.

Term 2

- Recall multiplication and division facts for tables up to 12x12.
- Recognise and use factor pairs.
- Multiply 2-digit and 3- digit numbers by a 1-digit number using formal written layout.
- Measure and calculate the perimeter of a rectilinear figure.
- Interpret and present discrete and continuous data.

Children will read Roman numerals to 100 and understand that over time, the numeral system changed to include the concept of zero and place value.

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ENGLISH

Letter – Children will be presented with a job description of which they need to apply for. They will learn how to construct a formal letter.

Narrative – Historical stories. Children will base their story on that of an Iceni child, understand where and when this event took place and what everyday living was like at that time. Children will expand their knowledge and use of direct speech when writing. They will write their own story using this as inspiration.

Advert – Children will design and write an advert to encourage people to stay safe when online (CC links Computing).

Extended Writing - Have invasions benefited civilisations?

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HISTORY

Children will understand how to order events on a Roman timeline and know where this fits in on a worldwide historic timeline.

Children will research The Roman Army and understand what made them successful in building a Roman Empire.

Children will compare how the Celtic way of life differed from that of the Romans.

Children will debate whether the Romans should have invaded Britain – what were the pros and cons in doing so.

Children will read stories about how Boudicca and the Iceni Tribe fought against the Roman Army and empathise with those involved. They will create a poem to express the feelings and emotions of a person experiencing the invasion.



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RE

Can religious teachings help us decide the best way to live?

Children will explore which rules we follow e.g. classroom and school rules, highway code etc. They will discuss why we need rules and consider what the world would be like if there were none. Children will explore the importance in religious traditions of rules that are sacred and come from God and consider the rights and wrongs of obeying rules and the consequences for themselves and others.

How is Christmas celebrated in other cultures?

Children will express their own response to Christmas through art, carols and music. They will consider the values and beliefs at the heart of different Christmas customs and enquire into how Christmas is celebrated in different communities and cultures around the world.

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PSCHE - Health & Wellbeing

Physical Wellbeing - learn about the elements of a balanced, healthy lifestyle including, healthy diets, oral hygiene and responsible use of medicines.

Mental Wellbeing - learn about strategies and behaviours that support mental health, use strategies to manage and respond to feelings appropriately.

Ourselves, Growing and Changing - identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.

Keeping Safe - how to respond and react in an emergency situation

Drugs, Alcohol and Tobacco - to recognise that there are laws surrounding the use of legal drugs and learn about the organisations that can support people.

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GEOGRAPHY - Europe: Countries and cities.

Children will locate countries in Europe and the world using maps, this will link into our history work when looking at the expansion of the Roman Empire.

Children will name and locate counties and cities of the United Kingdom.

Children will identify geographical regions or counties within the United Kingdom.

Children will identify key human and physical characteristics within the United Kingdom.

Children will understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. This again will link into The Romans, looking at where they made settlements and why they would choose these locations.

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| Creative | <p>SCIENCE</p> <p>States of Matter Children will give a clear explanation as to what are solids, liquids and gases and understand the behaviour of solids, liquids and gasses. Children will observe and explain how water changes when a solid, a liquid and a gas and make connections to these processes in everyday life. They will understand what 'reversible' means, understand the water cycle and explain the roles of condensation and evaporation.</p> <p>Animals and Humans: Food chains, digestive systems and teeth. Children will understand how food chains are constructed and create their own examples. They will be able to name all types of human teeth, what they are used for and how to look after them. Children will explore the process of the digestive system and the importance of the intestines.</p> |
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| Creative | <p>PE</p> <p>Gymnastics: Themed sequences</p> <p>Athletics: Tactics & strategies</p> |
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| Creative | <p>MUSIC</p> <p>Children will recognise a range of musical instruments and the different sounds that they make.</p> <p>They will confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.</p> <p>MFL</p> <p>Children will be introduced to adjectives and how they change depending on noun gender.</p> <p>They will develop an awareness of the structure of negative patterns and extend the understanding of the present tense to include the third person.</p> |
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| Creative | <p>ART – Drawing: Tone & Texture</p> <p>Children will investigate tone using a range of drawing mediums. They will then investigate lines and marks to show texture.</p> <p>Children will explore shadows and shading for different effects when investigating shape and depth.</p> <p>Children will find out about the artist Chuck Close and his use of tone and texture in the portraits he has produced.</p> <p>Children will annotate sketches on which to base a piece of work. They will produce their own portrait using the techniques and styles which they have been investigating.</p> |
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| Creative | <p>DT – Textiles</p> <p>Children will design, make and evaluate a purse/wallet for parents/adults for keeping banks cards and money safe.</p> <p>Children will investigate a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes, linked to the product they will design, make and evaluate.</p> <p>Children will create patterns to use independently, further develop skills of stitching and explore and use fastenings. They will explore different fabrics suitable for purpose.</p> <p>Children will reflect upon and refine their work. They will discuss what isn't working very well and what they could improve on?</p> |
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| Creative | <p>COMPUTING – Online Credibility & E-Safety</p> <p>Children will question the validity of what they see on the internet. They will discuss the reliability of information found, e.g. the difference between fact and opinion and use strategies to check the reliability of information (check in a book/ ask an adult).</p> <p>Children will consider the consequences of sending/posting opinions and thoughts on the Internet. They will recognise online behaviours that would be inappropriate and discuss examples of good and bad behaviour online.</p> <p>Children will understand what social networking is and the various formats it comes in? (e.g. social networking sites/ apps, online games, etc)</p> <p>They will discuss how to make judgments in order to stay safe whilst communicating with others online and know when to alert an adult if anything worries them online.</p> |
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