

| Theme          | The Roman Empire   |   | Volcanoes   |  | Invaders and Battles   |
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| Dates          | Autumn term  |   | Spring term   |  | Summer term  |
| Science        | Humans   | Light   | Rocks   | Forces / magnets   | Plants   |
| Science skills | <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change</p> | <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p> | <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> | <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> |

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| <p>DT</p> <p>DT skills</p>          | <p>Architecture - homes/towns - evaluate existing products and improve own work</p> <p>Investigate and analyse a range of existing products.</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> | <p>Board games - use research and criteria to develop products which are fit for purpose</p> <p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> | <p>Longships - pulleys for sails - use annotated sketches and prototypes to explore ideas and use mechanical systems in own work</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> |
| <p>Cooking and nutrition</p>        | <p>Jamie Oliver Project - understand seasonality; prepare and cook mainly savoury dishes</p>   | <p>Health week preparation</p>   | <p>Planting food to cook and eat</p>  |
| <p>Cooking and nutrition skills</p> | <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>   | <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p>  | <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>   |

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| <p>Art and Design</p> <p>Art and Design skills</p> | <p>Roman mosaics - learn about great artists, architects and designers and create own mosaics</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p>Learn about great artists, architects and designers in history.</p> |   | <p>Clay models and charcoal pictures - improve mastery of techniques with varied materials.</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> |  | <p>Sketching (plants) - use sketchbooks to collect, record and evaluate ideas</p> <p>To create sketch books to record their observations and use them to review and revisit ideas.</p>                                      |   |
| <p>Computing</p> <p>Computing skills</p>           | <p>Programming an animation</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>                          | <p>Finding and correcting bugs in programs</p> <p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</p> | <p>Videoining performance</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>   | <p>Exploring computer networks</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> | <p>Communicating safety on the internet</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> | <p>Collecting and analysing data</p> <p>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p> |
| <p>Geography</p>                                   | <p>Locational knowledge within a European country - Italy, Sicily and Sardinia</p> <p>Countries, counties and cities within UK</p>  |   | <p>Place knowledge - a region of a European country- Italy and focus on Rome.</p> <p>Volcanoes and earthquakes in Italy - focus on Mt Versuvius</p>  |  |   |   |
| <p>Geography skills</p>                            | <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p>   |   | <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,</p>   |  |   |   |

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|  | Kingdom, a region in a European country, and a region within North or South America.   | concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. |  |
| History  | <p>British History</p> <p>Roman Empire and impact on Britain:</p> <ul style="list-style-type: none"> <li>- Julius Caesar's attempted invasion</li> <li>- Roman Empire and successful invasion <ul style="list-style-type: none"> <li>- British resistance (Boudicca)</li> <li>- Romanisation of Britain</li> </ul> </li> </ul>   |  | <p>British History - battles and invasion. Britain's settlement by Anglo-Saxons and scots</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor</p>  |
| History skills                                     | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> |  | <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.</p> <p>They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.</p> <p>They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> |
| Music - weekly singing and weekly ukulele sessions | <p>Exploring pulse, rhythm</p> <p>Exploring descriptive sounds and sound colours</p> <p>Rhythmic ostinato</p>  | <p>Exploring melody and scales</p> <p>Notation</p> <p>Composition</p> <p>Playing in parts</p>                      | <p>Performing together</p> <p>Songs and instrumental accompaniment</p>   |

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| <p>Music skills</p>        | <p>Listen with attention to detail and recall sounds with increasing aural memory.</p>  |                                      | <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>Use and understand staff and other musical notations.</p>   |                           | <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>  |                       |
| <p>PE</p> <p>PE skills</p> | <p>Sports hall athletics, football, high 5 netball, gymnastics, dance</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> |                                      | <p>Basketball, mini tennis, high 5 netball, gymnastics, tag rugby, dance</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> |                           | <p>Kwik cricket, rounders, tag rugby, football, athletics, rugby, dance</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].</p> <p>Perform dances using a range of movement patterns.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> |                       |
| <p>SMSC</p>                | <p>Learning to be me</p>  | <p>Learning to know my neighbour</p> | <p>Learning to identify the communities in which I belong</p>  | <p>Learning to listen</p> | <p>Learning to live together in our wonderful world</p>   | <p>Learning to do</p> |

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| <p>SMSC skills</p>   | <p>An understanding of how citizens can influence decision-making through the democratic process.</p> <p>An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p> <p>An understanding that the freedom to choose and hold other faiths and beliefs is protected in law.</p> | <p>An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour.</p> <p>An understanding of the importance of identifying and combatting discrimination.</p> | <p>An understanding of how citizens can influence decision-making through the democratic process.</p> <p>An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p> | <p>An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence.</p> <p>An understanding of the importance of identifying and combatting discrimination.</p> | <p>An acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behavior.</p> <p>An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety.</p> |   |
| <p>French</p>        | <p>Greetings</p>   | <p>Numbers 1-20</p>   | <p>Where I live</p>  | <p>Rooms in the house</p>  | <p>Food</p>   | <p>What food I like/dislike</p>   |
| <p>French skills</p> | <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>  | <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>   | <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>                                  | <p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>  | <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p>   | <p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> |

