

QUESTION: HOW DOES THE PAST MAKE A DIFFERENCE?

	Week: 29 th October	Week: 5 th November	Week: 12 th November	Week: 19 th November	Week: 26 th November	Week: 3 rd December	Week: 10 th December	Week: 17 th December	
Mini Outcomes / Peer Critique.	March to school to invite to workshop and gather questions they would like answered.	Roman Games - children will learn Roman Games to be able to teach the schools attending our workshops in school.					Outcome – workshops for two days to school.		
Special Events/ Launch Day / Visitors.									
Peer critique.		Peer Critique – them delivering the Roman Games – look at instructions/ rules and then how articulate they are etc.							
Literacy	Novel Study: Bills New Frock.								
SPAG									
Numeracy	Adding and Subtracting See Autumn 1 objectives	Multiplication and Division. Revision ready for PUMA test. <i>Number – Multiplication and Division Count from 0 in multiples of 4, 8, 50 and 100 Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods. Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objectives</i>					PUMA Test	Gap analysing – Puma test.	
Science	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves	explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and			investigate the way in which		explore the part that flowers play in the life cycle of flowering plants, including pollination,		

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	and flowers		room to grow) and how they vary from plant to plant	water is transported within plants	seed formation and seed dispersal
History/ Geography	Roman Games – why are they important? (PE linked) Entertainment. <i>Develop an understanding of how our knowledge of the past is constructed from a range of sources.</i>	Is there a difference between Rich and Poor? Roman Emperors/ Coliseum / Julius Caesar.	Roman houses <i>Develop an understanding of how our knowledge of the past is constructed from a range of sources.</i>	What legacy have the Romans left? <i>Address and devise historically valid questions about change, cause, similarity, difference and significance.</i>	
ICT	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact				
Music	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ☑ improvise and compose music for a range of purposes using the inter-related dimensions of music ☑ listen with attention to detail and recall sounds with increasing aural memory ☑ use and understand staff and other musical notations ☑ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ☑ develop an understanding of the history of music <p>One term - Learn about a composer/ time period Features of that period/style Sing songs/ compose using features</p> <p>One term –music from different traditions (choose a specific tradition) One term – focus on composing and listening to music related to your topic Build on knowledge of inter-related dimensions For skills – see attached document and highlight throughout the year in 3 termly colours what we have covered</p>				
Spanish	Planned by PPA teacher.				

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<p>PSHE/ Wellbeing/ Values</p>	<p>Value A - Respect We listen to and respect other people's opinions and values. We respect the culture and beliefs of others.</p>	<p>Theme 1 Health and Wellbeing H4 – To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. .</p>	<p>H8 – To know about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.</p>	<p>H16 – To know what is meant by the word 'habit' and why habits can be hard to change. Link to Drugs and alcohol (CP)</p>	<p>H17 – To know which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others</p>	<p>Link to Drugs and alcohol (CP) H18 – To know how their body will, and their emotions may, change as they approach and move through puberty. Link to SRE (CP)</p>	<p>H20 – To know about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutation (FGM) constitutes abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. Link to SRE (CP)</p>	<p>H21 – To know strategies for keeping physically and emotionally safe including road safety (including cycle safety – the Bikeability programme), and safety in the environment (including rail, water and fire safety). H22 – To know strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.</p>
<p>PE</p>	<p>Gymnastics. / Net and Wall games. Gymnastics Gy13 Perform combinations of gymnastic actions using floor, mats and apparatus (8a) Gy14 Develop gymnastic techniques and transitions (8a)</p>							

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	<p>Gy15 Adapt a gymnastic sequence to include different levels, speeds or directions (8b) Gy16 Recognise that strength and suppleness are important parts of fitness (4c) Gy17 Compare and comment on two performances, identifying quality and when they have the same elements and order (3a,b)</p>					
RE.	<p>Beliefs that human beings + are made in the image and likeness of God + became sinful + can be redeemed How these beliefs are expressed in stories and pictures (Link to types of writings)</p>	<p>How Christianity came to Cornwall</p>	<p>The foundation of the Diocese of Truro and the importance of the Cathedral for many who live in Cornwall today</p>	<p>Description of God. Language, symbols, stories and songs describe God as Creator and sustainer</p>	<p>The life and teaching of Jesus as told in the Gospels: + His birth and its meaning</p>	<p>How the Church celebrates its identity Baptism and confirmation Christmas</p>