

QUESTION: HOW DOES THE PAST MAKE A DIFFERENCE?

	Week: 1 6 <sup>th</sup> - 7 <sup>th</sup> September	Week: 2 10 <sup>th</sup> September	Week: 3 17 <sup>th</sup> September	Week: 4 24 <sup>th</sup> September	Week: 5 1 <sup>st</sup> October	Week: 6 8 <sup>th</sup> October	Week: 7 15 <sup>th</sup> October
Mini Outcomes / Peer Critique.				Make their own shields and artefacts to use for march as part of the final outcome			
Special Events/ Launch Day / Visitors.	Launch day – wear old clothes						
Peer critique.				Shields			
Literacy: SPAG	See Novel Study plan						
Numeracy		Place Value (Roman Numerals) <i>Number – Place Value Identify, represent and estimate numbers using different representations. Find 10 or 100 more or less than a given number Recognise the place value of each digit in a three-digit number (hundreds, tens, ones). Compare and order numbers up to 1000 Read and write numbers up to 1000 in numerals and in words. Solve number problems and practical problems involving these ideas. Count from 0 in multiples of 4, 8, 50 and 100</i>			Addition and subtraction <i>Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of column addition and subtraction. Estimate the answer to a calculation and use inverse operations to check answers. Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</i>		
Science	Launch – set up plants and herbs for plant focus after half-term asking relevant questions and using different types of	<i>recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change</i>  Sundials					

QUESTION: HOW DOES THE PAST MAKE A DIFFERENCE?

	<p><i>scientific enquiries to answer them</i></p> <p><i>setting up simple practical enquiries, comparative and fair tests</i></p> <p><i>making systematic and careful observations and, where appropriate, taking accurate measurements</i></p>					
History/ Geography	<p>Launch - Where and when was ancient Rome?</p> <p>The Roman Empire and its impact on Britain.</p> <p>Launch – shield designs</p>	<p>Timeline in depth</p> <p><i>Develop a chronological secure knowledge and understanding of British, local and world history.</i></p> <p>Geography</p> <p><i>To use maps, atlases and globes to apply knowledge</i></p>	<p>Learn about Roman invasion</p> <p><i>Address and devise historically valid questions about change, cause, similarity, difference and significance.</i></p>	<p>Link with art – significance of the shields and general armour</p> <p><i>Develop an understanding of how our knowledge of the past is constructed from a range of sources.</i></p>	<p>Life as a Roman Adults and children.</p> <p><i>Address and devise historically valid questions about change, cause, similarity, difference and significance.</i></p>	<p>Construction – Hadrian's Walls/ Roads and Cities.</p> <p>Aqueducts</p> <p><i>Develop a chronological secure knowledge and understanding of British, local and world history.</i></p> <p>Geography</p> <p><i>Study geographical similarities and differences between regions in the UK</i></p> <p><i>Locate places in the UK and understand how these have changed over time</i></p> <p><i>To know different types of settlement</i></p>
RE		<p><i>Jesus as a historical figure</i></p> <p><i>He lived at the time of the Romans</i></p> <p><i>His story is told in the Gospels</i></p>	<p><i>The life and teaching of Jesus as told in the Gospels:</i></p> <p><i>+ Baptism and temptations</i></p>	<p><i>Jesus in Christian experience</i></p> <p><i>The effect of Jesus on the lives of the individuals</i></p>	<p><i>How the Church celebrates its identity</i></p> <p><i>Baptism and confirmation</i></p>	<p><i>Versions of the bible in English.</i></p> <p><i>Types of writing, with examples:</i></p> <p><i>+ history</i></p> <p><i>+ law</i></p> <p><i>+ wisdom</i></p> <p><i>+ prophecy</i></p> <p><i>+ Gospels</i></p> <p><i>+ letters</i></p>

QUESTION: HOW DOES THE PAST MAKE A DIFFERENCE?

ICT	<p><i>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</i></p> <p>Invitation for other schools to our final project</p>						
Music	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> <li><i>☐ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i></li> <li><i>☐ improvise and compose music for a range of purposes using the inter-related dimensions of music</i></li> <li><i>☐ listen with attention to detail and recall sounds with increasing aural memory</i></li> <li><i>☐ use and understand staff and other musical notations</i></li> <li><i>☐ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i></li> <li><i>☐ develop an understanding of the history of music</i></li> </ul> <p><i>One term - Learn about a composer/ time period</i></p> <p><i>Features of that period/style</i></p> <p><i>Sing songs/ compose using features</i></p> <p><i>One term –music from different traditions (choose a specific tradition)</i></p> <p><i>One term – focus on composing and listening to music related to your topic</i></p> <p><i>Build on knowledge of inter-related dimensions</i></p> <p><i>For skills – see attached document and highlight throughout the year in 3 termly colours what we have covered</i></p>						
Spanish	See Spanish plan						
Art /DT	<p>Launch day – Roman baking</p> <p><i>Choose, prepare and cook dishes using some cooking techniques</i></p>			<p>Make shields and artefacts</p> <p><i>Design an appealing and functional product with a clear purpose and use for</i></p>	<p><i>Discuss their ideas and explain the purpose, choice of materials, any necessary</i></p>	<p><i>Explore how to make structures stronger, stiffer and more stable using more / other materials.</i></p>	<p><i>Suggest ways of improving their own and others' work.</i></p> <p><i>Consider how some products</i></p>

QUESTION: HOW DOES THE PAST MAKE A DIFFERENCE?

				<p><i>themselves and others.</i></p> <p><i>Sketch and label diagrams of their design ideas</i></p>	<p><i>changes and how it will be made.</i></p> <p><i>Explain what they are making, why they are making it and what they will need to use.</i></p>	<p><i>Explore different ways of joining things together.</i></p>	<p><i>have helped the world.</i></p>
<p>PSHE/ Wellbeing/ Values</p>	<p><i>Theme 1 Health and Wellbeing</i></p> <p><i>H1 –To know what positively and negatively affects their physical, mental and emotional health.</i></p> <p><i>H2 – To know how to make informed choices (including recognising that choices can have a positive, neutral or negative consequence) and to begin to understand the concept of a 'balanced lifestyle'.</i></p>	<p><i>H3 – To recognise opportunities and develop skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.</i></p>	<p><i>H5 – To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.</i></p>	<p><i>H6 – To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. H7 – To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.</i></p>	<p><i>H12 – To know that bacteria and viruses can affect health and that following simple routines can reduce their spread.</i></p>	<p><i>H15 – To know school rules about health and safety, basic emergency aid procedures, where and how to get help.</i></p>	<p><i>H23 – to know about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them safe.</i></p>
<p>PE</p>	<p>Net and Wall</p> <p>Dance – link with the march</p> <p>LCP</p>						

QUESTION: HOW DOES THE PAST MAKE A DIFFERENCE?