

<p><u>Events</u></p> <p>-</p>	<p><u>RE & Values</u></p> <p><u>RE:</u></p> <p><u>Values:</u></p> <p><u>Jan:</u> Year A: Year B:</p> <p><u>Feb:</u> Year A: Year B:</p> <p><u>March:</u> Year A: Year B:</p> <p><u>April:</u> Year A: Year B:</p>	<p><u>Topic: ROTTEN ROMANS</u></p> <p><u>History:</u></p> <p><u>Chronological understanding:</u></p> <ul style="list-style-type: none"> - Use words and phrases: century, decade, BC/AD, after, before, during. - Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. - Names and places dates of significant events from the past on a timeline. <p><u>Knowledge and understanding of past events, people and changes in the past:</u></p> <ul style="list-style-type: none"> - Shows knowledge and understanding by describing features of past societies and periods. - Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. - Gives reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period. - Describe how some of the past events/people affect people today. <p><u>Historical interpretation:</u></p> <ul style="list-style-type: none"> - Give reasons why there may be different accounts of history.
<p><u>Computing: Keeping informed</u></p> <ul style="list-style-type: none"> - To know the difference between data and information. - To understand that dataloggers and sensors show and record changes in environmental conditions. - To understand that dataloggers and sensors and the related software can support analysis of environmental data. - To understand that digital tools such as microscopes and cameras can support investigational work. - To understand that selection is used in branching databases to sort and classify objects based on their characteristics. - To develop high-level questioning based on the key characteristics of objects. - To understand flat-file databases are structured into files, records and fields and that this supports organisation and searching. - To understand that using electronic databases can improve efficiency in organising information. - To know database records can be sorted to answer questions. - To understand that using electronic databases can improve efficiency in searching for information. - To understand database fields can be defined as different types which can supports accurate data entry and effective querying. - To understand the need for accuracy when creating databases. - <i>To review and evaluate their work, checking for accuracy, making corrections.</i> - <i>To use appropriate file-name conventions and understandable folder structure to save, organise and retrieve their work.</i> - <i>To understand the school's eSafety rules and to know what to do in the event of an incident at home or school.</i> 		<p><u>Geography:</u></p> <p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> - Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts. - Types of settlements in Roman Britain. <p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. - Learn the 8 points of a compass, and 4-figured grid references (PE/maths links). - Use fieldwork to observe, measure and record human and physical features in a local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. <p><u>Art:</u></p> <p><u>Generic skills:</u></p> <ul style="list-style-type: none"> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. - Question and make thoughtful observations about starting points and select ideas to use in their work. - Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. - Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. - Adapt their work according to their views and describe how they might develop it further. - Annotate work in sketchbook. <p><u>Planning and investigation:</u></p> <ul style="list-style-type: none"> - Investigate similar products to the one to be made to give starting points for a design

PE

Outdoor adventurous:

- Develops strong listening skills.
- Uses simple maps.
- Beginning to think activities through and problem solve.
- Choose and apply strategies to solve problems with support.
- Discuss and work with others in a group.
- Demonstrates an understanding of how to stay safe.

Music

Wider opportunities: cello / tenor horn (other aspects to be completed through class teaching)

- Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).
- Perform with control and awareness of what others are singing/ playing.
- Improvise within a group using more than 2 notes.
- Compose and perform melodies using three or four notes.
- Make creative use of the way sounds can be changed, organised and controlled (including ICT).
- Create accompaniments for tunes using drones or melodic ostinati (riffs).
- Create (dotted) rhythmic patterns with awareness of timbre and duration.
- Listen to several layers of sound (texture) and talk about the effect on mood and feelings.
- Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.
- Know how pulse stays the same but rhythm changes in a piece of music.
- Combine sounds expressively (all dimensions).
- Know that sense of occasion affects performance.
- Describe different purposes of music in history/ other cultures.

- Draw/sketch products to help analyse and understand how products are made
- Think ahead about the order of their work and decide upon tools and materials
- Plan a sequence of actions to make a product
- Record the plan by drawing (labelled sketches) or writing

Painting:

- Experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects
- Work on a range of scales e.g. thin brush on small picture etc.
- Create different effects and textures with paint according to what they need for the task.
- Colour
- Mix colours and know which primary colours make secondary colours
- Use more specific colour language
- Mix and use tints and shades

Science:

Solids, liquids and gases:

- **observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)**
- *compare the boiling point of different liquids*
- state that ice, water and steam are the same material
- identify the processes of melting, freezing, evaporation and condensation
- describe what happens to water when it is heated and cooled
- recognise that these processes can be reversed
- describe how when ice melts it turns to liquid and how when water freezes it becomes ice
- describe how these processes can be reversed
- describe how liquids evaporate to form gases and how gases condense to form liquids
- sequence the changes that happen in the water cycle
- describe the water cycle in terms of these processes
- explain the relationship between liquids and solids in terms of melting and freezing
- explain the relationship between liquids and gases in terms of evaporation and condensation
- **identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature**
- know that temperature can affect the rate of evaporation or condensation
- describe the effect of temperature on evaporation
- explain how changing conditions affects processes such as evaporation and condensation
- identify a range of contexts in which changes take place (e.g. evaporation of puddles in the school playground or from clothes on a washing line, condensation in the bathroom)
- *explore the effect of salt on ice*
- *explain why salt is put on the roads in winter*

MFL

- Understand a range of familiar spoken phrases, eg basic phrases concerning myself/family/school.
- Answer simple questions and give basic information, eg about the weather/brothers and sisters/pets
- Know how to pronounce single-letter sounds.
- Show an awareness of sound patterns.
- Be clearly understood.

- Understand some familiar written phrases, eg simple weather phrases, basic descriptions of objects.
- Write one or two short sentences with support, eg shopping list, holiday greetings, email/postcard.
- Begin to spell some commonly-used words correctly.
- Identify similarities and differences in my culture to that of another.
- Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.

