

Science

Unit Title— Sound

Scientist Focus— Alexander Bell

Key Knowledge— How is sound made? How does it travel? How can we hear it?

Key Vocabulary— sound vibration, amplitude, ear, waves, volume, pitch, loud, high, low, particles

Key Skills Developed— Make observations and conclusions, create an instrument that can play high, low, loud and quiet sounds. Identify best materials for absorbing sound. Explain how sound travels.

History/Geography

Unit Title— The effect and impact of World War 1 in our local area.

Key Knowledge— What caused WW1, who was involved, what was the impact on the people of Britain and in particular the people of Prestwich. What was the role of women in WW1.

Key Vocabulary— War, conflict, peace, soldiers, trenches.

Key Skills Developed— Researching local history visiting war graves, looking in records and archives. Impact of war upon a community.

Art/Design Technology

Unit Title— Ceramics flowers

Artist Focus— Paul Cummins, the artist responsible for the installation entitled 'Blood swept Lands and Seas of Red' that was on display at the Tower of London 2014.

Key Knowledge— that art is 3-D can be temporary and take different forms.

Key Vocabulary— ceramics, sketch, draw, shape, mould, design, paint construct, installation.

Key Skills Developed— creating a sketched and transforming it into a 3-D design made out of clay.

Outcome— To choose their own flower linked to Christianity, sketch it and create it, form clay, paint, glaze and present as part of a class installation in school, the title of which will be decided by the class.

PE

Key Skills— Fitness and invasion games

Key Vocabulary— attack, defend, throw, catch, space, fitness, exercise.

Music— Charanga Unit

Glockenspiels 2

French— Catherine Cheater

Term and Focus—Autumn 1

Key text— One Boys War

Christian Value— Endurance

PSCHE Focus— Being me in the world.

Cross-Curricular Maths

Science—Recording sound— decibels, using graphs and data. Presentation of results

History—Statistics linked to World War 1

Cross-Curricular Writing

History—Chronological reports

Leaflets and propaganda pamphlets.

R.E —Retelling of narrative.

Enhancement Ops

Linked to WW1

Visit to local library history archives

Visit to St Mary's church, inside and the war graves.

Outside speaker/visitor with WW1 knowledge.

English

Key Texts— One Boys War by Lynn Huggins Cooper and Archie's war scrapbook by Marcia Williams

Grammatical knowledge developed—Using determiners, clauses, expanding sentences, using conjunctions, expanding sentences using adverbs, expanding sentences using prepositions

Spelling rules— homophones and near homophones, prefixes - in, il, im, words with augh and au, words ending in 'sion'.

Key genres—diary; letters, diaries, descriptive narrative, leaflets, poems

Key vocabulary— All WW 1 language linked to history topic, language above linked to grammatical knowledge.

Maths

Focus— Place Value, number addition and subtraction.

Key Knowledge— count in multiples of 6,7,9, 25 and 1,000. Find 1,00 more or less than a given number. Recognise the value of each digit in a 4 digit number. Order and compare numbers beyond 1,000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10,100 and 1,000. Solve number and practical problems that involve all of the above with increasingly large positive numbers. Count back through zero to include negative numbers.

Key Vocabulary— Multiple, Roman numerals, patterns, column, rounding, nearest 10,100,1000, hundreds, thousands, place value, total, partitioning, estimate, strategies, more, less, varies fluently, greater, largest, smallest, possibilities, reasoning, problem solving, increase, decrease, ordering.

RE

Unit Title— God, David and the Psalms

Key Questions—What values do you consider to be important? Who inspires you? What are the qualities of a good king? What is God like?

Key Knowledge— That David is a key figure in God's plan for his people. Some Christians have had to endure great struggles and persevere in difficult circumstances to keep faith in God and follow his way.

Key Skills Developed— Synthesis, investigation, expression, interpretation

Computing

Unit Title— Word Processing

- **Key Knowledge**— use some of the main keyboard shortcuts; suggest ways to improve a layout; apply specific effects to an image; add a spelling to the spelling dictionary; add or delete rows or columns in a table, suggest ways to change a table; type at an appropriate speed; choose a relevant website to link a document to; create a hyperlink.
- **Key Vocabulary**— Format, image, insert, Microsoft Word, Google Docs, poster, font, colour, type, size, align, select, folder, edit, document, webpage, copy, paste, toolbar, copyright.

Key Skills Developed - Select, use and combine a variety of software on a range of digital devices to design a range of programs, systems and content that accomplish specific goal

Science

Unit Title— States of matter

Scientist Focus—William

Thomson (Lord Kelvin)

Key Knowledge—To sort and describe materials. Investigate gases and explain their properties. Investigate materials as they change state. Explain how water changes state. Investigate how water evaporates. Identify and describe the different stages of the water cycle.

Key Vocabulary—solids, liquids, gases, particles, states, materials, properties, carbon dioxide, matter, material, weigh mass, melt, freeze, thermometer, temperature, evaporate, condense, process, water, ice, vapour, dry, energy, heat, precipitation, collection, clouds, rain, hail, snow.

Key Skills Developed—To set up reliable and accurate investigations. Make and explain predictions. Make and record accurate observations. Use scientific language to explain findings. Be able to ask and answer questions based on their learning using scientific language.

History/Geography

Unit Title— The Water Cycle

Key Knowledge—To know the three states of matter. To know the key aspects of the water cycle. To explain how clouds and rain are formed. To know how and why drinking water is cleaned. To understand the causes and effects of flooding. To understand the causes and effects of water pollution.

Key Vocabulary—solids, liquid, gas, melt, boiling, freezing, evaporation, cooling, condensation, water, cycle, precipitation, groundwater, runoff, closed cycle, filter, flood, pollution.

Key Skills Developed—To explain the water cycle (main event/processes/ closed cycle). Naming some different types of clouds. I can give reasons why water needs to be clean, suggest ways to remove dirt and explain the steps involved in cleaning water. List different types of flooding, explain what causes flooding, how it affects communities and was to limit flood damage. List causes of water pollution, describe the effect on the water and consequently the plants and animals as well. I can list ways to reduce water pollution.

Art/Design Technology

Unit Title— Moving mechanisms

Artist Focus— N/A

Key Knowledge— Investigate and evaluate products with lever and linkage systems. Use a range of techniques to create moving mechanisms. To know how to plan and design a story book which has moving parts and which type of moving parts fit best with the story.

Key Vocabulary—mechanism, moving parts, pop-ups, pivot, rotate, evaluate, lever, linkage, paper concertina, pop out, window flap, design, storybook

Key Skills Developed— Can use technical language used to describe lever and linkage systems. Can mark out and measure accurately. Can cut out shapes with precision. Can combine materials and components in a variety of ways. Can create a design for a particular purpose. Can choose suitable mechanisms to create moving parts in their story book. To evaluate their own product –is it fit for purpose? Can explain what they would do differently if they were to make their product again.

.Outcome— A small book with moving parts –Winter story –target audience 3-6 years.

PE

Key Skills—Group gymnastics and fitness. Uni –hoc.

Key Vocabulary—balance, roll, jump, weight on hands, turn in the air, body shaping, canon,

Music—Charanga Unit

ABBA –Mamma Mia

French—Catherine Cheater

Term and Focus— Autumn 2

Key text— Ice Palace by Robert Swindells

Christian Value— Peace

PSCHE Focus— Celebrating differences

Cross-Curricular Maths

Charts/graphs/table—Science

Geography—measurement

Cross-Curricular Writing

Science—report writing R.E—

Poems and diary entry

Geography—Descriptive writing/explanations and reports.

Enhancement Ops

Children in Need Day

Remembrance day memorial service

Church visit linked to WW1

English

Key Texts— Ice Palace by Robert Swindell. 'In Flanders Field' by John Mc Crae

Grammatical knowledge developed— Recognising and using pronouns. What is a fronted adverbial, recognising one, understanding the types and using them, Direct speech— inverted commas. Brackets.

Spelling rules—Words with a shun sound spelt with sion (if the root word ends in se de or d). Words with a shun sound spelt with ssion (if the root word ends in ss or mit). Words with a shun sound spelt with tion (if the root word ends in te or t or has no definite root). Words with a shun sound spelt with cion (if the root word ends in c or cs). Words with ough to make a long o oo or or sound. Statutory spellings year 3 / 4 list.

Key genres-diary; - Descriptive writing, letters, diary entry, report, poem, play script.

Maths

Focus— Number: addition and subtraction, measurement: length and perimeter, number: multiplication and division.

Key Knowledge— Add and subtract numbers with up to 4 digits using the formal written methods of columnar where appropriate. Estimate and use inverse operations. Solve addition and subtraction 2 step word problems. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metre. Convert between different units of measure (for example kilometres to metre). Recall and use multiplication and division facts for multiplication tables up to 12 x 12. Count in multiples of 6,7,9,25 and 1,000.

Key Vocabulary—addition, subtraction, add, take away, minus, less than , more than, estimate, formal, columnar, perimeter, cm, m km, convert, length, rectilinear, shapes, times, divide, multiplication, division, digits, column,

RE

Unit Title—Christmas. Exploring the symbolism of light.

Key Questions—Why is Jesus described as the Light of the World? What does the light do to the dark? Why is light such a powerful symbol? Is light a good metaphor for Jesus? The sun already lights the world so how can Jesus be the light? How did Jesus bring light? How does Jesus bring light?

Key Knowledge— To have an understanding of Christian belief that Jesus is the 'Light of the World'. To explore the metaphor of bringing light into people's lives.

Key Vocabulary—Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation, Dreidel, Hanukkah, Hannukiah, Jerusalem, Temple.

Key Skills Developed— reflection, empathy, application, interpretation, investigation.

Computing

Unit Title— Animation

Key Knowledge—To know how to use a variety of software to design and create content to accomplish the animation of a small stick figure. To know how to record animation of a number of characters moving on a background. To know which software to use to create short stop motion animation film. To be able to analyse and evaluate software.

Key Vocabulary—animate, animation, still, image, thaumatrope, zoetrope, zoopraxiscope, stereoscope, flip book, frame, onion skinning, loop, frame rate, record, stop, play, backdrop,

Key Skills Developed—Explain how animation started and how computer software has improved animation techniques. To link a series of frames, change and image using onion skinning. Interact between two characters, controlling the timing for appearance. Order sequence frames to create the effect of smooth movement.

Science

Unit Title— Animals including humans

Scientist Focus— William Beaumont

Key Knowledge— To know the basic parts of the digestive system in humans in the context of identifying the parts of the digestive system. To know how to describe the simple functions of the basic parts of the digestive system in human. To identify the different types of teeth in humans and their simple functions

Key Vocabulary— Mouth, tongue, teeth, oesophagus, stomach, duodenum, small intestine, large intestine, pancreas, liver, rectum, anus, salivary glands, gallbladder, digestion, digest, digestive system, functions, glands, enzymes, acid. Teeth, incisors, canines, molars, premolars, humans, animals

Key Skills Developed— Identify and name parts of the human digestive system. Use scientific evidence to answer questions. Can explain the functions of the digestive system. Can identify similarities and differences related to scientific ideas. Can identify the types and functions of teeth.

History/Geography

Unit Title— Tudor England—Henry VIII— break from Rome

Key Knowledge— Know who the Tudors were and be able to place the Tudors on a historical timeline. To know about the war of the Roses, Henry VII and Henry VIII, his 6 wives and his children (Mary, Elizabeth and Edward). To know what life was like for children in Tudor times (housing/ school/food/toys/doctors). To know and understand how and why the church of England was established during the reign of Henry VIII

Key Vocabulary— Tudors, Henry VII and VIII, Mary, Elizabeth, Edward, Church of England, war of the roses, secondary source, evidence.

Key Skills Developed— The children will be able to use a source based enquiry. Compare their modern day lives to those of children from a different period in history. Place the Tudors in a historical timeline.

Art/Design Technology

Unit Title— Tudor works of art

Artist Focus— Hans Holbein

Key Knowledge- Evaluate and analyse the creative works of Holbein, using the language of art, craft and design. Know about great artist, and understand the historical and cultural development of their art forms. Children will learn and research the work of Holbein, especially those he painted of the Tudor royal family and the inspirations and techniques used to create his painting .

Key Vocabulary— portraits, colour, shape, pattern, texture, tone, primary colours, secondary colours, layering, oil paints and pastels.

Key Skills Developed— Produce creative work, exploring their ideas and recording their experiences. Evaluate and analyse creative works using the language of art, craft and design. Understand the historical and cultural development of the portrait art form of Holbein

Outcome— Children will use sketchbooks to record observations of Holbein's paintings/ drawings and be encouraged to imitate and create their own portraits in his style. They will improve their mastery of art techniques, including drawing, painting, using oil pastels . They will use a photograph of themselves to create their own Tudor portrait.

PE –Tudor dancing/volleyball

Key Skills—work co-operatively with others, use fluency, precision and control, evaluate and improve own work

Key Vocabulary— improvisation, fluency, precision, control, evaluate, adapt, improve, serve, spike, net

Music—Charanga Unit

Stop

French—Catherine Cheater

Term and Focus—Spring 1

Christian Value— Trust

PSCHE Focus— Jigsaw –Dream and goals

(See additional sheet)

Cross-Curricular Maths

Science— Measuring—digestive system experiment

Computing –Coding– angles/ degrees/ turns/ co ordinates.

Cross-Curricular Writing

Science –Report on the function of teeth and the digestive system

History—Tudor menu/ advertising poster

Enhancement Ops

Chinese New Year

Internet safety Day

English

Key Texts— Hagstone by David Oakden

Grammatical knowledge developed-recognising apostrophes, apostrophes for plural possession and contractions. Recognising speech, punctuating direct speech and using indirect speech.

Spelling rules— Homophones and near homophones, nouns ending in the suffix—ation, adding the prefix sub (meaning under) adding the prefix super (meaning above).

Key genres— narrative 1st and 3rd person, instructions, comic strips,

Key vocabulary— narrative, instructions, apostrophes, direct and indirect speech, homophones, suffix and prefix

Maths

Focus— Multiplication and division, area,

Key Knowledge— Recall and use multiplication and division facts for multiplication tables up to 12 × 12. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Find the area of rectilinear shapes by counting squares. Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

Key Vocabulary— multiply, divide, factor, digits, area, fraction, equivalent, whole amounts, quantities

RE

Unit title—Jesus the Son of God.. How did Jesus show his power and authority?

Key Questions—How do we know Jesus had power and authority? Where did Jesus' power and authority come from?

How do the actions of Jesus show that he is the Son of God? How do the actions of Jesus show his divine nature? How do these stories reveal Jesus to be the Son of God? What do Christians believe about Jesus and God because of these events?

Key Knowledge—We (Christians) believe Jesus is the Son of God he was both God and man and has power and authority from God over every aspect of creation, life and death . Know that there are people who have stood up and spoken out against authorities in situations of injustice. Know that the Jewish holy day is Shabbat and there are many traditions and rules associated with Shabbat. **Key Vocabulary** -

Key Skills Developed—Retell the Bible stories covered in this unit. Make links between the Bible texts and Christian beliefs and values. Talk about people who have inspired them and why. using religious language, about the traditions and rules of Jewish Shabbat

Computing

Unit Title— Scratch: Questions and Quizzes

Key Knowledge— Know how to write and debug programs that accomplish specific goals by creating a quiz question. Know how to use sequence and repetition in programs by sequencing commands that run and using repetition to create effects . Know how to work with variables, know how to add sound effects and changing backdrops.

Key Vocabulary— Quiz, paper, online, pros, cons, decompose, decomposing, logical sequence, flowchart, sprite, block, command, key press, answer, algorithm, answer, correct, errors, program, variables, colour, words, effects, costume, size., backdrop, sounds, record, play, broadcast,

Key Skills Developed - Can write a program that can accomplish specific goals. Can compare quizzes and decompose a problem into smaller parts. To write and debug a program, can use sequence, selection and repetition. Can work with variables. Can selecting appropriate visual block commands to create a sequence.

Science

Unit Title—Living things and their habitats

Scientist Focus—Gerald Durrell

Key Knowledge— To know how to group things in a variety of ways. Know how to generate questions to use in a classification key and create a classification key. Know how to identify invertebrates. Know how to recognise positive and negative changes to the local environment and describe environmental dangers to endanger species.

Key Vocabulary—organism, sort, group, criteria, venn/carroll diagram, variation, classification, vertebrates, invertebrates, specimen, thorax, abdomen, antenna, segmented, wingcase, mandible, forest floor, understory layer, canopy layer, emergent layer, habitat, diet, river, Amazon, Sherwood forest, species, natives, tribes, woodland, hearthland, deforestation, soil erosion.

Key Skills Developed—Will be able to use a range of methods to sort living things. The children can identify vertebrates by observing their similarities and differences. Can use evidence to identify an invertebrate. The children can show the characteristics of living things in a table and a key. They can record their observations in different ways and present their findings orally and in writing

History/Geography

Unit Title— The legacy of the Ancient Greeks

Key Knowledge— In the context of learning about the Ancient Greek Empire: understand how it grew and why. Know how the political system worked in Ancient Greece. To know how the Olympics have changed over time but how some features have remained the same. To identify the different architecture styles and variety of columns. Make connections, draw contrasts, analyze trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses of the Battle of Marathon

Key Vocabulary— chronology, empire, timeline, BC / AD, locate/location, country, city state, democracy, democratic, ancient, modern, politics, ruling, ruler, boule, ekklesia, Polis, sprint, wrestling, boxing, long jump, javelin, discus, chariot racing, pentathlon, city states, battle, Marathon, eye witness, Sparta(n), Athens(ian), Persia(n), battle formation, hoplite, defensive, strategy, retreat., architecture: Doric, Ionic, and Corinthian

Key Skills Developed— Explain the chronology of a timeline. Compare the Ancient Greek political system with our modern day parliament. Use secondary sources to learn about the past from sources including art. To recognize the influence of Greek architecture in their own surroundings. To make connections with modern sporting events, like the Olympic games and the London marathon and their origins in Ancient Greece.

Art/Design Technology

Unit Title—Design technology—Tasting and creating Greek food.

Artist Focus— N/A

Key Knowledge— Have a sound understanding of appropriate terms used in food preparation and food products. Can identify important aspects of personal hygiene before handling food *e.g. washing hands, keeping long hair tied back, wearing an apron.* Know which foods should be kept in a fridge and why some foods are high risk

Key Vocabulary—table cloths, cleaning material, tools/ equipment, oven, knives, graters, chopping boards, bowls, juicers, food processors, olives, pitta, feta, *Spanakopita*

Key Skills Developed— Identify the different food groups in the ‘balanced plate’. Use sharp tools correctly to ensure safety and accuracy. Work through a sequence of tasks produce a Greek dish, making appropriate modifications

PE –Mini Olympics/Basketball

Key Skills -Hitting and Striking games (SJ) Basketball .Athletics (K.H)

Key Vocabulary— hand eye coordination, competing, fair play, dribble

Music—Charanga Unit – Lean On Me

French—Catherine Cheater

Term and Focus—Spring 2

Christian Value– Forgiveness

PSCHE Focus– Healthy Me

Worship– Respectful relationships

Cross-Curricular Maths

D.T—weighing / measuring ingredients.

P.E—Measurement of distance discus is thrown

Cross-Curricular Writing

RE—Diaries and letters

History— balanced argument

Science – leaflets

Enhancement Ops

World Book

Day

English

Key Texts— Aesops fables— Michael Morpurgo and Emma Chichester Clark Great Greek myths by Diane Redmond and Julian Mosedale.

Grammatical knowledge — identifying noun phrases, modifying adjectives and nouns, determiners before modifiers, prepositional phrases, using expanded noun phrases. Suffixes –word families based on common words showing how words are related in form and meaning.

Spelling rules—words with the ‘s’ sound spelt with ‘sc’ e.g. science, words with a ‘soft c’ spelt ‘ce’ e.g. centre, words with a ‘soft c’ spelt ‘ci’ e.g. circle, word families based on common words showing how words are related in form and meaning e.g. real– reality.

Key genres– explanation text, historical Story – problem and resolution, play scripts, song writing/poetry, fables.

Key vocabulary—title, chronological order, present tense, time conjunctions, technical vocabulary, diagrams, illustrations, cause and effect conjunctions, conclusion, passive voice, impersonal tone, problem, resolution, standard and no standard English, brackets, cast list, stage directions, dialogue, scenes.

Maths

Focus— Fractions and decimals

Key Knowledge— Recognize and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognize that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator. Recognize and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths

Key Vocabulary—fractions, numerator, denominator, equivalent, quantity, halves, quarters, thirds, fifths, decimals, tenths, hundredth, decimal points..

RE

Unit Title— Exploring Easter as a story of betrayal and trust

Key Questions—What is trust? How do we show trust? Who do we trust? Why is trust important? Why did Judas betray Jesus? What does it mean to betray someone? How does it feel to be betrayed? What is forgiveness? Have you ever forgiven someone? Have you experienced being forgiven?

Key Knowledge— To know the incidents of betrayal and trust in the Easter story are significant to the outcome. That the events of Holy Week and Easter are key to understanding what Jesus came to earth to do – God’s salvation plan. That we (Christians) believe that they can trust Jesus.

Key Vocabulary— Trust, betrayal, forgiveness, Judas, loyalty, Peter, Gethsemane and Jerusalem, empathize, analyze, investigate.

Key Skills Developed— Identify and explain the significance of the incidents of betrayal and trust in the Easter story. Use religious vocabulary to make links between Christian beliefs and the stories of Lent Holy Week and Easter. Use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity. Describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.

Computing

Unit Title – Digital citizenship

Key Knowledge— What makes a healthy media choice? What information about you is O.K to share on line? How does our online activity affect the digital footprint of ourselves and others? How to be positive and have fun while playing on line games and help others to do the same. How to be up standers when we see cyberbullying. What rights and responsibilities

Key Vocabulary– Online, cyberbullying, e-Safety, search engine, keywords, synonyms, results, plagiarism, citation/cite, social media, account, register, private, public. account, digital citizenship, responsibility.

Key Skills Developed – .Media balance and well-being. Privacy and security and personal information. Digital footprint and identity. Relationships and communication. Cyberbullying, digital bullying and hate speech. News and media literacy.

Science

Unit Title—Electricity

Scientist Focus— Thomas Edison and Garrett Morgan

Key Knowledge- To explain ways that electricity is generated. Identify electrical appliances and the types of electricity they use. I can identify complete and incomplete circuits. Identify and sort materials into electrical conductors or insulators. To explain how a switch works and why they are needed.

Key Vocabulary— Electricity, charge, flow, current, generate, power, appliance, energy, source, renewable, non-renewable, mains, batteries, safety, danger, precautions, home, school, battery, batteries, cell(s), battery holder, crocodile clips, wires, bulb, bulb holder, test, visualise, complete, incomplete, circuit, conductor, insulator, conduct, insulate, , electrons, free electrons, buzzer, motor, slide switch, push button switch, pull switch, selector switch, key switch, paddle switch, toggle switch, dimmer switch.

Key Skills Developed—make and explain predictions, compare conclusions to predictions. Record and report on an investigation

History/Geography

Unit Title— The Roman Empire and its impact on Britain

Key Knowledge— To know about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius. To know why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made. Know about the resistance of Queen Boudicca and understanding different perspectives. Describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall. To know what a Roman bathhouse is and who used them.

Key Vocabulary— Invasion, conquest, empire, Julius Caesar, Emperor Claudius, conquer, occupy, Roman road, camber, highway, Boudicca, rebellion, Hadrian, turret, milecastle, fort, Picts,

thoughtful selection and organisation of historical knowledge by knowing when, how and why Hadrian's Wall was built. I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall

Key Skills Developed— Create a poster or timeline to show how the Roman empire spread from 800 BC to AD 305. Label maps to show some Roman roads. Create a model to show a cross-section of a Roman road.. To write in role to show understanding of how the Roman empire might have affected different people. Act in role as a character from Roman Britain and show how that person would have felt and behaved. Describe and draw features of Hadrian's Wall.

Art/Design Technology

Unit Title—Design technology—Roman money bags

Artist Focus— N/A

Key Knowledge— To know how different fastening work for a purpose. To place the object in its historical setting-its use and purpose.

Key Vocabulary—textiles, fastening, zips, buckles, buttons, Velcro, material, fabric, cord, beads, scissors, needles, eyelets, thread

Key Skills Developed— To be able to design a purse in the style of a Roman purse. To have used a variety of tools and techniques to make a purse. To evaluate their finished product.

Outcome— A Roman money bag of their own design and fastening.

PE

Key Skills— Roman soldier fitness training and formations. Athletics (SJ)

Key Vocabulary— running, jumping and throwing. Speed, strength and stamina

Music—Charanga Unit -The Beatles—
Blackbird

French—Catherine Cheater

Term and Focus—Summer 1

Christian Value- Compassion

PSCHE Focus- Relationships

Worship- Fruits of the spirit

Cross-Curricular Maths

Science—presentation of results.

History -Using Roman numerals.

D.T—measuring lengths of fabric

Cross-Curricular Writing

RE— Information leaflet about a place of worship.

History—Diary entry of Celt leader

Science -Script for electricity television show

Enhancement Ops

Roman day in school

English

Key Texts— The Roman News by Andrew Langley and Philip De Souza/ First News (weekly children's newspaper)

Grammatical knowledge -Standard English—forms for verb inflections instead of local spoken forms -were or was/ did or done/I or me/Have not of/these or those not them.

Use of paragraphs to organise ideas around a theme • Draft and write by organising paragraphs around a theme • Draft and write by in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Spelling rules—Adding the prefix—inter-anti -auto -ex -non

Words ending in ar and er.

Key genres— newspaper reports, narrative; eye-witness account; advertising (persuasive language) Non Chronological report.

Key vocabulary—headline, pun, alliteration, subtitle, rhyme, report, 5WS, chronological report and non-chronological report, captions, third person, past tense, direct and reported speech, title, opinion, fact, rhetorical questions.

Maths

Focus— Decimals, measurement -money and time

Key Knowledge—Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to 1 4 , 1 2 and 3 4 Understand the effect of dividing a one or two digit number by 10 or 100. Identifying the value of the digits in the answer as ones, tenths and hundredths

Estimate, compare and calculate different measures, including money in pounds and pence. Solve simple measure and money problems involving fractions and decimals to two decimal places. Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Key Vocabulary—decimal, whole, compare, halves, quarters, estimate, order, round, tenths, hundredths, digits, pounds, pence, hours, minutes, seconds, years, months, weeks, days, analogue, digital..

RE

Unit Title—Are all places of worship the same? Do people worship God in the same way? Non-Christian Faith Unit - Places of Worship

Key Questions -What does 'church' mean? Are all churches the same? What does it mean to belong to a church?What makes this place special? What makes this place Holy? To whom is this place special? Why do people gather here to worship?

Key Knowledge—That not all church buildings are the same but have similar features according to denomination. That Peter and the disciples 'built' the church after the events of Pentecost. That the Bible gives guidance to the church about behaviour and attitudes and I can talk about what that guidance is. That Christianity is a world-wide multi-cultural faith. that people of other faiths have different places of worship and I can name the buildings, key features and the worship that takes place there.

Key Vocabulary— church, chapel, cathedral, sacrament, vicar, curate, priest and minister, Islam, mosque, imam, Quran.

Key Skills Developed—Use religious vocabulary to name features of the church building, talk about their significance and link to the Bible. Identify similarities and differences between churches and denominations worldwide. Ask good questions about the similarities and differences between different denominational practices. Make links between values and beliefs and behaviour. Talk knowledgeably about other places of worship. The features of the building and the worship that takes place there.

Computing

Unit Title—Programming - Turtle Logo.

Key Knowledge— In the context of using Turtle Logo know how to create and debug a procedure. Knowhow to use Turtle Logo to create and debug an algorithm that uses steps. Know how to create and debug an algorithm with different colours. Know how to create and debug an algorithm to fill areas with colour. Know how to create and debug an algorithm to write text. Know how to create and debug an algorithm to draw arcs.

Key Vocabulary- laptop, turtle logo, application, debug, algorithm, procedure, setpos, arc, commands

Key Skills Developed - Create and debug an algorithm to create a procedure. Create and debug an algorithm that uses setpos to draw shapes. Create and debug an algorithm with different colours. create and debug an algorithm to fill areas with colour. Create and debug an algorithm to produce text. Create and debug an algorithm to draw arcs.

Science

Unit Title—Forces and Magnets (A unit missed in Y3 due to lockdown)

Scientist Focus— Marie Curie

Key Knowledge— Identify the type of force required to carry out an action. • Investigate the force of friction produced by different surfaces. • Explain that magnets produce an invisible pulling force. • Identify magnetic materials. • Identify different types of magnet. • Investigate the strength of different magnets. • Identify when magnets will repel or attract based on their poles. • Construct a bar chart of their results. • Explain their predictions and conclusions using key words or prompts.

Key Vocabulary—Force, push, pull, friction, surface, magnet, magnetic, attract, magnetic field, pole, north, south, repel, compass, direction.

Key Skills Developed— The children will They develop their scientific enquiry skills, making observations, predictions and conclusions

History/Geography

Unit Title—Rainforest

Key Knowledge—Can describe animals and plants living in the rainforest. To know about the key aspects of physical geography and how to tell the difference between weather and climate. Know how to label a map to show countries where rainforests are found. To know some animals that live in each layer of the rainforest. To know the geographical similarities and differences through the study of human and physical geography of the UK and South America.

Key Vocabulary—rainforest, temperate, tropical, boreal, deciduous, caniferous, climate, tropics, forest, forest floor, understory layer, canopy layer, emergent layer, habitat, diet, species, natives, tribes, woodland, heathland.

Key Skills Developed—Can use maps and atlases to find rainforests, can describe key aspects of a tropical climate, can describe and understand the features of the layers of the rainforest, Can compare the Amazon rainforest with an English forest (Sherwood). Can explain the effects humans are having on the rainforest

Art/Design Technology

Unit Title—Rainforest art

Artist Focus— John Dyer

Key Knowledge— Evaluate and analyse the creative works of John Dyer, using the language of art, craft and design. Know about great artist, and understand the cultural development of their art works. Children will learn and research the work of John Dyer, especially the Spirit of the Rainforest, and King—At one with nature. Looking at the inspirations and techniques used to create his painting.

Key Vocabulary—imaginary, colours, contrast, paints, collage shape, pattern, texture, tone, primary colours, secondary colours, layering, brush strokes.

Key Skills Developed—Children will use sketchbooks to record observations of John Dyer's paintings/drawings and be encouraged to imitate and create their own painting in his style. They will improve their mastery of art techniques, including drawing, painting, and using collage. They will use a mixture of painting and collage to create their own John Dyer inspired rainforest picture

Outcome— Produce creative work, exploring their ideas and recording their experiences. Evaluate and analyse creative works using the language of art, craft and design. Understand the cultural development of the art form of John Dyer

PE—rounders/tennis/swimming

Key Skills/ team work, bowling, back stop, fielders, batters, fore hand, back hand, volley, serve.

Freestyle, breaststroke, backstroke, float

Music—Charanga Unit

Review, rewind, replay

French—Catherine Cheater

Term and Focus—Summer 2

Christian Value-Hope

PSCHE Focus- Changing Me

Worship- Gifts of the Spirit

Cross-Curricular Maths

Geography—Graphs and charts

Science—tally charts measurement

Cross-Curricular Writing

R.E—prayer writing

Science —report writing

Geography —fact file

Enhancement Ops

Swimming

Visit to church linked with R.E unit —

What is prayer

Community day —Rainforest

Transition day

English

Key Texts— The Great Kapok Tree by Lynne Cherry, Vanishing rainforest by Richard Platt and Journey to the River Sea by Eva Ibbotson

Grammatical knowledge developed— Consolidating—determiners, coordinating conjunction, subordinating conjunctions, adverb, prepositions, speech, tenses, noun types, root words, fronted adverbials, apostrophes, writing paragraphs.

Spelling rules— Adding the suffix—ous (no change to root word). Adding the suffix—ous (No definitive root word) - ous (words ending in 'y' become 'y' and words ending in 'our' become 'or'). Adding the suffix—ous (words ending in 'e' drop the 'e' but not 'ge'). Adverbials of frequency and possibility. Adverbials of manner.

Key genres—non chronological report, recount, letters, poems, balanced arguments.

Maths

Focus— Statistics Geometry —properties of shapes, position and direction

Key Knowledge— Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. Identify acute and obtuse angles and compare and order angles up to 2 right angles by size, compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes, identify lines of symmetry in 2D shapes presented in different orientations, complete a simple symmetrical figure with respect to a specific line of symmetry. Describe positions on a 2-D grid as co ordinates in the first quadrant. Plot specified points and draw sides to complete a given polygon. Describe movements between positions as translations of a given unit to the left/ right and up/down.

Key Vocabulary— interpret charts, comparison, sum, difference, line graphs, angles, triangles, quadrilaterals, lines of symmetry, position, grid, movement,.

RE

Unit Title— What is prayer?

Key Questions—What is prayer? How do people pray? When do people pray? Why do people pray? Where do people pray?

Key Knowledge—That prayer is the way in which believers communicate with God. Prayer is connected to faith. Christian beliefs are revealed in the content of prayers.

Key Vocabulary— Pray, prayer, collect

Key Skills Developed—Able to talk about the similarities and differences in the ways people of faith pray. Talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer.

Computing

Unit Title— Presentation Skills

Key Knowledge—Know how to select, use and combine a variety of software on a range of digital devices. Know how to combine a variety of software (including internet services). Know how to analyse evaluate and present data and information.

Key Vocabulary— branching, story, plan, link, image, picture, audio, video, template, textbox, title, theme, transition, animation, slide, object, link, hyperlink, button, shape, action setting, audio sound, embed, format, evaluate, text.

Key Skills Developed—Planning a story, create slide templates and organise with hyperlinks. Can add themes, transition and animation to a presentation. The children can use action settings, inset audio and video, as well as evaluate slide layout and make improvements.