

**English****Reading (word reading):**

- Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.
- Ask reasoned questions to improve his/her understanding of a text.

**Reading (comprehension):**

- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.
- Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.
- Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.
- Understand what he/she reads by predicting what might happen from details stated and implied.
- Retrieve and record information from non-fiction over a wide range of subjects.

**Writing (composition):**

- Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary.
- Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from English Appendix 2.
- Draft and write in narratives, creating settings, characters and plots.
- Evaluate and edit by assessing the effectiveness of his/her own writing.
- Proof-read for spelling errors and for punctuation- including full stop, apostrophe, comma, question mark, exclamation and inverted commas for speech.

**Writing (handwriting):**

- Use the diagonal and horizontal strokes that are needed to join letters, and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of his/her handwriting e.g. by

**Maths****Number:**

- **Count in multiples of 6, 7, 9, 25 and 1000.**
- Find 1000 more or less than a given number.
- **Order and compare numbers beyond 1000.**
- Read Roman numerals up to 100 (I to C) and know that, over time, the numeral system changed to include the concept of zero and place value.

**Fractions:**

- **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.**
- 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.

**Measure:**

- **Convert between different units of measure e.g. kilometre to metre, hour to minute.**
- Estimate, compare and calculate different measures, including money in pounds and pence.
- Read, write and convert time between analogue and digital 12- and 24-hour clocks.

**Statistics:**

- 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.**

ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

**Writing (spelling):**

- Understand and add the suffixes -ation, -ous.
- Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.
- Spell more complex words that are often misspelt with reference to English Appendix 1.
- Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.
- Use the first three or four letters of a word to check its spelling in a dictionary.

**Writing (VGP):**

- Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.
- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. 'the teacher' expanded to: 'the strict maths teacher with curly hair'.
- Use paragraphs to organise ideas around a theme.
- Use apostrophes to mark plural possession e.g. the girl's name, the girls' names.

Use commas after fronted adverbials.

**Science**

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.

**Working Scientifically**

*(choose which objectives to focus on; please ensure full coverage over the duration of a year).*

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help with answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

**Computing**

- Use the sensory room, radio room and other ICT resources to support cross-curricular learning throughout the topic
- Understand what servers are and how they provide service to a network

<ul style="list-style-type: none"> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>• Identify differences, similarities or changes related to simple scientific ideas and processes.</li> </ul> <p>Use straightforward scientific evidence to answer questions or to support his/her findings.</p>		
<p><b>History</b> (using powerpoint to create presentations to feedback to the rest of the class as part of an ongoing research project)</p> <ul style="list-style-type: none"> <li>• I can plot the Romans in a chronological framework using centuries and decades</li> <li>• I can explain how historic items and artefacts can be used to help build up a picture of life in the past.</li> <li>• To understand that sources can contradict each other.</li> <li>• I can explain how an event from the past has shaped our life today.</li> <li>• I can research two versions of an event and explain how they differ. The Roman Empire and its impact on Britain</li> <li>• This could include: <ul style="list-style-type: none"> <li>• ☒ Julius Caesar's attempted invasion in 55 BC</li> <li>• ☒ the Roman Empire by AD 42 and the power of its army</li> <li>• ☒ British resistance, e.g. Boudicca</li> <li>• ☒ "Romanisation" of Britain</li> </ul> </li> <li>• I can communicate my learning in an organised and structured way using appropriate terminology</li> </ul> <p><b>Black History</b></p> <ul style="list-style-type: none"> <li>• Septimus Severus Roman Emperor- of African descent</li> <li>• In power from A.D. 193-211</li> </ul> <p>He undertook a number of military actions in defence of Roman Britain against barbarian incursions and undertook reconstruction of Hadrian's Wall.</p>	<p><b>Geography</b></p> <p>History focus</p>	<p><b>Art</b></p> <p>I can sculpt clay and other mouldable materials.</p> <ul style="list-style-type: none"> <li>• I can use line, tone, shape and colour to represent figure and forms in movement.</li> <li>• I can integrate my digital images into my art.</li> <li>• I can experiment with the styles used by other artists.</li> <li>• I can explain some of the features of art from historical periods.</li> </ul> <p>Roman mosaics</p>
<p><b>DT</b></p> <ul style="list-style-type: none"> <li>• Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.</li> <li>• Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. cutting internal shapes, slot in frameworks.</li> <li>• Consider how existing products might be improved and how well they meet the needs of the intended user.</li> </ul>	<p>Activities:</p> <p>Research, design, make and evaluate Roman artefacts/mosaics.</p>	

**PSHE (SEAL) Getting on and falling out**

See SEAL: [Getting on and falling out](#)

Understanding how to keep yourself safe online and how to report anything that makes you feel unsafe.

**RE:Who Was Jesus?**

- Who do Christians believe Jesus to be?
- What evidence do Christians base their beliefs upon?
- What meaning does the life and death of Jesus have for Christians?

Know about the following concepts:

- A source of Christian belief and teaching – some Christians read the Bible every day and find it helpful for their everyday lives
  - The Old and New Testaments include many books with different genres; these include history, law, songs; Gospels and letters
  - The Gospel stories tell about events in Jesus’ life
  - Jesus’ teaching about the Kingdom of God in parables: The Lost Sheep
  - Ten Commandments with particular focus on the two greatest commandments
- Through finding out about a local place of worship:
- special places for Christians
  - there are many different types of Christian places of worship
  - belonging to a group and sharing activities with others is important and meaningful
  - worship includes the use of stillness and silence for reflection
  - Reasons why people pray
  - The Lord’s Prayer
  - The Bible (a source of Christian belief and teaching) used in services
- God:
- Father, Son and Holy Spirit
  - Christmas – Jesus’ birth
  - Choosing 12 disciples and friends
  - Jesus’ temptations
  - Jesus’ baptism
  - miracles and acts of healing e.g. ‘Stilling the storm’, ‘The four friends’ or ‘Healing a leper’
  - Easter – Jesus’ death, resurrection and afterwards
  - Christians believe Jesus’ life and death helps them have a relationship with God

**Outdoors**

- To develop our planting techniques.
- To understand where our food comes from.
- To gain an understanding of when and how certain produce was introduced into our country.
- To be able to use a variety of planting terms.
- To be able to use our understanding of plants to maintain their successful growth.

**Activities:**

- Growing - research the type of food introduced to Britain by the Romans (turnips, apples, pears, celery, carrots, asparagus, grapes). Chn to take on the role of the Romans and introduce some of these to the garden through planting sessions.
- English/History - use of the hall (lighting, sound system, smoke machine) to role-play the preparation before the Battle of Watling Street. Chn to use the outdoor environment to re-enact the battle of Watling Street (between Boudicca and the Romans) – writing stimulus.
- Maths – measure a variety of objects within the outdoor environment and then convert,

	<p>measure and calculate the perimeter of objects in the outdoor environment as well as identify acute and obtuse angles outside.</p> <ul style="list-style-type: none"> <li>• Geography – marking the countries that made up the Empire on the large world map (KS1 playground).<i>(Using Google Earth in the sensory room to look at the Roman Empire and compare it now to how it used to be)</i></li> <li>• RE – interviewing members of staff that follow the Christian faith to find out who they believe Jesus to be. <i>(use the green screen to interview)</i></li> </ul>
<p><b><u>Kitchen</u></b></p> <ul style="list-style-type: none"> <li>• Develop sensory vocabulary/knowledge using, smell, taste, texture and feel</li> <li>• Analyse the taste, texture, smell and appearance of a range of foods</li> <li>• Join and combine a range of ingredients.</li> <li>• Work safely and hygienically</li> <li>• Measure and weigh ingredients appropriately</li> </ul>	<p><b><u>Activities</u></b></p>
<p><b><u>P.E</u></b></p> <p><b>(PPA cover) see <a href="#">scheme of work</a> (Invasion games reinforcement/development)</b>  <b>(Class teacher) Swimming lessons led by GLL.</b></p>	
<p><b><u>Music</u></b></p> <p>Dissect and analyse a piece of music. Describe it in musical terms e.g. forte, lento...  Learn some singing games to play either as a class or in a small group.  To read and clap some written rhythms.  To learn some singing warm up exercises.  Sing in unison as a class.</p>	
<p><b><u>MFL</u></b></p> <p><b><u>Listening</u></b></p> <ul style="list-style-type: none"> <li>• Gain overall understanding of an extended spoken text which includes some familiar language, for example summarising in English the key points of what he/she has heard in the target language.</li> <li>• Identify different ways to spell key sounds, and select the correct spelling of a familiar word.</li> </ul> <p><b><u>Speaking</u></b></p> <ul style="list-style-type: none"> <li>• Take part in conversations and express simple opinions giving reasons.</li> <li>• Adapt known complex sentences to reflect a variation of meaning.</li> <li>• Begin to use intonation to differentiate between sentence types.</li> <li>• Create a short piece for presentation to an audience.</li> </ul>	

### **Reading**

- Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation.
- Learn a song or poem using written text for support.
- Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.

### **Writing**

- Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank.
- Use a wide range of adjectives to describe people and things, and use different verbs to describe actions.

### **Grammar**

- Know how to conjugate some high frequency verbs.
- Understand how to make changes to an adjective in order for it to 'agree' with the relative noun.

### **Visits visitors and Trips**

Museum of London,

Lullingstone Villa

Rainbow theatre – The Romans