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| **Key texts** | **Key Inspiration** | **Key sources** |
| Range of Non-fiction texts detailing life in Roman BritainRoman Myths - Romulus and Remus Dido and AeneasThe Romans: Gods, Emperors and DormiceAtlas and maps of Roman BritainContinued from last half term | Maps of Roman BritainAccounts of invasion and life in Roman BritainRoman mosaics | Non-fiction library textsOnline images of locally found artefactsOnline mapping technologiesAncient mapsland use maps |

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| **English** | **History** |
| **To write for a purpose; to organise writing appropriately** | **Great Explorers** |
| **Big Questions** | Continued from last half termReadingCan you explain and discuss what you have read?Can you make simple inferences about what you have read?Can you recognise the features of Roman myths?WritingWhat techniques can you use in your writing to make it interesting?Can you use powerful verbs and adjectives in your writing?Can you include subordinate clauses in your writing? | **Big Questions** | Can you describe what makes a person important in history?Can you find out about some of the great explorers in history?Can you compare the experiences of two famous explorers?Can you find out about Captain Scott’s journey to the Antarctic? |
| **Context for learning** | ReadingRead, discuss and respond to class texts to describe characters feelings and motivations. Participate in drama and role play activities to explore ideas further.WritingPlan and write your own version of a Roman myth.Write a diary entry of a Roman soldier living in Britain. | **Context for learning** | Sorting significant people into different groups.Listening to stories of explorers adventures.Drama and role play activities.Creating posters to show what you have learned.Watching video clips.Write a diary entry imagining you are Captain Scott. |
| **Key Vocabulary** | Retrieve, record, explain, inference*;* tense – past, present, powerful verbs, subordinate clause, speech marks, conjunction | **Key Vocabulary** | Christopher Columbus, America, Cuba, The Bahamas, Native Americans, ship, sailor, voyage, deck, the Indies, The NewWorld, Neil Armstrong, space, astronaut, mission, NASA, similar, different, compare, moon, rocket, Robert Falcon Scott, Antarctic, South Pole, Arctic, North Pole, diary, sledge, frostbite, polar, brave/bravest, important, legacy, memorial. |

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| **Geography** | **Art/Design & Technology** |
| **Magical Mapping** | **Roman jewellery** |
| **Big Questions** | Can you name different types of maps and explain some of the key features of maps?Can you draw a simple sketch map?Can you identify map symbols?Can you use aerial photographs and recognise basic human and physical features? | **Big Questions** | Can you describe some of the materials Roman jewellery was made from?Can you explain which jewellery Roman men wore?How was the jewellery Roman women wore different? |
| **Context for learning** | Draw a sketch map of school including key features and labels; use an atlas to find countries around the world; solve riddles about the oceans and continents of the world; observe aerial photographs. | **Context for learning** | Design and make various items of Roman jewellery such as an amulet and necklace. |
| **Key Vocabulary** | Sketch map, key, compass rose, aerial view, map symbols, direction, route, human, physical, continent, country | **Key Vocabulary** | Symbol, ring, bracelet, necklace, brooch, amulet |

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| **Maths** | **Science** | **Computing** |
| **Fractions and Measurement: Length and Height** | **Exploratory unit about Electricity** | **Digital Photography** |
| **Big Questions** | **Fractions**-Can you recognise, find, name and write the fractions ½, 1/3, ¼, 2/4, ¾ of a length, shape, set of objects or quantity?Can you write simple fractions like this ½ of 6 = 3?Do you recognise that 2/4 and ½ are equivalent fractions?**Measurement**-Can you measure accurately to the nearest cm using a ruler or tape measure?Can you choose the most appropriate equipment to measure objects?Can you compare the lengths of objects using comparison language and symbols?Can you solve one and two step problems using the four operations? | **Big Questions** | Can you name some everyday objects which require electricity to make them work?Do you understand that electricity is dangerous?Can you explain how to stay safe around electricity?Can you explain which appliances are less dangerous than others?Can you make a complete circuit using batteries, bulbs and wires and to make a bulb or buzzer work?Do you know that circuits can be used to make simple devices? | **Big Questions** | Do you know which devices can be used to take photographs?Can you use a digital device to take a photograph?Can you describe what makes a good photograph?Can you decide how photographs can be improved?Can you explain how to use tools to change a photograph? |
| **Context for learning** | **Fractions**Exploring fractions of shapes, sets of objects and quantities; solving simple word problems involving fractions**Measurement**Practical activities choosing and using appropriate standard units – metres or centimetres – to estimate and measure length and height to the nearest unit. Compare and order length and record the results using <, > and = | **Context for learning** | Explore and sort a selection of objects into categories investigating whether they use electricity or not.Watch videos regarding safety with electricity.Make posters to show how to stay safe around electricity.Investigate how to make a complete circuit.  | **Context for learning** | Explore taking photos, work collaboratively to figure out how to take a good photo using digital devices, explore taking photos in different formats, explore the effect of light when taking photographs, explore image editing software |
| **Key Vocabulary** | Equal, not equal, fraction, numerator, denominator, half, quarter, third; centimetre, metre, length, width, estimate, measure | **Key Vocabulary** | Electricity, appliance, safety, dangerous, battery, circuit, wires, crocodile clips, bulb, buzzer, device | **Key Vocabulary** | Device, camera, photograph, capture, image, digital, landscape, portrait, horizontal, vertical, field of view, narrow, wide, format, framing, focal point, subject matter |

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| **Religious Education** | **PSHE** | **School Values** |
| **Why does Easter matter to Christians?** | **Good To Be Me** | **Courage** |
| **Big Questions** | Can you tell the stories from the Bible of Holy Week and Easter?Do you know that Jesus gives instructions to Christians about how to behave?Can you give an example of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter? | **Big Questions** | Do you understand that there are similarities and differences between everyone?Do you know how to feel good about yourself in difficult situations?Can you recognise different feelings in yourself and others, such as surprise and disappointment?Can you stand up for yourself and act assertively? | **Big Questions** | Can you explain what courage is?Do you know that courage is being able to face our fears or new challenges?How can we find the inner strength to show courage?How can you show courage in your daily life? |
| **Context for learning** | Use your senses to explore Springtime and the idea of new life.Listen to and explore the events of the Easter story.Explore which parts of the Easter story are happy/sad. | **Context for learning** | Circle time activities to identify what makes you, you. Exploring stories.Identifying different feelings through drama and role play scenarios. | **Context for learning** | School worship.Drama and role play activities.Community links –Parents can encourage children to make the right choices in their community. |
| **Key Vocabulary** | Easter, Jesus, Holy Week, gospel, Mary Magdalene, disciples, Jerusalem, crucifixion | **Key Vocabulary** | Similarities, differences, individuality, identity, surprised, worried, hopeful, excited, choices, assertive, aggressive, passive, angry | **Key Vocabulary** | Courage, strength, challenges, choices |

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| **Languages** | **Music** | **Sport/P.E** |
| **Les Instruments** | **Instruments** | **Tri Golf** |
| **Big Questions** | Can you name ten instruments in French?Can you match all the new French words to the appropriate picture?Can you say that you can play an instrument in French correctly? | **Big Questions** | Continued from last half term -Can you name some of the instruments in the orchestra?How can you play the whistle successfully?Can you explain the difference between the walk and the running notes? | **Big Questions** | Can you control the direction of the ball using a putter and chipper?Can you control the distance travelled by the ball using the putter and chipper?Can you use your knowledge of putting and chipping to score points and work effectively as a team? |
| **Context for learning** | Learn the vocabulary linked to instruments.Show increasing confidence when speaking out loud.  | **Context for learning** | Play as a part of an ensemble using correct fingering to play the whistle. Play in time using rhythmic techniques.Understand the differences between each family in the orchestra. | **Context for learning** | Practise using different swings for different shots. Show accuracy when striking the ball towards a target. Practise getting flight on the ball when hitting towards a target area. |
| **Key Vocabulary** | Je joue, la trompette, la batterie, la guitar, la flute a bec, la clarinette, la harpe, la piano, le triangle, le violon, les cymbales | **Key Vocabulary** | Melody, harmony, tempo, fingering, breath control, rhythmOrchestra, strings, woodwind, brass, percussion | **Key Vocabulary** | Putter, chipper, putting, chipping, fairway, bunker |