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| **Term** | Summer | **Curriculum Strands** | Our Community and Beliefs |
| **Classroom Environment** | Create Display board including key vocabulary.  Topic vocabulary. SLS Topic books. What we already know. What we want to know. | **Super Starter (Hook)**  **&**  **Education Visit/Visitor** | Roman Day, Roman Bootcamp training  Horrible Histories film  Bignor Roman Villa trip |
| **Key Texts** | **Julius Zebra: Rumble with the Romans by Gary Northfield (AR level: 4.3)**  Selection of Roman myths including Romulus and Remus and Jupiter & the Bee  Roman Diary: The Journal of Iliona, Young Slave by Richard Platt  Escape from Pompeii by Christina Balit (AR level: 4.9) | **End Product** | Art work, Roman shields, diary writing, newspaper reports, Roman numerals, descriptive writing |
| **English** | Pompeii newspaper reports – write to inform – 3 weeks (overlap with Tremors)  Roman Myths and Legends (Jupiter and the Bee) - write own roman myth by changing the animal – write to entertain – 3 weeks  Diary entries from the perspective of a Roman – write to inform – 3 weeks | | |
| **Science** | Light  Pupils should be taught to:  **N.C. Obj.** Recognise that they need light in order to see things and that dark is the absence of light  **N.C. Obj.** Notice that light is reflected from surfaces  **N.C. Obj.** Recognise that light from the sun can be dangerous and that there are ways to protect their eyes  **N.C. Obj.** Recognise that shadows are formed when the light from a light source is blocked by an opaque object  **N.C. Obj.** Find patterns in the way that the size of shadows change  Working Scientifically  **N.C. Obj.** Asking relevant questions and using different types of scientific enquiries to answer them  **N.C. Obj.** Setting up simple practical enquiries, comparative and fair tests  **N.C. Obj.** Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  **N.C. Obj.** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions  **N.C. Obj.** Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  **N.C. Obj.** Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  **N.C. Obj.** Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  **N.C. Obj.** Identifying differences, similarities or changes related to simple scientific ideas and processes  **N.C. Obj.** Using straightforward scientific evidence to answer questions or to support their findings. | | |
| **P.E.** | Swimming and cricket | | |
| **History** | Roman Britain  **N.C. Obj.** Pupils should be taught about the Roman empire and its impact on Britain  This could include:   * Julius Caesar’s attempted invasion in 55-54 BC * The Roman Empire by AD 42 and the power of its army * Successful invasion by Claudius and conquest, including Hadrian’s Wall * British resistance, for example, Boudicca * "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity | | |
| **Geography** | **N.C. Obj.** Name and locate counties and cities of the United Kingdom, geographical regions, identifying their use patterns and understand how some of these aspects have changed over time  **N.C. Obj.** Understand geographical similarities and differences through the study of human and physical geography of a region of: a region in a European country | | |
| **Art** | Volcanoes (Andy Warhol and Nick Rowland) and Roman Shields  Sketch design and paint in style of Andy Warhol  **N.C. Obj.** To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  **N.C. Obj.** Learn about great artists, architects and designers in history | | |
| **D&T** | Cushions  Design  **N.C. Obj.** Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups  **N.C. Obj.** Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design  Make  **N.C. Obj.** Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately  **N.C. Obj.** Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities  Evaluate  **N.C. Obj.** Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work | | |
| **Music** | Instrument: recorder | | |