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| <p>Spring's enhanced curriculum</p> <p><i>Stem Family Day</i> <i>Wandlebury Iron Age</i> <i>Hillfort Visit</i> <i>Family Café</i> <i>World Book Day</i> <i>Festival of Crosses</i> <i>Safer Internet day</i></p> | <ul style="list-style-type: none"> -explain how some forces require contact and some do not, giving examples. -explore and explain how objects attract and repel in relation to objects and other magnets. -predict whether objects will be magnetic and carry out an enquiry to test this out. -describe how magnets work. -predict whether magnets will attract or repel and give a reason. | | <ul style="list-style-type: none"> -research in order to find similarities and differences between two or more periods of history. -Celtic warriors -hillforts -Iron age technology and its impact -Druids -Farming and trade -Stone Henge -Roundhouses | | | | not like about a piece of music. |
| <p>Summer 1</p> | <p>Plants</p> <ul style="list-style-type: none"> -describe the function of different parts of flowering plants and trees. -explore and describe the needs of different plants for survival. -explore and describe how water is transported within plants. -describe the plant life cycle, especially the importance of flowers. | <p>Location and place knowledge</p> <ul style="list-style-type: none"> -Italy/ Rome -Locate Roman Empire on a world map -use an atlas by using the index to find places. | <p>Roman Britain</p> <ul style="list-style-type: none"> -describe events from the past using dates when things happened. -use a timeline within a specific period of history to set out the order that things may have happened. -use my mathematical knowledge to work out how long ago events happened. -explain some of the times when Britain has been invaded. -use research skills to find answers to specific historical questions. | <p>- Roman Projects</p> | <p>Romans</p> <ul style="list-style-type: none"> -Mosaics / pointillism -identify the techniques used by different artists. -recognise when art is from different cultures. -recognise when art is from different historical periods. -Roman shields -Chariot designs -Use a variety of media to show the plant life cycle | <p>Coding</p> <ul style="list-style-type: none"> - find errors and amend. (debug) - write a simple program and test it. - predict what the outcome of a simple program will be (logical reasoning). -understand that algorithms are used on digital devices. | <p>Charanga</p> <ul style="list-style-type: none"> - sing or clap increasing and decreasing tempo. - recognise the work of at least one famous composer. |
| <p>Summer 2</p> | <p>Animals including Humans</p> <ul style="list-style-type: none"> -explain the importance of a nutritious, balanced diet. -explain how nutrients, water and oxygen are transported within animals and humans. -describe and explain the skeletal system of a human. -describe and explain the muscular system of a human. -describe the purpose of the skeleton in humans and animals. -describe the plant life cycle, especially the importance of flowers. | <p>Volcanoes</p> <ul style="list-style-type: none"> -describe how volcanoes are created. -locate and name some of the world's most famous volcanoes. -describe how earthquakes are created. | <ul style="list-style-type: none"> -research in order to find similarities and differences between two or more periods of history. -Comparisons to Celtic Britain -What makes a successful empire -Roman buildings – Villas/ Colosseum -Gods and Goddesses -Roman numeral system -Roman Army Boudicca's rebellion | | <p>-Chariot designs</p> | <p>E-Safety</p> <ul style="list-style-type: none"> - know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc). - use the internet for learning and communicating with others, making choices when navigating through sites. -use technology respectfully and responsibly. -understand the need to keep personal information and passwords private. -understand that if personal information is available online it may be seen and used by others. -know how to respond if asked for personal information or feel unsafe about content of a message. | |
| <p>Summer's enhanced curriculum</p> <p><i>Scarecrow Family Day</i> <i>Sports Day</i> <i>Family Cafe</i></p> | | | | | <p>-Volcanoes (chalk drawings)</p> | | |

English – Talk4Writing

PE – LTP

Spanish – Separate Curriculum Statement