



	Autumn Term The Empire Strikes (Romans)	Spring Term The Living Rainforest	Summer Term The Mysteries of the Maya
Values	Kindness, Equality, Friendship, Love	Hope, Thoughtfulness, Respect	Courage, Resilience, Individuality, Courtesy
Enrichment (Visits / visitors)	Visit to the Verulamium (18.09.2019) Primary Proms (09.10.2019) Roman Day (07.11.2019)	Visit to The Living Rainforest (12.03.2020) LKS2 Production (10.02.2020-6:30pm) LKS2 Production (13.02.2020-1:30pm)	Mayan Day (Date TBC)
English	<p>Adventure Stories – Dragons Traditional stories, descriptive writing, imaginary worlds, dilemma and issues</p> <ul style="list-style-type: none"> Draft and write by composing and rehearsing sentences orally Plan writing by discussing and recording ideas. Draft and write narratives: creating settings, characters and plot with consideration for the audience and purpose. Propose changes to grammar and vocabulary to improve consistency <p>Information Text – The Roman Army Non chronological report, letter, debate, CV</p> <ul style="list-style-type: none"> Plan writing by discussing writing similar to that which the child is planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and organise paragraphs around a theme. Draft and write non-narrative material, using simple organisational devices (e.g. headings and sub-headings). Proof read for spelling and punctuation errors 	<p>Shakespeare’s Play scripts Script writing, scenes within scenes, film narrative, timeline, biography, role play, interviews</p> <ul style="list-style-type: none"> Participate in discussions, presentations, performances, role play, improvisations and debates Create a play script based on a narrative Evaluate and edit by assessing the effectiveness of my own and others’ writing. <p>Persuasive Writing – Deforestation Stories from other cultures, descriptive writing, argument, letter, leaflet</p> <ul style="list-style-type: none"> Plan writing by discussing writing similar to that which is being planned to write in order to understand and learn from its structure, vocabulary and grammar Draft and organise paragraphs around a theme. Articulate and justify answers, arguments and opinions Select and use appropriate registers for effective communication. Consider and evaluate different viewpoints, attending to and building on the contributions of others 	<p>Stories from other cultures – Folktales Myths, legends, traditional stories, stories from other cultures</p> <ul style="list-style-type: none"> Plan writing by discussing and recording ideas. Draft and write narratives: creating settings, characters and plot with consideration for the audience and purpose. Evaluate and edit by assessing the effectiveness of one’s own and others’ writing and suggest improvements Read aloud my own writing <p>Explanation Texts – The Water Cycle Instructions, explanation, diagrams, recount</p> <ul style="list-style-type: none"> Plan writing by discussing writing similar to that which is being planned to write in order to understand and learn from its structure, vocabulary and grammar Draft and organise paragraphs around a theme. Draft and write non-narrative material, using simple organisational devices (e.g. headings and sub-headings).

	<p style="text-align: center;">Performance Poetry Performing, role play, public speaking techniques, evaluation</p> <ul style="list-style-type: none"> • Draft and write by composing and rehearsing sentences orally • Gain, maintain and monitor the interest of the listener • Participate in performances, role play 	<ul style="list-style-type: none"> • Propose changes to grammar and vocabulary to improve consistency <p style="text-align: center;">Narrative Poetry Classic Poetry writing, diaries, letters, film narrative</p> <ul style="list-style-type: none"> • Draft and write by composing and rehearsing sentences orally • Speak audibly and fluently with an increasing command of Standard English • Composing and rehearsing sentences orally • Organising verses around a theme • Proof read for spelling and punctuation errors • Read aloud own writing, to a group or the whole class 	<ul style="list-style-type: none"> • Select and use appropriate registers for effective communication. • Use relevant strategies to build their vocabulary <p style="text-align: center;">Take One Poet – Benjamin Zephaniah Dramatic conventions, significant poets, role play, performances</p> <ul style="list-style-type: none"> • Speak audibly and fluently with an increasing command of Standard English • Proof read for spelling and punctuation errors • Read aloud my own writing, to a group or the whole class
<p style="text-align: center;">Grammar Focus</p>	<ul style="list-style-type: none"> • Fronted adverbials e.g. Later that day, I heard the bad news. • Draft and organise paragraphs around a theme. • Inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause, and punctuation within inverted commas. • Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases • Commas after fronted adverbials • Pronoun or noun, within and across sentences, to aid cohesion and avoid repetition. • Use of 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 of conjunctions, including when, if, because, although to extend sentences. • Differences between the plural and the possessive • Revise fronted adverbials e.g. Later that day, I heard the bad news. • Revise drafting and organising paragraphs around a theme. • Revise inverted commas and other punctuation to indicate direct speech e.g. a comma after the reporting clause, and punctuation within inverted commas. • Using the present perfect form of verbs in contrast to the past tense • Using apostrophes to mark plural possession • Using and understanding the terms - Preposition, conjunction etc.... 		
<p style="text-align: center;">Spelling Focus</p>	<ul style="list-style-type: none"> • Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian • Understand and add the suffixes -ation, -ious • Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt 'que' • Use the prefixes in-, il-, ir-, sub-, inter-, super-, anti-, auto- • Possessive apostrophes (e.g. girls', boys') and in words with irregular plurals (e.g. children's). • Homophones (eg accept/except, affect/effect, ball/bawl, berry/bury) • Spell words with the 's' sound spelt 'sc' e.g. science 		

<p>Maths</p>	<p>Position and Direction</p> <ul style="list-style-type: none"> Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations Plot specified points <p>Place Value</p> <ul style="list-style-type: none"> Count in multiples of 6, 7, 9, 25 and 1000 Find 1000 more or less than a given number Count backwards through zero to include negative numbers Recognise the place value of each digit in a four-digit number Order and compare numbers beyond 1000 Identify, represent and estimate numbers Round any number to the nearest 10, 100 or 1000 Read Roman numerals to 100 <p>Addition and Subtraction</p> <ul style="list-style-type: none"> Add and subtract numbers with up to 4 digits Columnar addition and subtraction Estimate and use inverse operations to check answers <ul style="list-style-type: none"> Solve addition and subtraction two-step problems <p>Length and Perimeter</p> <ul style="list-style-type: none"> Convert between different units of measure Measure and calculate the perimeter <p>Multiplication and Division</p> <ul style="list-style-type: none"> Recall multiplication and division facts for multiplication tables up to 12×12 Multiplying by 0 and 1; dividing by 1; multiplying together three numbers Recognise and use factor pairs 	<p>Area</p> <ul style="list-style-type: none"> Find the area of rectilinear shapes by counting squares <p>Fractions and Decimals</p> <ul style="list-style-type: none"> Recognise and show equivalent fractions Count up and down in hundredths Solve problems involving fractions to calculate quantities Add and subtract fractions with the same denominator Recognise and write decimal equivalents <p>Time</p> <ul style="list-style-type: none"> 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. <p>Money</p> <ul style="list-style-type: none"> Estimate, compare and calculate different measures, including money in pounds and pence 	<p>Statistics</p> <ul style="list-style-type: none"> Interpret and present data using bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. <p>Properties of Shape</p> <ul style="list-style-type: none"> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify acute and obtuse angles Identify lines of symmetry in 2-D shapes <p>Fractions and Decimals</p> <ul style="list-style-type: none"> Find the effect of dividing a one- or two-digit number by 10 and 100 Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places Solve simple problems involving fractions and decimals to two decimal places. <p>Multiplication and Division</p> <ul style="list-style-type: none"> Multiply two-digit and three-digit numbers Solve problems involving multiplying and adding,
<p>Science</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> 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 	<p>Electricity</p> <ul style="list-style-type: none"> Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, 	<p>States of matter</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases

	<ul style="list-style-type: none"> Construct and interpret a variety of food chains, identifying producers, predators and prey <p>Sound</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sound travel through a medium to the ear Find patterns between pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases 	<p>including cells, wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none"> Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with good conductors <p>Living things and their habitats</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things 	<ul style="list-style-type: none"> Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
Computing	<p>We are software developers</p> <ul style="list-style-type: none"> Develop an educational computer game using selection and repetition. Understand and use variables. Start to debug computer programs. Recognise the importance of user interface design, including consideration of input and output. 	<p>We are co-authors</p> <p>Become aware of my responsibilities when editing other people's work. I can understand the conventions for collaborative online work, particularly in wikis.</p> <ul style="list-style-type: none"> Become familiar with Wikipedia, including potential problems associated with its use. Practise research skills. Write for a target audience using a wiki tool. Develop collaboration skills. 	<p>We are meteorologists</p> <ul style="list-style-type: none"> Understand different measurement techniques for weather, both analogue and digital. Use computer-based data logging to automate the recording of some weather data. Use spreadsheets to create charts Analyse data, explore inconsistencies in data and make predictions Practise using presentation software and, optionally, video
History	<p>Romans</p> <ul style="list-style-type: none"> Order events in chronological order – Timeline of events (where are the Romans in terms of chronological history) Legend of Romulus and Remus – who built Rome The history of Roman soldier – what did they wear, what was their life like, weapons 	<p>Rainforests around the World</p> <ul style="list-style-type: none"> Deforestation – looking at the cutting down of trees and how it effects the environment and animals Native tribes – what tribes live near or in rainforests The importance of rainforests – what has changed overtime, why are they disappearing, how can we save them, what animals live there (discussion text) 	<p>Mayans</p> <ul style="list-style-type: none"> Order events in chronological order – Timeline of events (where are the Mayans in terms of chronological history) Look at the development of key civilization and their influences on houses, jobs, clothing and food. Compare with modern day.

	<ul style="list-style-type: none"> Compare and contrast everyday life from the Romans to modern day – jobs, food, and clothing. Learn about key historical figures related to the Roman period – Julius Caesar etc. Look at the development of the Roman empires and their influences on Britain today – Roads, plumbing, bridges, inventions etc. Identify symbols and working with the Roman numerical system and comparing to the our own place value 	<ul style="list-style-type: none"> Layers of the rainforest 	<ul style="list-style-type: none"> Explore different types of evidence of the Mayans – looking at historical artefacts Identify words when working with the Mayan hieroglyphics Work with the ancient Mayan number system and compare to our own 			
Global Dimension	<ul style="list-style-type: none"> What did the Romans bring to England? Comparing countries taken over by Romans and those not. Learn about key historical figures Identify symbols and working with the Roman numerical system 	<ul style="list-style-type: none"> Sustainable farming Where the rainforests are and what they bring to the world Global miles that our favourite food has travelled from 	<ul style="list-style-type: none"> What did the Mayas bring to England? Identify symbols and working with the Maya numerical system and calendar Discuss the food introduced to the world by the Mayans. 			
Geography	Romans <ul style="list-style-type: none"> Locating places on the map – which UK cities and towns were invaded by the Romans Locating the Roman countries on a map – which countries were taken over by Romans Human – similarities and differences between our life and the Romans – types of settlements and land use, economic activity, including trade links 	Rainforests around the World <ul style="list-style-type: none"> What countries have rainforests Climate zones Mountains, volcanoes and earthquakes and the water cycle Ask and answer geographical questions about the physical and human characteristics of South America Explain their own views about the rainforest giving reasons to support. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Capricorn and Cancer. Describe geographical similarities and differences between South America and Britain. 	Mayans <ul style="list-style-type: none"> Locate ancient Mayan civilization in Central America/the world on a world map – to use maps and atlases to identify countries Locating the Roman countries on a map – which countries were taken over by Romans Compare and contrast everyday life from the Mayans to modern day 			
RE	Do Murtis help Hindus understand God? Can the arts help communicate religious beliefs?	Should Christians worship Mary? Does participating in worship help people feel closer to God or their faith community?	Is a holy journey necessary for believers? Is religion the most important influence and	Should believers give things up? Do religious people lead better lives?	Did Jesus really do miracles? Do sacred texts have to be true to help people understand their religion?	Does prayer change things? Do religious people lead better lives? Is it possible to hold religious beliefs

		Can the arts help communicate religious beliefs?	inspiration in everyone's life?			without trying to make the world a better place?
Spanish	Revision of colours from Year 3 Parts of the body Asking for Spanish translation Zoo animals Christmas theme		Member of the family Ask and answer questions about family members Pets Easter		Revision of colours Hobbies Numbers 13-30 Weather expressions Clothing items for packing a suitcase	
PE	Games- 'Real PE' Through a range of sports and activities including netball, football, cross country and hockey, pupils will develop their skills in the following areas: <ul style="list-style-type: none"> Physical- linking movement with quality actions. Social- organising and guiding others in team games. 	Dance <ul style="list-style-type: none"> Introduction to Irish Dance Gym <ul style="list-style-type: none"> 'Val Sabin' Scheme of Work Travelling, along with jumping and rolling. 	Games- 'Real PE' Through a range of sports and activities including netball, football, cross country and hockey, pupils will develop their skills in the following areas: <ul style="list-style-type: none"> Personal- consistently trying to improve and setting targets. Health & Fitness- knowing why exercise is beneficial. 	Dance <ul style="list-style-type: none"> Rock n Roll Gym <ul style="list-style-type: none"> 'Val Sabin' Scheme of Work Balancing, along with moving in to and out of rolls. 	Games- 'Real PE' Through a range of sports and activities including athletics, cricket and tennis, pupils will develop their skills in the following areas: <ul style="list-style-type: none"> Cognitive- being able to describe how to improve to team mates. Creative- refining and changing tactics. 	Dance <ul style="list-style-type: none"> 'I got Rhythm' an intordcution to Tap Gym <ul style="list-style-type: none"> 'Val Sabin' Scheme of Work Emphasising body shape, speed and space.
Art	Steven Wiltshire (London landmarks and cityscapes) <ul style="list-style-type: none"> Show line, tone and texture when drawing in sketch books. Annotate sketches to explain and elaborate ideas Sketch lightly Use shading to show light and shadow Use hatching and cross hatching to show tone and texture Create a London cityscape in the style of Steven Wiltshire. 		Henri Rousseau (colour wheels, rainforest paintings) <ul style="list-style-type: none"> Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines Mix colours effectively Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by studies of others 		Sonia Delaunay <ul style="list-style-type: none"> Mix colours effectively Use watercolour paints to produce washes for backgrounds then add detail. Experiment with creating moor with colour Replicate some of the techniques used by notable artists, artisans and designers Create original pieces that are influenced by studies of others 	

DT	Structures – Making a Musical Instrument <ul style="list-style-type: none"> Children will write instructions for how to make their own instrument. Children will be choosing materials specific to their chosen instrument Use appropriate materials for their design Make a fully functioning musical instrument. 		Electrical Systems – Making a Torch <ul style="list-style-type: none"> Children will use varied methods to design their own torch Order the main stages of making. Select from and use appropriate tools with accuracy to cut and join materials and components. Connect simple electrical components and batteries in a series circuits to achieve a functional torch. 		Food – Making a Healthy and Varied Diet <ul style="list-style-type: none"> Plan the main stages of a recipe, listing ingredients, utensils and equipment. Select and use appropriate utensils and equipment to prepare and combine the ingredients. Children to use success criteria to make a healthy eating wrap/pitta bread sandwich/sandwich 	
Music	Ukulele introduction Strumming Chord of C Simple songs Chord of F	New chord G7 Learning G7 Practising changing chords Developing singing Songs with 3 chords	Partner Songs More practice of G7 Songs with three chords Oh When the Saints and partners	A tricky strum Songs with three cords More complicated strumming patterns Developing confident singing	A minor A new ukulele chord More partner songs Ukulele assessment and target setting	Preparing for a performance Ukulele revision Chords and strums Individual practice Final performance