

	Autumn (7 weeks & 7 weeks)		Spring (6 weeks & 6 weeks)		Summer (6 weeks & 8 weeks)	
Title	Remarkable Romans		Wild and Wonderful Weather		Materials	
Power of reading	The Lost Happy Endings By Carol Ann Duffy	Escape From Pompeii By Christina Balit	Charlotte's Web By EB White	The Ice Bear By Jackie Morris	The Iron Man By Ted Hughes	The Tin Forest By Helen Ward and Wayne Anderson
Class book	Romans on the Rampage By Jeremy Strong		Hurricane By David Wiesner	Storm By Kevin Crossley-Holland	The Iron Woman By Ted Hughes	
WOW	Roman shield making		Ice blast hits classroom		Iron Man has left body parts (Iron material) in the classroom	
Trips and visitors	Trip to Caerleon – Museum, workshop, Amphitheatre 6.10.17		Local Walk		@ Bristol	
English	<i>The Lost Happy Endings</i> By Carol Ann Duffy (6 weeks) <b>Teaching approaches:</b> □ Reading aloud □ Book Talk □ Visualisation □ Response to illustration □ Role on the Wall □ Hot-seating □ Soundscapes □ Debate and Discussion □ Readers' Theatre <b>Writing Outcomes:</b> □ Writing in role □ Advisory notes □ Non-chronological reports □ Narrative □ Poetry  <b>Writing assessment/editing process (1 week)</b>	<b>Roman Myths (1 week)</b> <ul style="list-style-type: none"><li>Comprehension</li><li>Character description</li><li>Setting description</li><li>Narrative writing</li></ul> <b>Researching/recording information and newspaper report of Pompeii (2 weeks)</b> <ul style="list-style-type: none"><li>Newspaper report</li><li>Non chronological report</li><li>1<sup>st</sup> person narrative</li></ul> <b>SPaG</b> <ul style="list-style-type: none"><li>VCOP WEEK</li><li>SPAG skills</li></ul>	<i>Charlotte's Web</i> By EB White (3 weeks) <b>Teaching approaches:</b> □ Reading aloud and rereading □ Shared reading □ Shared writing □ Tell me □ Role play □ Visualisation □ Drawing and annotating □ Storyboxes <b>Writing outcomes:</b> □ Writing in role □ Reading journals □ Word collections □ Bookmaking □ Poetry □ Narrative  <b>Non-Chronological reports – Weather and Season related (2 weeks)</b>  <b>Writing assessments/ editing process etc. based on The Literacy Shed (2 weeks)</b>	<i>The Ice Bear</i> by Jackie Morris (6 weeks) <b>Teaching Approaches:</b> □ Reading Aloud and Re-reading □ Discussion and debate □ Drawing and annotating □ Book Talk □ Visualisation and Drawing □ Exploring Non-Fiction □ Shared Writing □ Performance poetry □ Drama and Role-Play □ Hot-Seating □ Reader's Theatre <b>Writing Outcomes:</b> □ Non-Chronological Reports □ Drafting and Editing □ Poetry □ Writing in Role □ Diary Entries □ Creative Writing □ Letter	<i>The Iron Man</i> By Ted Hughes (4 weeks) <b>Teaching Approaches:</b> □ Reading aloud and rereading □ Visualisation □ Drawing and annotating □ Readers' theatre □ Drawing comparisons □ Drama and role-play □ Debate □ Writing in role □ Shared writing <b>Writing Outcomes:</b> □ Annotated drawings □ Recounts (diary entries) □ Persuasive letter □ List poetry □ Questions □ Newspaper report  <b>Procedural writing (1 week)</b> <b>Letter writing (1 week)</b>	<i>The Tin Forest</i> By Helen Ward and Wayne Anderson (6 weeks) <b>Teaching Approaches:</b> □ Reading aloud and re-reading □ Role-Play and Drama □ Role on the Wall □ Visualising □ Hot Seating □ Book Talk □ Graph of Emotion □ Soundscapes □ Response to Illustration □ Drawing and Annotating □ Story boxes □ Shared writing □ Freeze frame □ Reader's Theatre <b>Writing Outcomes:</b> □ Writing in role □ Diary entry □ Poetry □ Descriptive Writing □ Letter writing □ Book Reviews □ Creative Writing  <i>The Iron Woman</i> By Ted Hughes – making comparisons (2 weeks)
Maths	-Number and place value -Addition and subtraction	-Addition and subtraction... continued -Multiplication and Division	-Fractions -Time	-Decimals -Measurement: Money	-Measurement: perimeter & length	-Geometry: Position & Direction -Measurement: Area & perimeter
Science	Rocks	Light	Plants	Animals including humans	Forces and Magnets	Working Scientifically
Topic	<b>HISTORY</b> <ul style="list-style-type: none"><li>Timeline</li><li>Diary of life as a Roman</li><li>To create questions about a topic. KWL grid</li><li>Learn about what daily life was like – jobs, food, homes</li><li>Roman invasions, roads and Hadrian's wall</li><li>Gods and Goddesses – linking to Roman myths</li><li>The invasions</li><li>Roman Baths</li><li>Boudicca's Rebellion –consider life as a Celt under Roman rule and learn what went wrong to cause the rebellion led by Boudicca. They sequence the events leading to the Battle of Colchester and use music and dance/drama to act this out. Finally they paint a portrait of Boudicca.</li><li>The history of Rome – legend and fact – and understand where in Europe Rome is, and how the Romans came to extend their influence and create such a large and influential empire.</li><li>Life in Britain before the Romans arrived and how the arrival of the Roman armies affected the Celtic tribes. Children take different jobs and roles in a Celtic village. They debate whether to resist or collaborate and create Celtic</li></ul>		<b>GEOGRAPHY</b> <ul style="list-style-type: none"><li>Locate continents and countries in Europe</li><li>Identify and research main capital cities of countries in Central Europe</li><li>Locate countries in the British isles with capitals</li><li>Locate and name major rivers in the UK.</li></ul> To understand what the weather is like in our country. To describe how the weather can affect us. To identify daily weather patterns in the UK (Weather Forecasting )To describe and understand key aspects of physical geography in the context of what is under the Earth's surface, volcanoes, earthquakes, tsunamis and tornadoes. <ul style="list-style-type: none"><li>Understand the weather forecast</li><li>Creating an information leaflet about Weather</li><li>Identifying land-use patterns; and understand how some of these aspects have changed over time (weather damage)</li><li>Explore extreme weather and climates/identify and describe weather</li><li>Physical and Human features of the UK</li><li>Location – locate environmental regions</li><li>Human and Physical – biomes, climate zones</li></ul>		<b>SCIENCE</b> What is a robot? Exploring Key themes and vocabulary Jobs for robots. Compare past. Local visit to factory Robots to the rescue! Making life easier robots in the home. Designs for new uses To the future What might robots of the future be able to do? Where are robots being developed? [2] Tech advances Fictional robots / Robots movie Cartoon storyboards Famous robots from Star Wars & Dr Who Make a Dalek! Robot ancestors. Famous robots. Key fact timelines Development of robotic toys. Artefact history People's memories of having early robotic toys	

	shields. • Roman Entertainment - explore the ways in which the Romans entertained themselves and others in the empire by holding gladiator fights and chariot racing. • Roman Buildings and Engineering - What buildings did the Romans build and for what purposes? How did they solve practical engineering problems such as providing enough water for their towns and cities, and enabling the army to get from A to B. Children study Roman roads, buildings and aqueducts? They build models, carry out scientific tests and make a presentation of all they have found out. • The Roman Legacy - exploring those things that the Romans brought which affected our subsequent history and even our language. They study the cities, the rule of law, roman numerals and the calendar we use today, and come to understand how many aspects of modern life can, in effect, be traced back in some way to the Romans.					
Art		Roman Mosaics		Painting/ printing Seasons		Digital Media - Robot graphic novels
DT	Roman Shields		Great British Bread Bake Off		Making Robots	
Music	Roman music - just like a Roman					
PE	Rugby / Circuits	Ball Skills	Dance/Gymnastics	Cricket / agility	Circuits / Yoga	Athletics / Rounders
Computing	-Multimedia and Word Processing	-Programming	-Digital Imagery -Cameras and Recording		-Branch Databases	-Multimedia and Word -Processing & Programming
PSHE	-Citizenship & British Values -Family & Friends -New Beginnings	-Growing Up -Kindness & anti-bullying -Getting on and falling out	-Good to be Me -Internet Safety	-Social Issues -Citizenship & British Values -Going for Goals	-Relationships -Sun Awareness	-Keeping safe - personal responsibility -Changes
RE	L2.1 What do Christians learn from the creation story?	L2.10 How do festivals and family life show what matters to Jewish people?	L2.2 What is it like for someone to follow God?	L2.9 How do festivals and worship show what matters to a Muslim?	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place?
FRENCH	-Greetings -Asking and answering 'How are you?' / Asking for and giving your name	-Numbers 1-30 -Asking for and giving your age	-Talking about the weather	-Describing people/places: colour, size, location	-Likes and dislikes: travel, food, holidays	-Expressing opinions and description - revision