	Autumn (7 weeks & 7 weeks)		Spring (6 weeks & 6 weeks)		Summer (6 weeks & 8 weeks)	
Title	**Remarkable Romans**		**Wild and Wonderful Weather**		**Marvelous 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 Palace By Robert Swindells	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		An ice blast has hit the classroom!		The Iron Man has left body parts (iron material) around the classroom for the chn to find.	
Trips and visitors	Trip to Caerleon – Museum, workshop, Amphitheatre		Local Walk		We The Curious @Bristol	
English	*The Lost Happy Endings By Carol Ann Duffy (6 weeks)* **Teaching approaches:** *Reading aloud* *Book Talk* *Visualisation* *Response to illustration* *Role on the Wall* *Hot-seating* *Soundscapes* *Debate and Discussion* *Readers' Theatre* **Writing Outcomes:** *Writing in role* *Advisory notes* *Non-chronological reports* *Narrative* *Poetry* **Writing assessment/editing process** *(1 week)*	**Researching/recording information and newspaper report of Pompeii disaster/diary entry/ 1st person narrative** *(3 weeks)* *-newspaper report* *-first person narrative* *-non-chronological report* **Roman Myths** *(2 weeks)* *-comprehension* *-character description* *-setting description* *-narrative writing* *-planning, drafting and editing* **Life of a Roman Soldier** *(1 week)* *-diary entry* *-persuasive writing* **SPaG skills** *(1 week)*	*Charlotte's Web By EB White (5 weeks)* **Teaching approaches:** *Reading aloud and rereading* *Shared reading* *Shared writing* *Tell me* *Role play* *Visualisation* *Drawing and annotating* *Storyboxes* **Writing outcomes:** *Writing in role* *Reading journals* *Word collections* *Bookmaking* *Poetry* *Narrative* **Writing assessments/ editing process etc. based on The Literacy Shed** *(1 week)*	*Weather Non Chronological Reports (1 week)* *The Ice Palace by Robert Swindells (5 weeks)* ***Teaching Approaches*** *Reading aloud and rereading* *Visualisation* *Drawing and annotating* *Drama and role-play* *'Tell me'* *Story mapping* *Writing in role* *Shared writing* ***Writing Outcomes*** *Poetry (list poems, imagery)* *Instructions (rules for playing a game)* *Recount (note, written in role)* *Non-chronological report (information leaflet)* *Thought bubbles, notes (writing in role)* *Captions* *Narrative ending*	*The Iron Man By Ted Hughes (4 weeks)* **Teaching Approaches:** *Reading aloud and rereading* *Visualisation* *Drawing and annotating* *Readers' theatre* *Drawing comparisons* *Drama and role-play* *Debate* *Writing in role* *Shared writing* **Writing Outcomes:** *Annotated drawings* *Recounts (diary entries)* *Persuasive letter* *List poetry* *Questions* *Newspaper report* **Procedural writing – linked to making robots** *(1 week)* **Letter writing** *(1 week)*	*The Tin Forest By Helen Ward and Wayne Anderson (6 weeks)* **Teaching Approaches:** *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* **Writing Outcomes:** *Writing in role* *Diary entry* *Poetry* *Descriptive Writing* *Letter writing* *Book Reviews* *Creative Writing* *The Iron Woman By Ted Hughes* – making comparisons *(2 weeks)*
Maths	-Number and place value -Addition and subtraction **LD:** Measurement: Area & Perimeter	-Addition and subtraction… continued -Multiplication and Division **LD:** Angles	-Multiplication and Division **LD:** Shape	-Fractions **LD:** Geometry: Position & Direction	-Decimals -Measurement: Money **LD:** Time	- Measurement: Money -Measurement: Area & perimeter **LD:** Statistics
Science	**SCIENCE – Sound** Sounds of the Sea How sounds are made Vibration through medium to ear Patterns between pitch of sound, volume, strength of vibration Get fainter the further away you go	**SCIENCE – Electricity** Simple circuits – make them, recognise if they will work Purpose of a switch Insulators and conductors	**SCIENCE - Animals including Humans** Digestion – digestive system parts and functions Teeth – types and functions of teeth and a tooth decay enquiry	**SCIENCE – living things, animals and habitats** Explore classification and keys Recognise environment can change and cause danger to living things Food chains	**SCIENCE – STATES OF MATTER** Solids, liquids, gasses Recording the temperature things change Evaporation and condensation in the water cycle	**SCIENCE – WORKING SCIENTIFICALLY** Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Using straightforward scientific evidence to answer questions or to support their findings. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

Topic	HISTORY • Timeline • Diary of life as a Roman • To create questions about a topic. KWL grid • Learn about what daily life was like – jobs, food, homes • Roman invasions, roads and Hadrian's wall • Gods and Goddesses – linking to Roman myths • The invasions • Roman Baths • 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. • 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. • 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 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.		GEOGRAPHY • Locate continents and countries in Europe • Identify main capital cities in countries in Europe • Locate countries in the British isles with capitals • 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. • Name and locate geographical regions, identifying human and physical characteristics. • Identifying land-use patterns; and understand how some of these aspects have changed over time (weather damage) • Explore extreme weather and climates/identify and describe weather • Understand the weather forecast • Creating an information leaflet about Weather • Physical and Human features of the UK • Location – locate environmental regions • Human and Physical – biomes, climate zones		SCIENCE (see above – materials) *Linked to DT:* 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	
Art		Roman Mosaics	Let's go fly a kite! (Kite making)			Digital Media – Robot graphic novels
DT	Roman Shields Roman Claywork			Painting/printing - seasons	Making Robots	
Music	**LD:**	**LD:**	**LD:**	**LD:**	**LD:**	**LD:**
PE	**LD** and HW: Circuits and Fitness	**LD:** Dance HW: Gymnastics	**LD:** Ball skills HW: CPD – multi skills	**LD:** Cricket? / agility HW: CPD – multi skills	**LD:** Yoga HW: Circuits and Fitness	**LD:** Athletics HW: 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	L2.7 What do Hindus believe God is like?	L2.8 What does it mean to be a Hindu in Britain today? + **Christmas**	L2.3 What is the Trinity and why is it important for Christians?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? + **Easter**	L2.6 For Christians, when Jesus left what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life?
FRENCH	-Greetings -Asking and answering 'How are you? - Asking for and giving your name -Numbers 1-30	-Colours -Parts of the body -Asking for and giving your age	-Weather		-Hobbies -Likes and dislikes: travel, food, holidays	-Zoo animals -Using adjectives to describe -Members of the family