



Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Read aloud text: Romulus and Remus						
Reading	Fiction- Romulus and Remus -Retrieval -Decoding -Inference	Non-fiction- The Romans. -Decoding -inference -Summaries	Fiction Roman Rescue -Retrieval -Inference -Predict	Non-fiction- Sound -Retrieval -Decode -Inference	Poem I am a Roman Soldier –Decode -Retrieve -Summaries	Poem sound - Inference -Retrieve -Summaries
Writing	ROMULUS & REMUS -What is a legend? -Summary of Romulus and Remus -Drama re-enactment	ROMULUS & REMUS -To write a narrative of the beginning of Romulus and Remus -Uplevel writing using literacy devices (personification, alliteration, etc)	ROMULUS & REMUS -To write middle scenes, as a narrative of Romulus and Remus -Uplevel writing using complex sentence structures and multiclauses, e.g. prepositional phrases, expanded noun phrases	ROMULUS & REMUS -Retell story (Romulus and Remus) as narrative enriched through Drama techniques -Introduction of Direct Address as a literacy device, e.g. <i>Dear Reader, if you think you know about this story, then think again.</i>	ROMULUS & REMUS -To add dialogue to retelling as a narrative using Magic Six strategy -Using Drama to re-enact parts of the story -To use literacy devices to add suspense and uplevel writing	ROMULUS & REMUS -To write an ending to a legend -To use a variety of sentence starters to uplevel writing -To collaborate with a writing buddy to uplevel writing through editing techniques
Maths	Unit 8: Decimals L6 Derive number bonds for numbers with one decimal place L7 Mentally add and subtract numbers with one decimal place L8 Recognise and write decimal equivalents of any number of hundredths (using Dienes) L9 Recognise and write decimal equivalents of any number of hundredths (using bead string) L10 Recognise and write decimal equivalents to one quarter, half and three quarters	Unit 8: Decimals L11 Order numbers up to two decimal places L12-13 Multiply and divide by 10 including decimals L14-15 Multiply and divide by 100 including decimals	Unit 9: Area and perimeter L1 Measure and calculate the perimeter of a rectangle in cm and mm L2 Draw 2-D shapes with differing perimeters L3 Calculate the perimeter of rectangles in m and cm L4 Calculate the perimeter of composite shapes in cm L5 Calculate the perimeter of composite shapes in m and cm	Unit 9: Area and perimeter L6 Introduce area as a measure of surface using square units L7 Find the area of a rectangle L8 Calculate and compare the area of rectangles in squared cm L9 Calculate and compare the area of rectangles in squared m L10 Investigate the relationship between area and perimeter	Unit 10: Solving measure and money problems L1 Choose and use appropriate units of measure L2 Convert between millimetres and centimetres L3 Convert between centimetres and metres L4 Convert between units of measure (kilometres and metres, kilograms and grams, litres and millilitres)	Unit 10: Solving measure and money problems Solving measure problems Solving money problems



Science	<p>UNIT: Sound Identify how sounds are made</p> <p>Understand that sound is created by vibrations Explain how sound is created and how it travels from an object to the ear Explain how sound is created, travels and is interpreted by the brain</p>	<p>UNIT: Sound Explore how vibrations from sounds travel through a medium to the ear</p> <p>Understand that sounds can travel through air, liquids and solids Explain how sound waves travel through air, liquids and solids Compare how sound waves travel through air, liquids and solids</p>	<p>UNIT: Sound Explore sound insulation</p> <p>Understand that some materials absorb sound and some materials reflect sound Understand that materials that absorb sound are sound insulators Explain why some materials absorb sound</p>	<p>UNIT: Sound Explore volume</p> <p>Understand that the volume of sound is measured in decibels</p> <p>Understand that the volume of a sound is dependent on how much energy or power the sound source is given</p> <p>Understand that as the volume of sound increases so too does the amplitude, or height, of the sound waves</p>	<p>UNIT: Sound Explore pitch</p> <p>Understand that pitch is how low or high a sound is Understand that pitch is caused by the speed of the sound source's vibrations Understand how a sound wave is different for a high pitch and a low pitch</p>	<p>UNIT: Sound Explore sounds from near and from far</p> <p>Understand that sound fades as it travels Understand why sound fades as it travels Explain the relationship between distance and volume</p>
History	<p>Roman Empire & impact on Britain</p> <p>Learn about the founding of Rome, the Roman ruling</p>	<p>Roman Empire & impact on Britain</p> <p>identify features of a Roman life, system and the expansion of the Roman empire.</p>	<p>Roman Empire & impact on Britain</p> <p>The rise of the Roman Empire and what life was like in the Roman army.</p>	<p>Roman Empire & impact on Britain</p> <p>Understand why Julius Caesar invaded Britain in 55BC.</p>	<p>Roman Empire & impact on Britain</p> <p>Explore the Roman heating system and how they built the aqueducts.</p>	
Computing	<p>PHOTO EDITING</p> <p>-I can crop to change the topic of an image -I can rotate an image</p>	<p>PHOTO EDITING</p> <p>-I can change colours and effects of an image -I can explain the effect of editing a photo</p>	<p>PHOTO EDITING</p> <p>-I can retouch a photo using clone stamps to add objects -I can remove clone stamps</p>	<p>PHOTO EDITING</p> <p>-I can experiment with tools to select and copy part of an image -I can use a range of tools to copy between images</p>	<p>PHOTO EDITING</p> <p>-I can create a 'composite' image -I can collaborate with a partner to create an original product</p>	<p>PHOTO EDITING</p> <p>-I can rotate, crop, zoom, clone, select, copy, paste and undo a photo. -I can reflect on my experience of editing photos</p>
RE	<p>Why is the Bible the best-selling book of all time?</p> <p>Lesson 1: How did the Christian Bible come to be?</p> <p>I can position key events in the creation of the first Christian Bible on a timeline. I can describe what the first Christian Bible was like. I can identify events and</p>	<p>Why is the Bible the best-selling book of all time?</p> <p>Lesson 2: What is in the Bible?</p> <p>I can identify the main sections of the Christian Bible. I can compare types of writing in the Christian Bible and their purposes.</p>	<p>Why is the Bible the best-selling book of all time?</p> <p>Lesson 3: How did the Bible become a bestseller?</p> <p>I can explain the impact of key people and events in the history of the modern-day Christian Bible.</p>	<p>Why is the Bible the best-selling book of all time?</p> <p>Lesson 4: How can the Bible mean different things to different people?</p> <p>I can explain how some Christians think about the meaning of Bible passages. I can discuss how some</p>	<p>Why is the Bible the best-selling book of all time?</p> <p>Lesson 5: Where might we find the Bible?</p> <p>I can investigate the Bible's location in different churches. I can consider the importance of Biblical</p>	<p>Why is the Bible the best-selling book of all time?</p> <p>Lesson 6: How is the Bible relevant for some people today?</p> <p>I can identify some of the ways the Bible has influenced life in modern Britain. I can discuss how the Bible</p>



	people involved in the creation and development of the first Christian Bible.	I can explain why some texts were chosen to be part of the Bible.	I can describe how the Christian Bible has changed over time. I can identify some reasons for these changes.	Bible passages may be interpreted differently. I can consider why different English translations of the Bible might be useful to some Christians.	artwork in churches in the past and today. I can identify how the use of the Bible in churches has changed over time.	is relevant for some people today. I can present my learning in clear and interesting ways.
Music	Playground songs Unit Aim: To develop pupils' ability to adapt and perform playground songs.					
	To add and perform a second verse to a known playground song	To share playground games and divide them into different types	To work together to perform a complex playground song	To extend a well-known playground song and perform to class	To compose a playground song in a small group	To compose a playground song in a small group
Art	<p>Sculpture and 3D: Mega materials</p> <p>Lesson 1: From 2D to 3D I can use my whole arm to draw big shapes. I can use curved lines to suggest three-dimensional shapes. I can name key features of Magdalene Odundo's artwork.</p>	<p>Sculpture and 3D: Mega materials</p> <p>Lesson 2: Soap sculptures I can draw a simple design for a three-dimensional piece. I can use tools and my hands to carve, model and refine a sculpture. I can work safely with the carving tools.</p>	<p>Sculpture and 3D: Mega materials</p> <p>Lesson 3: Working with wire I can bend the wire to make shapes. I can join wire by twisting and looping it. I can add details using smaller pieces of wire. I can work safely with the tools and equipment I am using.</p>	<p>Sculpture and 3D: Mega materials</p> <p>Lesson 4: Shadow sculpture</p> <p>I can make decisions about how to display my sculpture. I can compose photographs that present my shadow sculpture as a finished piece.</p>	<p>Sculpture and 3D: Mega materials</p> <p>Lesson 5: Recycle and recreate</p> <p>I can use different ways of joining materials to make something three-dimensional. I can explore combinations of colour and texture. I can plan how to display my sculpture.</p>	
PSHE	<p>Economic Wellbeing L1 Value for money</p> <p>To recognise factors influencing value for money.</p> <p>I can define 'good value for money'. I can explain why people have different views on good value for money. I can identify factors which might affect buying decisions.</p>		<p>Economic Wellbeing L2 Why keep track of money</p> <p>To understand the importance of monitoring money.</p> <p>I can track how much money has been spent. I can describe ways of tracking money. I can discuss reasons to track money.</p>		<p>Economic Wellbeing L3 Looking after money</p> <p>To describe different ways of keeping money safe.</p> <p>I can suggest different places to keep money safe. I can recognise different money security measures. I can explain the importance of regular monitoring.</p>	



PE	Striking & Fielding Softball PE Coach Athletics Technique Effort Confidence Sports Day prep Feedback Respect Understanding	Striking & Fielding Softball PE Coach Athletics Technique Effort Confidence Sports Day prep Feedback Respect Understanding	Striking & Fielding Softball PE Coach Athletics Technique Effort Confidence Sports Day prep Feedback Respect Understanding	Striking & Fielding Softball PE Coach Athletics Technique Effort Confidence Sports Day prep Feedback Respect Understanding	Striking & Fielding Softball PE Coach Athletics Technique Effort Confidence Sports Day prep Feedback Respect Understanding	Striking & Fielding Softball PE Coach Athletics Technique Effort Confidence Sports Day prep Feedback Respect Understanding
Spanish	Weather in Spain To name and identify types of weather in Spanish.	Weather in Spain To ask and answer questions about the weather.	Weather in Spain To read and interpret a text about the weather.	Weather in Spain To follow a spoken and written passage about the weather.	Weather in Spain To compose a weather forecast script.	Weather in Spain To perform a weather forecast in Spanish.