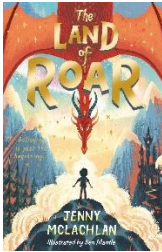
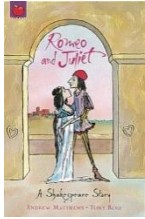
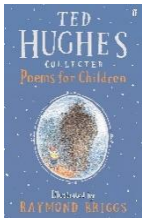

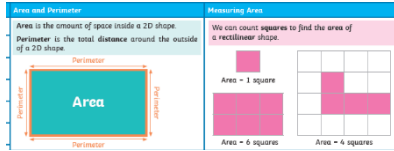




# When in Rome

English	Maths	Science
<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Advertisements</li> <li>• Letters</li> <li>• Posters</li> </ul> <p><u>Spellings</u></p> <ul style="list-style-type: none"> <li>• 'ee' sound spelt with an i</li> <li>• 'ous' ending if there is an 'ee' sound before</li> <li>• 'au' digraph</li> <li>• Suffix 'ion' when root word ends in t or te</li> <li>• Suffix 'ion' becomes 'sion' when root word ends in 'ss' or 'mit'</li> </ul>	<p><u>Reading novel</u></p> <ul style="list-style-type: none"> <li>• The Land of Roar by Jenny McLachlan</li> </ul>    <p><u>Reading Skills</u></p> <ul style="list-style-type: none"> <li>• Explain how structure and presentation contribute to meaning</li> <li>• Predictions through poetry</li> <li>• Inferences through poetry</li> <li>• Summarising non-fiction</li> </ul> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• Imperative verbs</li> <li>• Rhetorical questions</li> </ul>	<p><u>Number: Multiplication and division</u></p> <ul style="list-style-type: none"> <li>• Factor pairs</li> <li>• Written methods</li> <li>• Multiplying 2-digit and 3-digit by 1-digit</li> <li>• Dividing 2-digit and 3-digit by 1-digit</li> </ul>  <p><u>Measurement: Area</u></p> <ul style="list-style-type: none"> <li>• Counting squares</li> <li>• Making shapes</li> <li>• Comparing area</li> </ul>  <p>Ask us focus - 9 timestables</p> <p>Times tables up to and including 12x12</p> <p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li>• Newly introduced topic. Prior knowledge and vocabulary links made from across curriculum subjects such as music.</li> </ul> <p><u>Sound</u></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made</li> <li>• Recognise that vibrations from sound travel to the ear</li> <li>• Finding patterns between pitch and objects</li> <li>• Finding patterns between volume and strength of vibration</li> <li>• Recognise that sounds get fainter as distance increases</li> </ul> 

	<ul style="list-style-type: none"> <li>Expanded noun phrases</li> <li>Relative clauses</li> </ul>	Foreign languages	
		<p><u>French</u></p> <ul style="list-style-type: none"> <li>Say and write whether we live in a house or an apartment.</li> <li>Say what room we have and do not have at home using the 'chez moi il y a... and chez moi il n'y a pas de/di...'</li> <li>Use the conjunction 'et' to link two sentences together.</li> </ul>	
<b>PSHE</b>	<b>History</b>	<b>Art and Design and Technology</b>	<b>Computing</b>
<p><i>Prior Knowledge</i></p> <ul style="list-style-type: none"> <li>Recognising other people's achievements in overcoming difficulties</li> <li>Breaking down goals into smaller steps</li> <li>Managing feelings of frustration</li> </ul> <p><u>Dreams and Goals</u></p> <ul style="list-style-type: none"> <li>Hopes and dreams <ul style="list-style-type: none"> <li>Broken dreams</li> <li>Overcoming disappointment</li> <li>Creating new dreams</li> <li>Achieving goals</li> </ul> </li> </ul>	<p><i>Prior Knowledge</i></p> <p><i>A study of Greek life and achievements and their influence on the western world</i></p> <ul style="list-style-type: none"> <li>Order significant events and dates on a timeline</li> <li>Describe the main changes in a period in history</li> <li>Describe similarities and differences between people, events and artefacts studied</li> </ul> <p><b>The Roman Empire and its impact on Britain</b></p> <ul style="list-style-type: none"> <li>Order significant events and dates on a timeline</li> <li>Describe the main changes in a period in history</li> <li>Describe and explain what was important to people from the past</li> <li>Describe how aspects that have been studied from the past affect/influence life today</li> </ul>	<p><i>Prior Knowledge</i></p> <ul style="list-style-type: none"> <li>Creating textures and patterns with a wide range of implements</li> <li>Combine materials to make patterns</li> </ul> <p><u>Patterns</u></p> <ul style="list-style-type: none"> <li>Recording a range of ideas for material and composition</li> <li>Develop and identified element of their work</li> </ul> <p><u>Working with tools</u></p> <ul style="list-style-type: none"> <li>Experiment with surface patterns and textures on a sculpture</li> <li>Use their own and others' opinions of their work to identify how to improve.</li> </ul>	<p><i>Prior Knowledge</i></p> <ul style="list-style-type: none"> <li>Using technology safely and respectfully</li> <li>Keeping personal information private</li> <li>Where to go to for support</li> </ul> <p><u>E-Safety</u></p> <ul style="list-style-type: none"> <li>Acceptable and unacceptable behaviour online</li> <li>Comparing online behaviour and age restrictions</li> <li>Disinformation</li> <li>Email scams</li> <li>Password phishing</li> </ul>

	<ul style="list-style-type: none"> <li>Know and describe why Britain was an important country to have been invaded and conquered</li> </ul>		
<b>Geography</b>	<b>PE</b>	<b>RE</b>	<b>Music</b>
<p><u>Prior Knowledge</u></p> <ul style="list-style-type: none"> <li><u>Using maps</u>, locate the Equator, the Tropics of Cancer and Capricorn.</li> <li><u>Human Geography - Settlements (How have places changed over time?)</u> Why did the stone age civilization &amp; the iron age settlers choose to settle where they did?</li> </ul> <p><u>Continent study: Europe</u></p> <ul style="list-style-type: none"> <li>Use maps to locate countries of Europe and make assumptions about key topographical features</li> </ul> <p><u>Place Study: ITALY</u></p> <ul style="list-style-type: none"> <li>Identify similarities and differences between Snowdonian National Park and Sicily.</li> </ul> <p><u>Human Geography - Settlements</u></p> <ul style="list-style-type: none"> <li>Why did the Romans choose to settle where they did?</li> </ul>	<p><u>Outdoor</u></p> <p>Healthy eating</p> <ul style="list-style-type: none"> <li>5 food groups</li> <li>balanced diets</li> <li>balanced meals across a week</li> </ul> <p><u>Indoor - Real PE</u></p> <ul style="list-style-type: none"> <li>Cognitive skills</li> <li>Begin to order instructions, movements and skills.</li> <li>Use awareness of space and others to make good decisions</li> <li>understand ways to judge performance</li> </ul>	<p><u>Prior Knowledge</u></p> <p>Recall facts about religions I have studied</p> <p><u>Judaism</u></p> <ul style="list-style-type: none"> <li>Recall facts about religions and compare them to another religion</li> <li>Identify religious symbols</li> <li>Collect, use and thoughtfully respond to ideas in RE.</li> </ul>	<p><u>Prior Knowledge</u></p> <p>- Play a <u>rhythmical pattern</u> on instruments clearly.</p> <p><u>Glockenspiels</u></p> <ul style="list-style-type: none"> <li>Focus on notation:</li> <li>Crotchets, minims, <u>semibreves</u>, stave and crotchet rests</li> <li>Play a rhythmical melody on an instrument, exploring pitch.</li> <li>Improvise and compose simple rhythms using Y4 notes.</li> <li>Know the duration of the Y4 notes.</li> </ul>