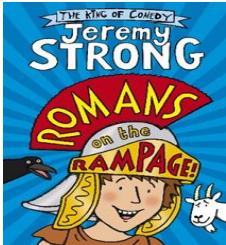
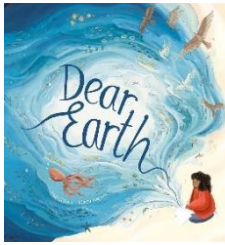
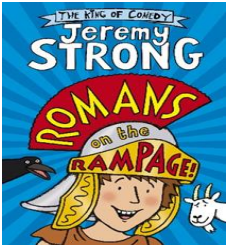
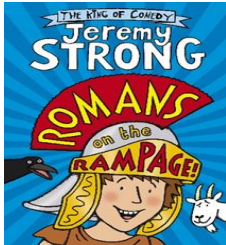
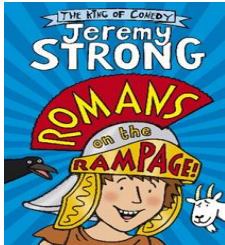
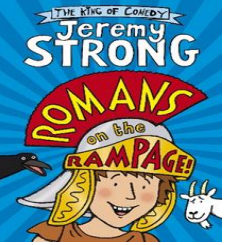
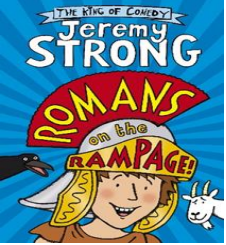




Meadowbank Primary School
Half Termly Knowledge and Skills Based Curriculum – Spring Term 2 2025
Phase Lower Key Stage 2 Year Group 4

	Week 1 Wk Beg 24.02	Week 2 Wk Beg 03.03	Week 3 Wk Beg 10.03	Week 4 Wk Beg 17.03	Week 5 Wk Beg 24.03	Week 6 Wk Beg 31.03	Week 7 Wk Beg 07.04
Big Question:	What did the Romans ever do for us?						
Connected Concepts	Power Cause and Effect Influence	Power Cause and Effect Influence	Power Cause and Effect Influence	Power Cause and Effect Influence	Power Cause and Effect Influence	Power Cause and Effect Influence	Power Cause and Effect Influence
Book Studies	Romans on the Rampage by Jeremy Strong 	Dear Earth by Isabel Otter 	Romans on the Rampage by Jeremy Strong 	Romans on the Rampage by Jeremy Strong 	Romans on the Rampage by Jeremy Strong 	Romans on the Rampage by Jeremy Strong 	Romans on the Rampage by Jeremy Strong 
Children steering learning...	Did the Roman empire happen before or after the Greeks? When did the Roman Empire happen? How big was the Roman Empire? What made the Roman Empire important? How did the Ancient Romans live? Why did the Ancient Romans come to Britain?						
English Reading - Word reading - Comprehension - Writing - Transcription - Composition - Vocabulary, Grammar and Punctuation	<p>Whole Class Text - Romans on the Rampage by Jeremy Strong</p> <p><u>Reading</u> Use prediction skills. Develop fluency when reading aloud.</p> <p>Retrieve and record information from non-fiction and fiction texts</p> <p>Text focus Non-fiction - Instructions on How to be a Roman soldier <u>Hook</u></p>	<p>WORLD BOOK WEEK - Whole Class Text - Dear Earth</p> <p><u>Reading</u> Explore different types of poetry linked to nature/the world.</p> <p>Identify and explain impact of figurative language.</p> <p><u>Phase 1 - Understanding as a reader.</u> Identify the features used in the text, e.g. 1st /2nd person, senses,</p>	<p>Whole Class Text - Romans on the Rampage by Jeremy Strong</p> <p><u>Reading</u> Explain the meaning of new vocabulary in context.</p> <p>Generate and answer VIPERS questions in pairs.</p> <p>Text focus Non-fiction - Instructions on How to be a Roman soldier</p>	<p>Whole Class Text - Romans on the Rampage by Jeremy Strong</p> <p><u>Reading</u> Use evidence to answer questions related to inferences we can make about characters using the PEE model.</p> <p>Text focus - Setting Description 'The Chariot Race'</p> <p><u>Hook</u> Video of Chariot Race.</p>	<p>Whole Class Text - Romans on the Rampage by Jeremy Strong</p> <p><u>Reading</u> Summarise events across chapters. Discuss questions in pairs, groups and as a class. Correct or not.</p> <p>Text focus - Setting Description 'The Chariot Race'</p> <p><u>Phase 2 - Understanding as a writer.</u></p>	<p>Whole Class Text - Romans on the Rampage by Jeremy Strong</p> <p><u>Reading</u> Answer VIPERS questions using PEE model to use evidence to support points.</p> <p>Text focus Non-fiction - Newspaper Report</p> <p><u>Phase 1 - Understanding as a reader.</u> Identifying how language, structure, and</p>	<p>Whole Class Text - Romans on the Rampage by Jeremy Strong</p> <p><u>Reading</u> Summarise events from the text. Explain techniques used by the author to engage the reader and have an impact on the audience.</p> <p>Text focus Non-fiction - Newspaper Report</p> <p><u>Phase 3 - Composition.</u> Using technique and features characteristic</p>

	<p>Life of a Roman Soldier research followed by hot seating of a Roman soldier</p> <p>Phase 1 - Understanding as a reader. Identifying how language, structure, and presentation contribute to meaning</p> <p>Answer VIPER questions, text detectives, Gimme 5 about instructional text</p> <p>Phase 2 - Understanding as a writer. Demonstrate understanding of the main features of different forms of writing including instructions, reports, explanation, discussion.</p> <p>Annotate features of Instructional Text.</p> <p>Introduce Tier II vocabulary and understand its meaning.</p>	<p>personification, similes powerful vocabulary.</p> <p>Explore the parts of the world referred to in the letter.</p> <p>Phase 2 - Understanding as a writer. Explore opening sentences with fronted adverbials and subordinate clauses. Also using conjunctions to extend ideas.</p> <p>Phase 3 - Composition. Plan and write our own letters to the Earth expressing our own wishes about places we'd like to visit and experiences we'd like to have.</p> <p>Proof read for coherence and suggest improvements.</p>	<p>Phase 2 - Understanding as a writer. Use determiners e.g. this, that (articles), my, their (possessive determiners) and quantifiers (many, few). Experiment with a range of sentence structures, applying taught punctuation, into extended writing pieces.</p> <p>Phase 3 - Composition. Using simple organisational devices in non-narrative material [for example, headings and sub-headings].</p> <p>Write an effective set of instructions for a Roman soldier.</p> <p>Proofread for coherence of their own and others' writing - suggesting improvements, spelling and punctuation errors.</p>	<p>Phase 1 - Understanding as a reader. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Read and answer comprehension questions on the chariot race in Romans on the Rampage.</p> <p>Create a story map on the events of the chariot race</p> <p>Phase 2 - Understanding as a writer. Making changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Introduce Tier II vocabulary and understand its meaning.</p>	<p>Writing sentence structures and building in a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Phase 3 - Composition. Organising paragraphs around a theme, a change in time, place or new speaker.</p> <p>Write an engaging setting description of the chariot race.</p> <p>Creating simple settings, characters and plot in narratives.</p> <p>Proofread for coherence of their own and others' writing - suggesting improvements, correcting spelling and punctuation errors.</p>	<p>presentation contribute to meaning</p> <p>Phase 2 - Understanding as a writer. Demonstrate understanding of the main features of a newspaper report.</p> <p>Annotate features of a newspaper report.</p> <p>Introduce ambitious vocabulary and understand its meaning.</p> <p>Assessment Indicator Use a range of ambitious vocabulary from the past weeks correctly in their independent writing.</p>	<p>of a newspaper report [for example, headings, quotes, captions and pictures].</p> <p>Plan and write a successful newspaper article about Boudicca's rebellion.</p> <p>Proofread for coherence of their own and others' writing - suggesting improvements, spelling and punctuation errors.</p>
Tier Two Vocabulary:	Wondrous Competent Resourceful Protected Preferable Prevent Segments Lacerat Prestigious	Amble Saunter Shriek Shoals Soar Discover Frenzy Raucous Fragile Cacophonous	Wondrous Competent Resourceful Protected Preferable Prevent Segments Lacerat Prestigious	Colossal Odours Endlessly Competed Rival Clamminess Splattered Hesitating, Spectators Bellowed		Cooperate Remarkable Humiliation Refuse Rebellious Devious Superiority Perish Inflict Unkempt	
Mathematics Number	Fractions- Find the effect of dividing a one- or two-digit	Fractions- Find the effect of dividing a one- or two-digit	Fractions- Find the effect of dividing a one- or two-digit	Fractions- Compare numbers with the same number of decimal	Fractions- Compare numbers with the same number of decimal	Perimeter - Measure and calculate the perimeter of a	Area - Find the area of rectilinear shapes by counting squares

<p>-Addition and Subtraction -Multiplication and Division -Measurement</p>	<p>number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Use a place value grid to show how the numbers can increase, decrease and move into and out of decimals when multiplied and divided by 10 and 100.</p>	<p>number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Use our knowledge to solve multiplication and division problems including measures.</p> <p>Toolkits (including measures)</p>	<p>number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Convert between different units of measure</p> <p>Deeper thinking reasoning and problem solving involving multiplying and dividing by 10 and 100 (including measures)</p>	<p>places up to two decimal places</p> <p>Round decimals with one decimal place to the nearest whole number</p> <p>Compare and round decimals to the nearest whole number using visual and practical apparatus.</p>	<p>places up to two decimal places</p> <p>Round decimals with one decimal place to the nearest whole number</p> <p>Solve reasoning and problem solving questions that involve comparing and rounding decimals to the nearest whole number</p>	<p>rectilinear figure (including squares) in centimetres and metres</p> <p>Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>Be able to work out the perimeter of 2D shapes using centimetres, km and miles.</p> <p>Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p>	<p>Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>Be able to work out the area of 2D shapes using centimetres, km and miles.</p> <p>Using toolkits and deeper thinking activities to work systematically and justify thinking within problem solving.</p>
<p>Mathematics - Number Retrieval Sequence</p>	<p>Identify the inverse relationship between multiplication and division x3 and x6.</p>	<p>Identify the inverse relationship between multiplication and division x4 and x8.</p>	<p>Identify the inverse relationship between multiplication and division x7 and x9.</p>	<p>Identify the inverse relationship between multiplication and division x11 and x12.</p>	<p>Identify the inverse relationship between multiplication and division up to x12.</p>	<p>Multiply and divide decimals by 10.</p>	<p>Multiply and divide decimals by 100.</p>
<p>Science -Working Scientifically to observe, connect, respond -Biology -Chemistry -Physics</p>	<p>Animals including Humans - Food Chains</p> <p>EQ: How have animals adapted to their diets?</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Carnivores, Herbivores and Omnivores.</p> <p>Relate the digestive system in humans to that of animals.</p> <p>Explain the different diets of carnivores, herbivores and omnivores.</p>	<p>Animals including Humans - Food Chains</p> <p>EQ: What are food chains? How do they work?</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Food chains.</p> <p>Introduce food maps and learn the key vocabulary of predator, prey and producer.</p> <p>They will make links between plants and animals in the form of food chains</p>	<p>National Science Week Activities linked to the theme, 'change and adapt'.</p> <p>Explore changes to environmental regions and the challenges this poses to animals in terms of survival and seeking food.</p> <p>Look at how animals adapt to survive and avoid predators.</p>	<p>Animals including Humans - Food Chains</p> <p>Sticky Knowledge</p> <p>Acquire and Apply: <i>Construct food chains and name producers, predators and prey within a habitat.</i></p>	<p>Animals including Humans - Food Chains</p> <p>EQ: How do I construct and interpret a food chain?</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Interpreting food chains.</p> <p>Understand that the arrows on food chains show the conversion of energy from one animal once consumed by the next starting from a producer.</p>	<p>Animals including Humans - Food Chains</p> <p>EQ: How are predators, prey and producers intertwined?</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Food webs.</p> <p>Understand that in food maps there are multiple predator, prey and producers that are intertwined.</p> <p>Make food webs.</p>	<p>Animals including Humans - Food Chains</p> <p>EQ: How are predators, prey and producers intertwined?</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Food webs.</p> <p>Use their knowledge of food maps.</p> <p>Consider the role of environment in the diets of animals and how the changing climate is impacting this.</p>

	Make scientific comparisons and conclusions on the diet of animals to that of humans.	understanding what an energy chain is.					Assessment Indicator <i>Construct food chains and name producers, predators and prey within a habitat.</i>
Personal, Social, Health and Economic Education -Relationships -Health and Well-Being -Living in the Wider world Relationships and Sex Education (RSE) and Health Education	PSHEE JIGSAW Healthy me. How do we make and stay friends? Have a clear picture of what is right and wrong. Recognise how different friendship groups are formed, and how friends fit into them. Explore what characteristics are valued the most. Identify the feelings they have about friends and different friendship groups. (BV-Tolerance/Respect Lliberty)	PSHEE JIGSAW Healthy me. How can we handle difficult situations? Have a clear picture of what is right and wrong. Understand there are people who take on the roles of leaders or followers in a group, and know the role friends take in their group. <u>Assessment Indicators</u> Recognise when people are putting me under pressure and can explain ways to resist this when I want to. (BV-Tolerance/Respect Lliberty)	PSHEE JIGSAW Healthy me. What is peer pressure and how can we avoid it? Understand the facts about smoking and drinking alcohol and their effects on health. As well as why people might start to do these. Think about smoking and why people smoke. Split into small groups and give each child a scenario. Prepare and perform scenario in front of the other children. <u>Assessment Indicators</u> Identify feelings of anxiety and fear associated with peer pressure and know I can manage these to help me make safe and healthy choices. (BV-Tolerance/Respect Liberty/Rule of Law) (PC-Disability)	-	PSHEE JIGSAW Healthy me. Is being healthy only about eating well and being active? Understand the facts about smoking and drinking alcohol and their effects on health. As well as why people might start to do these. Listen to the song 'Make a good decision' Discuss some of the reasons some people drink alcohol. Explore what happens to the liver when alcohol is consumed. Add a new verse to the song conveying a positive message. <u>Assessment Indicators</u> Identify feelings of anxiety and fear associated with peer pressure and know I can manage these to help me make safe and healthy choices. (BV-Tolerance/Respect Liberty/Rule of Law) (PC-Disability)	MHST session with Grace to support children developing their positive self-image.	PSHEE JIGSAW Healthy me. What is a healthy, positive relationship? Recognise when people are putting pressure on them and how to resist. Read Aiden's story. Discuss their friendship - is it healthy? In small groups, split a page in half and discuss what makes a positive friend and what makes a negative relationship. <u>Assessment Indicators</u> Problem-solve and identify a variety of strategies in different situations where I may experience peer pressure. (BV- Tolerance/Respect Liberty)
Physical Education -Gymnastics -Dance	Get Set 4 PE SOW. Indoor PE: Gymnastics Develop the range of shapes to use in my sequences.	Get Set 4 PE SOW. Indoor PE: Gymnastics Develop control and fluency in individual and partner balances.	Get Set 4 PE SOW. Indoor PE: Gymnastics Develop control in performing and landing rotation jumps.	Get Set 4 PE SOW. Indoor PE: Gymnastics Develop control in performing and landing rotation jumps.	Get Set 4 PE SOW. Indoor PE: Gymnastics Develop the straight, barrel, forward and straddle roll and	Get Set 4 PE SOW. Indoor PE: Gymnastics Develop the straight, barrel, forward and straddle roll and	Get Set 4 PE SOW. Indoor PE: Gymnastics Understand how shapes can be used to improve a sequence.

<p>-Games -Athletics -Swimming</p>	<p>Create a short partner sequence that includes 2 partner balances and one individual balance</p> <p><u>Assessment Indicator</u> <i>Safely perform balances individually and with a partner.</i></p> <p>Outdoor PE: Tennis</p> <p>Begin to use appropriate footwork patterns to move around the court. Introduce the racket and practise skills using hoops.</p> <p><u>Assessment Indicators</u> <i>Use a range of basic racket skills.</i> (BV: Respect/Liberty)</p>	<p>Know how to keep safe when performing partner balances. Add to their short partner sequence that includes 2 partner balances and 2 individual balances. Connect the balances using travelling actions.</p> <p><u>Assessment Indicator</u> <i>Watch, describe and suggest possible improvements to others' performances and own.</i></p> <p>Outdoor PE: Tennis</p> <p>Know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot. Recap racket skills and practise foot placement using hoops and a variety of activities.</p> <p><u>Assessment Indicators</u> <i>Explain what happens to the body during exercise and how this helps to maintain health.</i> (BV: Respect/Liberty)</p>	<p>Know that looking forwards, bending knees and landing on toes first, can help control a landing. Introduce and practice straight jump, half turn and full turn. Show pupils a sequence that includes a balance on apparatus, a jump off the apparatus and another balance on a mat. Copy and then create their own sequence.</p> <p><u>Assessment Indicators</u> <i>Explain what happens to the body when exercising and how this helps to make us healthy.</i></p> <p>Outdoor PE: Tennis</p> <p>Understand when to play a forehand and a backhand and why. Recap forehand in pairs with a rally. Introduce backhand and practice in a variety of ways and activities.</p> <p>Know that getting my feet in the right position will help me to balance before playing a shot. Introduce forehand and practice in a variety of carousel activities. (BV: Respect/Liberty)</p>	<p>Understand that using body tension helps to keep the shape of a roll. Organise children into 5 groups and demonstrate activities at each rotation station. Rotate around each activity.</p> <p><u>Assessment Indicators</u> <i>Plan and perform sequences with a partner that include a change of level and shape.</i> <i>Understand how body tension can improve the control and quality of my movements.</i></p> <p>Outdoor PE: Tennis</p> <p>Understand when to play a forehand and a backhand and why. Recap forehand in pairs with a rally. Introduce backhand and practice in a variety of ways and activities. (BV: Respect/Liberty)</p>	<p>perform them with increased control. Introduce and practice straight roll, barrel, straddle and forward roll. Sequence 2 rolls, 1 partner balance and 1 jump using travelling actions.</p> <p>Outdoor PE: Tennis</p> <p>Develop rallying using both forehand and backhand with increased technique. Using forehand and backhand, practise rallying between pairs in a variety of ways.</p> <p><u>Assessment Indicators</u> <i>Return to the ready position to defend the court.</i> (BV: Respect/Liberty)</p>	<p>perform them with increased control. Recap rolls, Create a rolling course and children to assess themselves as they refine their rolls during the course.</p> <p><u>Assessment Indicator</u> <i>Provide feedback using appropriate language relating to the lesson.</i></p> <p>Outdoor PE: Tennis</p> <p>Know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points. In groups of 4, explore the rules of scoring and take it in turns to assess each other's pair during a match.</p> <p><u>Assessment Indicators</u> <i>Understand the rules of the game and use them often and honestly.</i> <i>Communicate with teammates to apply simple tactics.</i> (BV: Respect/Liberty)</p>	<p>Know that using different directions will help to make a sequence look interesting. At each rolling station, pupils create a sequence that involves a jump, balance and roll.</p> <p><u>Assessment Indicator</u> <i>Plan and perform sequences with a partner that include a change of level and shape.</i></p> <p>Outdoor PE: Tennis</p> <p>Demonstrate technique when using shots playing cooperatively and beginning to execute this competitively. Know and understand the rules to be able to manage our own game. Recap how to score and work as a group to organise and facilitate a top court, bottom court system as students play in pairs against each other.</p> <p><u>Assessment Indicators</u> <i>Sometimes play a continuous game.</i> <i>Provide feedback using key terminology and understand what to do to improve.</i> <i>Share ideas and work with others to manage a game.</i></p>
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<p>Computing -Code -Connect -Communicate -Collect</p>	<p>Data and Information-Data Logging</p> <p>Asking questions To explain that data gathered over time can be used to answer questions</p> <p>Choose a data set to answer a given question. Suggest questions that can be answered using a given data set. Identify data that can be gathered over time.</p> <p><u>Assessment Indicator</u> <i>Suggest questions that can be answered using a given data set.</i></p>	<p>Data and Information-Data Logging</p> <p>Data collection To use a digital device to collect data automatically</p> <p>Explain what data can be collected using sensors. Use data from a sensor to answer a given question. Identify that data from sensors can be recorded.</p>	<p>Data and Information-Data Logging</p> <p>Logging To explain that a data logger collects 'data points' from sensors over time</p> <p>Recognise that a data logger collects data at given points Identify the intervals used to collect data Talk about the data that I have captured</p>	<p>Data and Information-Data Logging</p> <p>Analysing data To recognise how a computer can help us analyse data</p> <p>View data at different levels of detail Sort data to find information Explain that there are different ways to view data</p>	<p>Data and Information-Data Logging</p> <p>Data for answers To identify the data needed to answer questions</p> <p>Propose a question that can be answered using logged data Plan how to collect data using a data logger Use a data logger to collect data.</p>	<p>Data and Information-Data Logging</p> <p>Answering my questions To use data from sensors to answer questions</p> <p>Interpret data that has been collected using a data logger Draw conclusions from the data that I have collected</p> <p><u>Assessment Indicator</u> <i>Draw conclusions from the data collected and explain the benefits of using a data logger</i></p>	<p>Data and Information-Data Logging</p> <p>Answering my questions To use data from sensors to answer questions</p> <p>Explain the benefits of using a data logger. Plan future questions that we could use a data logger to answer.</p>
<p>Geography -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans</p>				<p>Minor: Map skills and fieldwork</p> <p>EQ - Where are the tropics?</p> <p>Understand what the equator, tropic of Cancer, tropic of Capricorn, northern and southern hemisphere is and its significance on the globe.</p> <p>Using a globe, locate the northern and southern hemisphere and the equator. Play quiz 'Am I above or below the equator (in the northern/southern hemisphere) e.g. I am in the continent of Europe. I'm on the coast of the Southern sea. Children can become the teacher and ask the questions. Identify the tropic of cancer and the tropic of</p>	<p>Minor: Map skills and fieldwork</p> <p>EQ - What is it like in the tropics?</p> <p>Understand what the equator, tropic of Cancer, tropic of Capricorn, northern and southern hemisphere is and its significance on the globe.</p> <p>Match a country within the tropics. When they work out the name of the country, they can take an envelope and research their weather and climate using the facts provided. Create a weather report and present to the class in groups of 3. Identify common features of living in the tropics. (BV-Mutual Respect/ Tolerance)</p>		

				Capricorn and explain that between the two imaginary lines are the tropics. Label them on a map. (BV-Mutual Respect/Tolerance) (PC-Race)	(PC-Race) Assessment Indicator <i>Identify the Northern and Southern Hemisphere, equator and tropics on a globe or map.</i>		
History -Chronology -Concepts - Interpretation -Enquiry - Communication	Major: The Roman Empire and its impact on Britain. EQ - When did the Romans invade and why? Place the Ancient Romans and Roman Britain into the wider context of historical chronology. Identify the reasons for the invasion of Britain by the Romans. Examine where, when and how the Romans invaded. Look at maps of the Roman empire and explore why they wanted to control these islands. Hot-seat Claudius and after discussion make a decision as to whether he should invade or not. (BV: Rule of Law/Democracy/ Individual Liberty) Assessment Indicator <i>Can use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, and Boudicca's revolt.</i>	Major: The Roman Empire and its impact on Britain. Educational visit to Deva Roman experience, Chester. Build understanding of Romans in North West of Britain, their role and impact on the area.	Major: The Roman Empire and its impact on Britain. EQ - How were the Romans able to keep control over such a vast empire? Build a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on: power invasion achievements beliefs society legacy (including homes, food, entertainment) Using their experiences during the educational visit to Deva Roman Fortress, pupils have to explore why the Roman army was so strong. Find and rank reasons they think the most important. Critique a short film excerpt using a grid. How well does it explain why the Roman army was so successful? What did they include/leave out?	Major: The Roman Empire and its impact on Britain Sticky Knowledge Attain and Acquire: Can use some key dates as important markers of events e.g. Caesar's landing, Claudius' invasion, and Boudicca's revolt. Analyse actions of Caesar and Claudius and their invasions of Britain. Explain why the Romans were able to expand and control such a large Empire	Major: The Roman Empire and its impact on Britain. EQ - Who was Boudicca and why did she stand up to the Romans? Understand why Boudicca is such a significant individual for both British and Roman British history. Use Boudicca primary sources to understand that there is more than one viewpoint and it cannot be verified. Question the validity of sources and contradictions - e.g. Boudicca by Tacitus and Cassius Dio. Sequence story of Boudicca's rebellion and create a living graph. Pupils draw their own picture of Boudicca based on the Roman description and then compare with textbook examples. Discuss reasons why we have different views of the same person. (BV-Rule of Law/Individual Liberty)	Major: The Roman Empire and its impact on Britain. EQ - How did Roman life contrast with the Celtic lifestyle? Identify the continuity and change throughout Roman Britain from Iron Age Britain through comparison of: power invasion achievements beliefs society legacy (including homes, food, entertainment) Activity - Picture it. Give clues as to the description of a typical Roman town in the form of slips of paper placed around the classroom. Work collaboratively, draw their own town plan including all the buildings, which they then label, then annotate a picture of a Roman town. (BV-Rule of Law/Individual Liberty/ Tolerance) Assessment Indicator <i>Can identify changes</i>	Major: The Roman Empire and its impact on Britain. EQ - How much of our lives today is influenced by the Romans who lived here 2000 years ago? Build a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on: -power -invasion -achievements -beliefs -society -legacy (including homes, food, entertainment) Understand the impact of the Roman invasion on Britain - identifying the effects on following civilisations and today. What have the Romans ever done for us? Give 15 picture clues including 2-4 red herrings. Use textbooks to decide on which are most impressive lasting legacies and create a diamond 9.

	Analyse actions of Caesar and Claudius and their invasions of Britain.		(BV- Rule of Law/Democracy) Assessment Indicator Explain why the Romans were able to expand and control such a large Empire		Assessment Indicator Explain why we have different interpretations of Boudicca today.	built on similarity and difference e.g. between Iron Age and Roman homes.	Answer baseline questions. (BV-Rule of Law/Individual Liberty/Tolerance) Assessment Indicator Describe the main ways the Romans have impacted on our lives today. Describe the consequences of the Roman invasion of Britain.
Religious Education, Beliefs and Values -Believing -Expressing -Living	LIVING What is it like to be a Hindu in Britain today? Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Answer assessment questions and introduce glossary of terms. Describe how vibrant British Hindu life is. Identify what is important to them and after watching video - what is important to 2 British Hindu children. (BV-Tolerance/Mutual respect) (PC-Religion and belief/Race)	LIVING How do Hindus show their faith? Faith in what? Explore how Hindus express their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. Describe some ways in which Hindus express their faith through puja, aarti and bhajans. Give a presentation on what Hindus believe and what their actions mean. (BV-Tolerance/Mutual respect) (PC-Religion and belief/Race)	LIVING A Hindu life; What is important? Explore how Hindus express their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. Introduce 4 aims in Hindu life. Explain that we will concentrate on Dharma in this lesson. Make connections with some Hindu beliefs and teachings about aims and duties in life. Find out more about the metaphor of the journey of life for Hindus and for themselves. (BV-Tolerance/Mutual respect) (PC-Religion and belief/Race)	LIVING Sticky Knowledge Acquire and Apply: List at least three items in Hindu's home including murtis, family shrine, puja tray. List at least two daily rituals of a Hindu - daily puja, blessing food, ceremony, aarti reading holi text, visiting the Temple. Detail how Hindus show their traditions within their community - visiting the Temple/Mandir, prayer, offerings. (BV-Tolerance/Mutual respect) (PC-Religion and belief/Race)	LIVING Why is Mahatma Gandhi a Hindu Hero? Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. Describe the Hindu belief in Karma. Describe some key events in the life of Gandhi. Think of reasons why Gandhi behaved in the way he did. How does this show Hindu beliefs? Describe how the life of Gandhi shows Hindu beliefs in action. Assessment Indicators: Explain the four aims of life (punusharthas) - dharma, arta, karma, and moksha.	LIVING Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. Retrieve understanding of Gandhi's life and link to Hindu duties. Conduct debate P4C linked to one of Gandhi's quotes 'An eye for an eye makes the whole world blind' (BV-Tolerance/Mutual respect) (PC-Religion and belief/Race) Assessment Indicators: Explain how Mahatma Ghandi made a difference in the worldwide community.	LIVING What does it mean to belong to a faith community? Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. Answer baseline assessment questions (BV-Tolerance/Mutual respect) (PC-Religion and belief/Race)

<p>Modern Foreign Languages- French</p> <ul style="list-style-type: none"> -Listening -Speaking -Reading -Writing -Intercultural Understanding 	<p>Catherine Cheater SOW Lesson 15</p> <p>Writing Write short sentences to a model/ writing frame and some words from memory, e.g. J'ai un crayon vert et une règle rouge; Il y a une baleine bleue dans le sac La baleine est grande et verte; Create sentences with the starters dans ma chambre, dans le sac etc...</p> <p>Use a simple writing frame to construct different sentences.</p> <p>Teach 4 verbs through mimes and listen and respond games.</p>	<p>Catherine Cheater SOW Lesson 16</p> <p>Reading Read and understand some familiar written words and phrases. Revise verbs from Lesson 15. Practise reading sentences including verbs to dance, fly, swim and then swapping the verbs around and rereading.</p> <p>Assessment Indicator <i>Apply known sound/spelling patterns in reading.</i></p>	<p>Catherine Cheater SOW Lesson 17 Part 1</p> <p>Speaking and Listening Ask and answer simple questions and give basic information by speaking in sentences. Write 4 phrases using masculine and feminine nouns starting with a consonant. Ask questions such as qui nage? Children to respond. Notice the change in the determiner from indefinite to definite article. Practise asking and answering questions.</p> <p>Assessment Indicators <i>Ask and answer questions from memory. Où est la baleine? Qu'est-ce qu'il fait? Qu'est-ce que c'est?</i></p>	<p>Catherine Cheater SOW Lesson 17 Part 2</p> <p>Writing Write "un" and "le" for single masculine nouns and 'une' and 'la' for feminine nouns. Recap asking questions and responding to questions. Identify the change in the determiner (from indefinite to definite article.) Record 4 questions and answers from the board in their book.</p>	<p>Catherine Cheater SOW Lesson 18</p> <p>Writing Write known nouns and apply the correct indefinite article. Write 4 phrases using masculine and feminine nouns starting with a vowel. Recap what they learned about the determiners last lesson.</p> <p>Ask questions and model given choice in response. Discuss what happens to determiner - the definite article before nouns begin with a vowel have the determiner /l/. Write examples of the definite article with nouns.</p>	<p>Catherine Cheater SOW Lesson 19</p> <p>Reading Know and apply known sound /spelling patterns in reading. Revision of the connective et and punctuation marks comma, exclamation and question mark. Focus and recognise on the phoneme /oi/ in roi</p>	<p>Catherine Cheater SOW Lesson 20</p> <p>Intercultural Understanding Listen to a variety of French music.</p> <p>Reading Follow a short familiar text, listening and reading at the same time. Listen to song A la Claire fontaine and join in on chorus. Read Je veux ma vente</p> <p>Assessment Indicator <i>Read and understand short descriptions and phrases e.g. La baleine est grande et verte; J'ai un crayon vert et une règle rouge; Il y a une baleine bleue dans le sac.</i></p>
<p>Art and Design</p> <ul style="list-style-type: none"> -Structuring and Creating -Art Elements -Evaluate and Appraise <p>Design and Technology</p> <ul style="list-style-type: none"> -Design -Make -Evaluate -Food Technology 	<p>Explore Roman patterns on shields.</p> <p>Identify repeating patterns and symmetry within the designs. Experiment with ideas. Then select their favourite and sketch a template that can be repeated in 4 quadrants to create their own shield designs for their front covers.</p>	<p>Sculpture - mosaic Artist: Antoni Gaudi</p> <p>Know some features of art from different historical periods. What is a mosaic? We will start with the question: What is a mosaic? We will identify mosaics in our local area as well as mosaics from around the world. Compare ancient and modern mosaics and consider how mosaics were used in Ancient Rome compared to</p>	<p>Sculpture - mosaic Artist: Antoni Gaudi</p> <p>Refer to artists, architects, and designers in history and experiment with their styles. Mood boards. Explore the different works of the artist by doing a gallery trail and identifying what we like and dislike about his mosaics. Create a mood board of the artist's work.</p>	<p>Sculpture - mosaic Artist: Antoni Gaudi</p> <p>Use tools to make horizontal and vertical patterns. Recreating texture through -patterns Look at the common mosaic patterns and recreate these using coloured paper in their sketch books.</p>	<p>Sculpture - mosaic Artist: Antoni Gaudi</p> <p>Use different marks and tools to create patterns and repeated mark making in clay. Designing our own mosaics in the style of Antoni Gaudi. Use their knowledge from their prior lesson to create designs for mosaics in the style of Antoni Gaudi and showing an Ancient Greek image. They will consider what their mosaics will be</p>	<p>Sculpture - mosaic Artist: Antoni Gaudi</p> <p>Know how to sculpt clay and other mouldable materials. Use different marks and tools to create patterns and repeated mark making in clay. Creating our own sculptures. Use the designs they have made last lesson to create their own sculptures. Use smoothing techniques such as</p>	<p>Sculpture - mosaic Artist: Antoni Gaudi</p> <p>Know how to sculpt clay and other mouldable materials. Use different marks and tools to create patterns and repeated mark making in clay. Decorating our own sculptures. Paint and evaluate their own work. Assessment Indicators <i>Create horizontal and vertical patterns within clay, using appropriate tools</i></p>

		those by Gaudi in Barcelona. We will end on the question: What is the purpose of a mosaic? <u>Assessment Indicator:</u> Name at least two features of art from different historical periods.	Label the materials he uses, colour pallets, textures and what the mosaics are used for.		made from, what colours they will be and what their mosaic's purpose will be.	rubbing and polishing to give their tile texture. <u>Assessment Indicators</u> Create horizontal and vertical patterns within clay, using appropriate tools. Create purposeful repeating patterns and marks in clay using tools.	Create purposeful repeating patterns and marks in clay using tools.
Music -Listen and Appraise -Singing -Instruments -Improvisation -Composition	Charanga Model Music Curriculum B How Does Music Teach Us about Our Community? Listening and Appraising Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Listen and respond to song Let Your Spirit Fly. Perform parts on recorder. (BV-Liberty/Respect)	Charanga Model Music Curriculum B How Does Music Teach Us about Our Community? Understanding Music Find and keep a steady beat. Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Listen to Symphony No. 5 4th Movement by Ludwig van Beethoven. Identify beat and metre. Recognise rhythmic and melodic patterns. <u>Assessment Indicators</u> Remain in time when using body percussion, instruments and voices. (BV-Liberty/Respect)	Charanga Model Music Curriculum B How Does Music Teach Us about Our Community? Singing Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Listen and respond to song Frere Jacques. Practise singing as a class. <u>Assessment Indicators</u> Sing expressively, with attention to breathing and phrasing. (BV-Liberty/Respect)	Charanga Model Music Curriculum B How Does Music Teach Us about Our Community? Improvising Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, D, E, F#, A, B Listen to On The Beautiful Blue Danube by Johann Strauss II Improvise and create a Graphic Score: The River	Charanga Model Music Curriculum B How Does Music Teach Us about Our Community? Composing Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Listen to The Other Side Of The Moon Compose with a Theme: The River (BV-Liberty/Respect)	Charanga Model Music Curriculum B How Does Music Teach Us about Our Community? Playing Instruments Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major. Listen to Symphony No. 5 4th Movement by Ludwig van Beethoven. Revisit a song of class choosing and practise playing instrumental parts. <u>Assessment Indicators</u> Play the right notes with more secure rhythms. Rehearse and performing their parts within the context of the unit song. (BV-Liberty/Respect)	Charanga Model Music Curriculum B How Does Music Teach Us about Our Community? Performing Play tuned and untuned instruments musically within the performance. Listen to a song of class choosing and practise playing instrumental parts ready for a performance and video. <u>Assessment Indicators</u> Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence.
Outdoor Learning Opportunities		Minor: (Reading) Outdoor Reading of class text as part of World Book Day	Minor: (Maths) Times tables relay race starter game		Major: (History) Sequence a living graph of Boudicca's life on the playground	Major: (Science) Create a food chain/web using chalk on the playground. Minor: (PSHEE) Litter picking.	

Enhancements Visits and Visitors		Kingsway POP working with a small group of readers. DEVA Roman Experience 04.03.25	Kingsway POP working with a small group of readers. Children to visit the book fair 13.03.25	Kingsway POP working with a small group of readers.	Kingsway POP working with a small group of readers.	Kingsway POP working with a small group of readers. Positive self-image workshop with MHST 04.04.25 Giant litter pick to improve our community 01.04.25	
Parental Engagement			Science Workshop 11.03.25 2.30-3.15			Parenting Anxious Children workshop with Stockport Mental Health Support Team - 02.04.25 9-10am	
Whole School and National Events		World Book Day 06.03.25 Careers Week	National Science week	Scholastic Book Fair - Children's visit 13.03.25 Comic Relief	Scholastic Book Fair 17.03.25-19.03.25 Friends of Meadowbank 'Bouncathon' - 26.03.25	Parent Consultation Evenings - 02.04.25 and 03.04.25	

Progression of knowledge and skills are shown horizontally across the half term. The different subjects are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.