	A Stitch in Time: The Romans		
Subject	**NC Link**	**Declarative knowledge**	**Procedural knowledge**
History (B) Phase: LKS2	Pupils should be taught about: • a significant turning point in British history.	The Romans • I know the difference between AC and BC. • I know that the first Romans lived in Italy nearly 3000 years ago. • I know that the Romans conquered many lands to create a huge empire.	The Romans • I can use key dates and add key information to plot events on a timeline. • I can develop an awareness of the Roman Empire and its impact on Britain. • I can explain why the Romans wanted to conquer Britain.
Design & Technology (B) Phase: LKS2	Pupils should be taught to: • select from and use a wider range of tools and equipment for joining and finishing.	The Romans – Creating a Roman Purse • I know how to use right sides together to hide stitching to create a smooth finish.	The Romans – Creating a Roman Purse • I can design and create a sewing pattern template. • I can thread a needle with a large eye and a needle threader. • I can use the backstitch to join my fabric. • I can cut material to within half a centimetre of the edge of a template.
Science (B) Phase: LKS2	Pupils should be taught to: • construct a simple series circuit, identifying and naming its basic parts.	Electricity • I know how to construct a simple series electrical circuit. • I know some common electrical conductors and insulators. • I know that a switch opens and closes a circuit. • I know how to work safely when working with electricity.	Electricity Investigation: *Are all materials conductors of electricity?* • I can compare and classify after choosing my own set of criteria. • I can give oral and written explanations of results and conclusions.
Computing (B) Phase: LKS2	These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.	These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.	These objectives are currently under review. The ELT Computing Curriculum, linking to the National Curriculum, is being followed.
Music (B) Phase: LKS2	Pupils should be taught to: • play and perform; • improvise and compose; • listen with attention; • use and understand staff and other musical notations.	Year 3 - The Dragon Song (Music from around the world) • I know that different themes can be portrayed through music, including: kindness, respect, friendship, acceptance and happiness. • I know the names of the following musical instruments or types of vocal: bass, drums, electric guitar, keyboard, organ, male or female vocals and backing vocals. Year 4 – Wider Opportunities Glockenspiel Lessons	Year 3 - The Dragon Song (Music from around the world) • I can identify the theme of a song. • I can identify the instruments and voices that I can hear in a piece of music. • I can sing in two parts. • I can play the note G by ear. • I can improvise when playing along to music, using the notes C and D. • I can compose a simple melody, using the notes G, A and B. Year 4 – Wider Opportunities Glockenspiel Lessons
Physical Ed. (B) Phase: LKS2	These objectives are currently under review. Please refer to the Physical Education Subject Audit for an overview of the units being covered. The objectives on the PE Passport are being followed for each unit.	These objectives are currently under review. Please refer to the Physical Education Subject Audit for an overview of the units being covered. The objectives on the PE Passport are being followed for each unit.	These objectives are currently under review. Please refer to the Physical Education Subject Audit for an overview of the units being covered. The objectives on the PE Passport are being followed for each unit.

Religious Ed. (B) Phase: LKS2	'The syllabus provides young people with the opportunity to develop powerful knowledge about the religions and worldviews they study, which helps to make them skilful and sophisticated interpreters of the world around them.' *Agreed Syllabus for Religion and World Views – Hull City Council*	Could Jesus heal people? (Christianity) • I know one Christian viewpoint about one of Jesus' miracles.	Could Jesus heal people? (Christianity) • I can explain what a miracle is. • I can talk about some of the things in the world that people think of as a miracle and whether there might be another explanation. • I can talk about a miracle I would like to see happen in the world today.
PSHE (B) Phase: LKS2	Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum: • Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and • Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.	Dreams and Goals (Y4 Jigsaw Unit) • I know how it feels to have hopes and dreams. • I understand that sometimes hopes and dreams do not come true and that this can hurt. • I know that reflecting on positive and happy experiences can help me to counteract disappointment. • I know how to cope with disappointment and how to help others cope with theirs. • I know what it means to be resilient and to have a positive attitude. • I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. • I know how to share in the success of a group.	Dreams and Goals (Y4 Jigsaw Unit) • I can tell you about some of my hopes and dreams. • I can identify the contributions made by myself and others to the group's achievements.
Spanish (MFL) (B) Phase: LKS2	Pupils should be taught to: • listen attentively; • explore patterns and sounds; • engage in conversations; • develop accurate pronunciation; • broaden vocabulary.	What do you want? (Y3 iLanguages Unit) • I know the difference between el/la/los/las and un/una/unos/unas in Spanish • I know the meaning of the phrase ¿Qué quisieras? • I know how to create sentences using the language me gusta/ detesto … pero quisiera.	What do you want? (Y3 iLanguages Unit) • I can perform simple communicative tasks using short sentences. I can use the context of what I see/ read to determine some of the meaning.