

| Autumn | Where Do The Romans Fit in Time? | | |
|-------------------------|--|--|--|
| Value | Autumn 1 Initiative – Have ideas to share and explore with one another, support one another when appropriate Autumn 2 Resilience – even when faced with challenges we give 100% and show stamina and endurance | | |
| Trips/visits | Butser Ancient Farm | | |
| Key Texts | Ugg By Raymond Briggs Pebble in my Pocket By Meredith Hooper Escape from Pompeii By Christina Balit Romans on the Rampage by Jeremy Strong Stone Age Boy by Satoshi Kitamura The Boy with the Bronze Axe by Kathleen Fidler Wolf Brother by Michelle Paver | | |
| English | Recounts—Diaries Historical Narrative Non-Chronological Reports Experience/location reviews | | |
| GPS | Revision of KS1 objectives, conjunctions, adjectives, pronouns, adverbials of time, past tense, prepositions, speech marks, verbs | | |
| Speaking & Listening | Use developing vocabulary to clearly structure my descriptions Add expression to my story-telling | | |
| Science | Rocks, soils, fossils | | |
| Geography | The Romans in the local area | | |
| History | Stone age, Iron age, Celts, Romans | | |
| Art & Design | Collage (Mosaic) | | |
| Design Technology | Design and make catapults | | |
| Computing | Collecting & analysing data – unit 3.6 | | |
| RE | Would celebrating Divali at home bring a feeling of belonging to a Hindu child? (Hinduism), Does joining the khalsa make a person a better sikh? (Sikhism) | | |
| PE | OAA, Fitness, basketball, tag rugby | | |
| Music | Let your spirit fly (R&B, Western classical, musicals, Motown, soul), Glockenspiel Stage 1 | | |
| French | Moi – All About Me | | |
| PSHE | Being me in my world, celebrating difference | | |
| Maths Links | Time, timelines, positional and directional language | | |
| End | Roman Day | | |
| Outcome | | | |



| Value Empathy – We always show good manners and politeness Self-confidence – we always give new initiatives a go, we never know, we might enjoy it! Trips/visits Robotics workshop at the national army museum Kew museum of water and steam Pond dipping – in school Pond dipping – in school Key Texts The tron Man by Ted Hughes The Wild Robot by Peter Brown The Robot and the Bluebing By David Lucas Non fiction: How a Robot Dog works. Based on the film Mr Hublot Core English: Oliver and the Seawigs By Philip Reeve Float by David Wignes Instructional Writing Balanced Argument Pay scripts Balanced Argument Pay scripts GPS Comparative adjectives, plurals, adverbs of manner, prepositions, parts of a sence Irregular past tense, conjunctions, contractions and apostrophes, direct speech serving Science Forces & magnetism Water cycle Plants Geography Kiston of trobus and technology Netwers Kt & Design Building 'robots' with magnetic control Vater cycle Plants Computing Programming an animation unit 3.1 Finding and correcting bugs 3.2 Communicating safely on the internet 3.5 Finding and correcting bugs 3.2 Ret Is to possible for everyon to be happy? (Buddhism) Wats 'good' about Good Friday? (Christianity) PE Football, gymmatics Hock | Spring | Are Robots more intelligent than us? | Why is water precious? |
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| Summer | Why Can't Victorians Do Street Dance? | Where in the world? (European) |
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| Value | Curiosity – we show this by extending our learning in our own time | Creativity – we want to be unique and stand out |
| Possible | Dance workshop A visit to the ballet or a dance show | Tickets, suitcases, launch assembly |
| Hook Trips/visits | A visit to the ballet of a dance show | |
| Key Texts | Born to dance by Jean Ure | Ice Palace by Robert Swindells |
| | Dancing the Charleston by Jacqueline Wilson | Belonging by Jeanie Baker |
| | Leon and the Place Between by Graham Baker-Smith | Tales of Wisdom and Wonder by Hugh Lupton |
| English | Poetry – raps | Biography |
| | Non-chronological reports | Letters |
| | | Stories from other countries |
| GPS | Commas in lists, adverbs to begin a sentence, prefixes, possessive | Words to show possession, present perfect tense, subordinate clauses, standard |
| | apostrophes | English, review |
| Speaking & | Use developing vocabulary to clearly structure my descriptions | Use developing vocabulary to clearly structure my descriptions |
| Listening | Imagine what might happen next and explain my viewpoint | Use language for a variety of reasons e.g. negotiating or complimenting |
| Science | Animals including humans - Human body, muscles | Light and shadow |
| Geography | Dance around the world | Locational knowledge, continents, mapping, human and physical features (Y1-6 Su2 Geography) |
| History | History of dance from early 1900s to present day | |
| Art & Design | Sculpture of dancer – Auguste Rodin | |
| Design | | Cooking food traditional to the chosen country |
| Technology | | |
| Computing | Videoing performance unit 3.3 | Using vlogging to document the learning and experiences over this unit: unit 3.4 |
| RE | How can Brahman be everywhere and in everything? (Hinduism) | Humanism |
| PE | Dance, rounders | Athletics, Tennis |
| Music | Bringing us together (Disco) | Reflect, rewind and replay |
| French | Les quatre amis – The Four Friends | Ca Pousse! – Growing things! |
| PSHE | Relationships | Changing Me |
| Maths Links | Counting in groups | Position and direction |
| End | Perform and then teach a range of historical dances to parents | Whole school food festival |
| outcome | | Children present information about their chosen country |