

| Aut 2     | Week 1  | Week 2   | Week 3  | Week 4  | Week 5  | Week 6   | Week 7   |
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| English   | Unit 1 L and L<br>Reading week  | Unit 1 L and L   | Unit 1 L and L<br>Write the next chapter                      | Unit 1 L and L<br>Write the next chapter  | Unit 1<br>L and L<br>Non-fiction Gadget Magic   | Matilda – linked text<br>Reading week                                  | Letter plan in role as Matilda.                        |
| Reading   | Recall  | Recall/ Inference  | Recall/ Inference   | Inference   | Inference   | Inference  | Inference  |
| Maths     | Subtraction with length based on Roman context.   | Multiplication using Roman numerals when representing number.  | Multiplication using Roman numerals when representing number. | Multiplication using Roman numerals when representing number.   | Division using Roman numerals to represent answers. Linked to capacity  | Division using Roman numerals to represent answers. Linked to capacity | Fractions linked to Matilda story. Fractions of cake.. |
| Geography |   |  |   | The Polar Regions<br>Lines of Latitude.<br>Skill- I can identify the position and significance of the: <ul style="list-style-type: none"> <li>• Equator / Northern Hemisphere / Southern Hemisphere</li> <li>• Tropics of Cancer and Capricorn</li> <li>• <u>Arctic and Antarctic Circle</u></li> </ul> | The Polar regions. What is it like?<br><br>Skill: I can identify some: <ul style="list-style-type: none"> <li>• <b>human and physical characteristics of a region</b></li> <li>• <b>topographical features of a region (including hills, mountains, coasts and rivers)</b></li> </ul> |  |  |
| History   | Day in the life of a soldier<br><br>Skill- Interpretating historical information from sources | Day in the life of a soldier – Present your findings.<br><br>Skill- Interpretating historical information from sources |   |   |   |  |  |

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| <p>Science</p> | <p>Sound- Roman music and how the ear works</p> <p><b>Skill KPI- I can communicate my findings by talking and through writing, drawings and diagrams</b></p> | <p>Appliances that use electricity- link to LL unit</p> <p>Skill- I can suggest many scientific reasons to group</p> | <p>Conductors and insulators</p> <p><b>Skill KPI- Identify common appliances that run on electricity.</b></p> <p><b>Skill- Recognise some common conductors and insulators, and associate metals with being good conductors.</b></p> | <p>Water Power and watermills used by the Romans- How does electricity work?</p> <p><b>Skill KPI- I can communicate my findings by talking and through writing</b></p> | <p>Construct a simple circuit.</p> <p>KPI- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>KPI- I can put forward my own ideas in a way that can be tested</p> <p>I can predict what might happen in a test and begin to explain why using everyday experience and scientific facts and ideas</p> <p>I can set up my own test to test out my ideas or someone else's ideas</p> | <p>Design a lamp for Matilda so she can read in bed.</p> <p><b>Skill- I am beginning to select the equipment I need for an investigation I can explain my observations and results using cause and effect, and my scientific facts and ideas</b></p> <p>KPI- Explain whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> | <p>Make a lamp for Matilda so she can read in bed.</p> <p>Skill- I am beginning to select the equipment I need for an investigation I can explain my observations and results using cause and effect, and my scientific facts and ideas</p> <p>KPI- Explain whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> |
| <p>RE</p>      | <p>What do Christians believe about god and making good choices?<br/>The good Samaritan</p>  | <p>What did the Romans believe about god?</p> <p><b>KPI Skill- To explain some ways that</b></p>                     | <p>What do the stories of Moses and the Burning Bush and of Saint Paul's conversion tell us about God in Christianity?</p>   | <p>How do we look after our world?</p> <p><b>KPI- Reflect on what is special and significant in their own</b></p>  | <p>How do we look after our world?</p> <p><b>KPI- Reflect on what is special and significant in their own lives and/or</b></p>   | <p>Describe some of the things that are the same and different for religious people.</p> <p><b>KPI- To explain</b></p>  | <p>What do people believe about God for the Christmas story?</p> <p><b>KPI- To explain</b></p>   |

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|                      | <b>KPI Skill- to explain the details of significant stories.</b>   | <b>different religions can share common features.</b>   | <b>KPI Skill- To focus on significant stories.</b>   | <b>lives and/or realise that there are puzzling and difficult questions.</b>  | <b>realise that there are puzzling and difficult questions.</b>   | <b>some ways that different religions can share common features.</b> | <b>some ways that different religions can share common features.</b> |
| <b>PSHE Identity</b> | <p>To understand making decisions in a difficult situation.</p> <p><b>Solutions for different scenarios- Recognising their qualities and solutions.</b></p> <p><b>KPI Skill- To recognise their personal qualities, attitudes, skills, attributes and achievements and what influences these</b></p> | <p>To understand making decisions in a difficult situation.</p> <p><b>KPI- Solutions for different scenarios- Recognising what influences their solutions.</b></p> <p><b>KPI Skill- To recognise their personal qualities, attitudes, skills, attributes and achievements and what influences these</b></p> | <p>Celebrate their strengths and set simple but challenging goals.</p> <p><b>KPI-To recognise their personal qualities, attitudes, skills, attributes and achievements and what influences these</b></p> | <p>What do you inspire to be?</p> <p><b>KPI-To recognise their personal qualities, attitudes, skills, attributes and achievements and what influences these</b></p> | <p>What will influence your goal?</p> <p><b>KPI-To recognise their personal qualities, attitudes, skills, attributes and achievements and what influences these</b></p> |  |  |
| <b>Computing</b>     |  |   |  |   |   | Purple mash-write a newspaper report about invasion.                 | Purple mash-write a newspaper report about invasion.                 |

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|     |  |  |  |   |  | <b>Multimedia<br/>Y4IL3 To be able to use appropriate information to produce a report for a particular audience.</b> | <b>Multimedia<br/>Y4IL3 To be able to use appropriate information to produce a report for a particular audience.</b>  |
| DT  |  |  |  |   |  | Design a lamp for Matilda so she can read in bed.  | Make a lamp for Matilda so she can read in bed.   |
| Art |  |  | Design Roman helmets<br><br><b>Develop a plan needed to make a product. Label drawings from different views.</b> | Make Roman helmets<br><br><b>Measure, mark out, cut and shape a range of materials.</b> |  | Create a scene of how Matilda is feeling.<br><br><b>Skill- Can express different feelings through drawing.</b>       | Create a scene of how Matilda is feeling.<br><br><b>Skill KPI- Can select appropriate tools and techniques for making their product</b><br><br><b>Skill- Can measure, mark out, cut and shape a range of materials and components accurately in temporary and permanent ways</b><br><br><b>Skill- Can</b> |

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|  |  |  |  |  |  |  | <b>measure, tape<br/>or pin, cut and<br/>join fabric with<br/>some accuracy</b> |
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