



| | Week 1 22/04 | Week 2 28/04 | Week 3 05/05 | Week 4 12/05 | Week 5 19/05 |
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| Reading | Romans on the Rampage by Jeremy Strong | Romans on the Rampage by Jeremy Strong | Roman Diary The Journal of Iliona young slave by Richard Platt | The Roman Invasion by Josh Lacey | Rotten Romans Splats, hats and lots of RATS! By Terry Deary |
| Writing | Skills lessons on how to write a simple sentence | Skills lessons: Conjunctions Features of a letter Paragraphs Suffixes e.g est | Modelled write- Letter from Iliona to her brother | Independent write Letter from Iliona's brother to Iliona | Independent write Letter from Iliona's brother to Iliona |
| Maths | Four operations: Addition, subtraction, multiplication and division | Four operations: Addition, subtraction, multiplication and division | Four operations: Addition, subtraction, multiplication and division | Number Fractions | |
| Science | Know that humans and some other animals have skeletons and muscles for support, protection and movement (Introduction) | Know how to compare, contrast and classify skeletons of different animals | Know the names, position and the function of some bones in the human skeleton | Know that humans and animals have muscles and joints, which help them move. | Know how to ask questions and investigate patterns, such as: Do people with long arms throw further? Explain how skeletons and muscles are used for support, protection and movement |

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| History | To know about the invasion of Britain by the Romans. To know about the trade links and expansion | To know about the Boudicca rebellion. | To know the achievements of the Romans in Britain (impact and legacy). | To compare the buildings of the Iron Age and the Romans. | To identify the causes and consequences of the invasion of England. |
| RE | To know that Muslims believe in one true God. | To know that God made Adam and Hawwa, known as Eve. | To know that Adam and Eve disobeyed Allah. | To know that Adam and Eve were sent from paradise to Earth. To know that Adam was Allah's successor on Earth. | To understand the importance of Adam to Muslims and make connections to other important people in religions. |
| DT | I know what makes a good catapult by evaluating pre-existing products | I know how to measure and cut with some accuracy. | I know how to develop a design specification | I know how to apply my knowledge to make a Roman catapult | I know how to evaluate my Roman catapult |
| Music | To spot the patterns within a song | To play musical patterns | To play musical patterns | To explore descriptive sounds | To perform |
| PE | Basketball: To understand the role of an attacker when in possession. Cricket: To learn how to score in a striking and fielding game | To maintain possession whilst dribbling. To develop batting to score points. | To develop passing and moving to support my team. To develop fielding skills to limit the batter's score. | To understand the role of a defender and explore ways to gain possession. To understand the role of a bowler | To understand that scoring goals is an attacking skill and learn how to do this. To apply skills and knowledge to compete in a tournament. |

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| | | | | | <p>To develop my understanding of tactics and begin to use them.</p> <p>To apply skills and knowledge to play games using cricket rules</p> |
| RHE | I can discuss and share what I think the word 'relationships' means. | I can identify the roles and responsibilities of each member of my family. | <p>I can know about the expectations for males and females in families around the world.</p> <p>I can reflect on the expectations for males and females in families around the world.</p> | I can explore families of others around the world. | I reflect upon my family and the families of others around the world. |
| Spanish | To recognise and recall different vegetables | To recognise and recall different vegetables | To recognise and recall different vegetables | To recognise and recall different vegetables | To recognise and recall different vegetables |
| Computing | Know how a sprite moves in an existing project. | Know that a sprite can move in four directions using a program. | Know that a program can be adapted to a new context and real world design choices. | Know that a program can be developed by adding features. | <p>Know that bugs in a program can be identified and fixed.</p> <p>Know how a maze-based challenge can be designed and created using a program.</p> |