

MTP Summer 1 Humshaugh First School Class 3 - Mrs Long/Ms Osborne/Mrs Wilkinson/ Mr Hulbert

	Week 1 20.4.26	Week 2 27.4.26	Week 3 4.5.26 Bank holiday	Week 4 11.5.26 Robinwood	Week 5 18.5.26
TOPIC	ROTTEN ROMANS	ROTTEN ROMANS	ROTTEN ROMANS	ROTTEN ROMANS	ROTTEN ROMANS
SPELLINGS SPAG	YEAR 3-6 SPELLING LISTS Prepositions	YEAR 3-6 SPELLING LISTS Prefixes re, sub, inter	YEAR 3-6 SPELLING LISTS Adding suffixes beginning with vowels	YEAR 3-6 SPELLING LISTS Time Conjunctions	YEAR 3-6 SPELLING LISTS Paragraphs
WRITING (Core Texts/Animation)	Escape from Pompei By Christina Balit	Escape from Pompei By Christina Balit	Escape from Pompei By Christina Balit	Volcanos Non-Chronological Report	Volcanos Non-Chronological Report
GENRES	Narrative and Non- Chronological Report	Narrative and Non- Chronological Report	Narrative and Non- Chronological Report	Narrative and Non- Chronological Report	Narrative and Non- Chronological Report
SPOTLIGHT ON... Authors/Books	Richard Platt <i>(Roman Diary – The Journey of Iliona)</i> Gary Northfield <i>(Julius Zebra: Rumble with the Romans)</i> Lynne Reid Banks <i>(Tiger, Tiger)</i>	Richard Platt <i>(Roman Diary – The Journey of Iliona)</i> Gary Northfield <i>(Julius Zebra: Rumble with the Romans)</i> Lynne Reid Banks <i>(Tiger, Tiger)</i>	Richard Platt <i>(Roman Diary – The Journey of Iliona)</i> Gary Northfield <i>(Julius Zebra: Rumble with the Romans)</i> Lynne Reid Banks <i>(Tiger, Tiger)</i>	Richard Platt <i>(Roman Diary – The Journey of Iliona)</i> Gary Northfield <i>(Julius Zebra: Rumble with the Romans)</i> Lynne Reid Banks <i>(Tiger, Tiger)</i>	Richard Platt <i>(Roman Diary – The Journey of Iliona)</i> Gary Northfield <i>(Julius Zebra: Rumble with the Romans)</i> Lynne Reid Banks <i>(Tiger, Tiger)</i>

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VIPERS	<p align="center">Guided reading VIPERS Stage 3/4-The Romans All about the Romans</p>	<p align="center">Guided reading VIPERS Stage 3/4-The Romans Romulus and Remus</p>	<p align="center">Guided reading VIPERS Stage 3/4-The Romans Food and Drink</p>	<p align="center">Guided reading VIPERS Stage 3/4-The Romans Hadrians Wall</p>	<p align="center">Guided reading VIPERS Stage 3/4-The Romans Gladiators</p>
MATHS	<p align="center">MULTIPLICATION / DIVISION FRACTIONS ROMAN NUMERALS TIME MULTIPLICATION TABLES(MTC)-Y4</p>	<p align="center">MULTIPLICATION / DIVISION FRACTIONS ROMAN NUMERALS TIME MULTIPLICATION TABLES(MTC)-Y4</p>	<p align="center">MULTIPLICATION / DIVISION FRACTIONS ROMAN NUMERALS TIME MULTIPLICATION TABLES(MTC)-Y4</p>	<p align="center">MULTIPLICATION / DIVISION FRACTIONS ROMAN NUMERALS TIME MULTIPLICATION TABLES(MTC)-Y4</p>	<p align="center">MULTIPLICATION / DIVISION FRACTIONS ROMAN NUMERALS TIME MULTIPLICATION TABLES(MTC)-Y4</p>

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HISTORY	<p align="center">ROMAN EMPIRE</p> <p>Who Were the Romans and How Did They Build Their Empire?</p> <p>Develop an awareness of the Roman Empire and its impact on Britain. Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To learn about where the Romans came from and how the city of Rome became the centre of a huge empire.</p>	<p align="center">ROMAN EMPIRE</p> <p>Why Did the Romans Invade Britain?</p> <p>Develop an awareness of the Roman Empire and its impact on Britain. Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Develop the appropriate use of historical terms. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To identify reasons why the Romans invaded Britain and to recall key facts about the invasions.</p>	<p align="center">ROMAN EMPIRE</p> <p>Why Did the Romans Build New Roads and Towns?</p> <p>Develop an awareness of the Roman Empire and its impact on Britain. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. To understand why and how the Romans built new roads and new towns in Britain.</p>	<p align="center">ROMAN EMPIRE</p> <p>Who Was Boudicca and Why Did She Lead a Rebellion?</p> <p>Develop an awareness of the Roman Empire and its impact on Britain. Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Understand how our knowledge of the past is constructed from a range of sources. To understand why Queen Boudicca led a rebellion against the Romans and to consider the different perspectives on this event.</p>	<p align="center">ROMAN EMPIRE</p> <p>Why Was Hadrian's Wall Important and Who Lived There?</p> <p>Develop an awareness of the Roman Empire and its impact on Britain. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. Understand how our knowledge of the past is constructed from a range of sources. To recognise the importance of Hadrian's Wall to the Romans and to learn about the lives of soldiers who lived there.</p> <p>What Was Life like in a Roman Villa?</p> <p>Develop an awareness of the Roman Empire and its impact on Britain. Note connections, contrasts and trends over time and develop the appropriate use of historical terms. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. To examine Roman villa complexes in Britain and the way of life in a countryside villa.</p>
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<p align="center">SCIENCE</p> <p align="center">LIVING THINGS AND THEIR HABITATS</p>	<p>Grouping Living Things To recognise that living things can be grouped in a variety of ways <i>by sorting living things into a range of groups.</i> • I can group living things in a range of ways.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions <i>by using a range of methods to sort and group living things.</i> • I can use a range of methods to sort living things.</p>	<p align="center">KS2 Trip to Vindolanda & The Roman Army Museum</p>	<p>Classifying Vertebrates To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment <i>by generating questions to sort vertebrates in a classification key.</i> • I can generate questions to use in a classification key.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes <i>by identifying vertebrates by their similarities and differences.</i> • I can identify vertebrates by observing their similarities and differences.</p>	<p>Classification Keys To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment <i>by creating classification keys.</i> • I can create a classification key.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions <i>by creating tables and keys showing the characteristics of living things.</i> • I can show the characteristics of living things in a table and a key</p>	<p>Environmental Changes To use scientific evidence to answer questions about endangered living things.</p>

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FOREST SCHOOL/ FRIDAYS	PETER PAN REHEARSAL	PETER PAN REHEARSAL	KS1 & 2 – Art/DT	Y1, 2 & 3 Viaduct Challenge (ROBINWOOD-Y4s)	<p>KS2 – Invertebrate Hunt To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment <i>by using keys to identify invertebrates found in the local environment.</i></p> <ul style="list-style-type: none"> • I can use a key to identify invertebrates. <p>Using straightforward scientific evidence to answer questions <i>by explaining how they have identified an invertebrate.</i></p> <ul style="list-style-type: none"> • I can use evidence to identify an invertebrate.
RE	GOSPEL (UC) What kind of world does Jesus want? Core	GOSPEL (UC) What kind of world does Jesus want? Core	GOSPEL (UC) What kind of world does Jesus want? Core	GOSPEL (UC) What kind of world does Jesus want? Core	GOSPEL (UC) What kind of world does Jesus want? Core

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FRENCH	<p>Counting 11-31 Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases; explore the patterns and sounds of language and link the spelling, sound and meaning of words; in the context of counting.</p> <ul style="list-style-type: none"> • I can recognise and repeat sounds and words with increasing accuracy. • I can make links between known and new vocabulary 	<p>KS2 Trip to Vindolanda & The Roman Army Museum</p>	<p>Days of the Week Listen attentively to spoken language and show understanding by joining in and responding; in the context of the days of the week.</p> <ul style="list-style-type: none"> • I can recognise, say and respond to a set of vocabulary. 	<p>Months of the Year Read carefully and show understanding of words, phrases and simple writing; in the context of months of the year.</p> <ul style="list-style-type: none"> • I can listen, read and respond to a set of vocabulary. 	<p>My Birthday! Speak in sentences, using familiar vocabulary, phrases and basic language structures; in the context of birthday dates.</p> <ul style="list-style-type: none"> • I can speak in sentences using known vocabulary and grammar.
PE	Netball Swimming	Netball Swimming	Netball Swimming	Netball Swimming	Netball Swimming
MUSIC	SUMMER PRODUCTION PETER PAN RECORDER LESSONS	SUMMER PRODUCTION PETER PAN RECORDER LESSONS	SUMMER PRODUCTION PETER PAN RECORDER LESSONS	SUMMER PRODUCTION PETER PAN RECORDER LESSONS	SUMMER PRODUCTION PETER PAN RECORDER LESSONS
COMPUTING	All about data	Y3/4 Trip to Vindolanda / Roman Army Museum	Sorting into Groups	Using a branching database	Whodunit?
PSHE	PHYSICAL HEALTH Balanced healthy lifestyle and being active	PHYSICAL HEALTH Balanced healthy lifestyle and being active	PHYSICAL HEALTH Balanced healthy lifestyle and being active	PHYSICAL HEALTH Balanced healthy lifestyle and being active	PHYSICAL HEALTH Balanced healthy lifestyle and being active

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VISITS & VISITOR	BIODIVERSITY PROJECT	ROMAN ARMY MUSEUM AND VINDOLANDA	PROJECT EVERYONE	Y4 RESIDENTIAL ROBIN WOOD	
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