	Week 1 15.4.24	Week 2 22.4.24	Week 3 29.4.24	Week 4 6.5.24	Week 5 13.5.24	Week 6 20.5.24
TOPIC	ROTTEN ROMANS					
SPELLINGS	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	YEAR 3-6 SPELLING LISTS SPAG test
WRITING (Core Texts/Animation)	Roman Diary-The Journal of Iliona - A Young Slave by Richard Platt To write a diary entry from a character's perspective.	Roman Diary-The Journal of Iliona - A Young Slave by Richard Platt To write a diary entry from a character's perspective.	Roman Diary-The Journal of Iliona - A Young Slave by Richard Platt To write a diary entry from a character's perspective.	Roman Diary-The Journal of Iliona - A Young Slave by Richard Platt To write a diary entry from a character's perspective.	Roman Diary-The Journal of Iliona - A Young Slave by Richard Platt To write a diary entry from a character's perspective.	Roman Diary-The Journal of Iliona - A Young Slave by Richard Platt To write a diary entry from a character's perspective.
GENRES	NON-FICTION Diary Information Text	NON-FICTION Diary Information Text	NON-FICTION Diary Information Text	NON-FICTION Diary Information Text	NON-FICTION Diary Information Text	NON-FICTION Diary Information Text

SPOTLIGHT ON Authors/Books	Richard Platt (Roman Diary – The Journey of Iliona) Gary Northfield (Julius Zebra: Rumble with the Romans) Christina Balit (Escape from Pompei) Lynne Reid Banks (Tiger, Tiger)	Richard Platt (Roman Diary – The Journey of Iliona) Gary Northfield (Julius Zebra: Rumble with the Romans) Christina Balit (Escape from Pompei) Lynne Reid Banks (Tiger, Tiger)	Richard Platt (Roman Diary – The Journey of Iliona) Gary Northfield (Julius Zebra: Rumble with the Romans) Christina Balit (Escape from Pompei) Lynne Reid Banks (Tiger, Tiger)	Richard Platt (Roman Diary – The Journey of Iliona) Gary Northfield (Julius Zebra: Rumble with the Romans) Christina Balit (Escape from Pompei) Lynne Reid Banks (Tiger, Tiger)	Richard Platt (Roman Diary – The Journey of Iliona) Gary Northfield (Julius Zebra: Rumble with the Romans) Christina Balit (Escape from Pompei) Lynne Reid Banks (Tiger, Tiger)	Richard Platt (Roman Diary - The Journey of Iliona) Gary Northfield (Julius Zebra: Rumble with the Romans) Christina Balit (Escape from Pompei) Lynne Reid Banks (Tiger, Tiger)
VIPERS	Guided reading VIPERS Stage 3/4-The Romans All about the Romans	Guided reading VIPERS Stage 3/4-The Romans Food and Drink	<b>Guided reading</b> VIPERS Stage 3/4-The Romans Gladiators	Guided reading VIPERS Stage 3/4-The Romans Hadrians Wall	Guided reading VIPERS Stage 3/4-The Romans Romulus and Remus	Guided reading VIPERS Stage 3/4-The Romans Who were the Romans
MATHS	JL PLACE VALUE inc. ROMAN NUMERALS ORDERING COMPARING 10,100,1000 MORE/LESS ROUNDING NEGATIVE NUMBERS MULTIPLICATION TABLES(MTC) TIME	JL PLACE VALUE inc. ROMAN NUMERALS ORDERING COMPARING 10,100,1000 MORE/LESS ROUNDING NEGATIVE NUMBERS MULTIPLICATION TABLES (MTC) TIME	JL PLACE VALUE inc. ROMAN NUMERALS ORDERING COMPARING 10,100,1000 MORE/LESS ROUNDING NEGATIVE NUMBERS MULTIPLICATION TABLES(MTC) TIME	JL PLACE VALUE inc. ROMAN NUMERALS ORDERING COMPARING 10,100,1000 MORE/LESS ROUNDING NEGATIVE NUMBERS MULTIPLICATION TABLES(MTC) TIME	JL PLACE VALUE inc. ROMAN NUMERALS ORDERING COMPARING 10,100,1000 MORE/LESS ROUNDING NEGATIVE NUMBERS MULTIPLICATION TABLES(MTC) TIME	JL PLACE VALUE inc. ROMAN NUMERALS ORDERING COMPARING 10,100,1000 MORE/LESS ROUNDING NEGATIVE NUMBERS MULTIPLICATION TABLES(MTC) TIME
	LO Y3 – Measure Mass in Grams Y4 – Plot Coordinates	LO Y3 - Equivalent masses (kilograms and grams) Y4 – Translate on a grid	LO Y3 – Add & Subtract Mass Y4 – Co ordinate Challenge NRICH	LO Y3 - Measure capacity and volume in litres and millilitres Y4 - Follow the Numbers	LO Y3 - Compare capacity and volume Y4 - Compare capacity and volume (RECAP)	ARTS WEEK

#### **ROMAN EMPIRE Who Were the Romans** and How Did They Build **Their Empire?**

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.

#### **ROMAN EMPIRE** Why Did the Romans **Invade Britain?**

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.

#### **ROMAN EMPIRE** Why Did the Romans **Build New Roads and** Towns?

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.

#### **ROMAN EMPIRE Who Was Boudicca** and Why Did She Lead a Rebellion?

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.

#### Why Was Hadrian's **Wall Important and** Who Lived There?

**ROMAN EMPIRE** 

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.

# Roman Villa?

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

#### **ROMAN EMPIRE** Why Do We Remember the Romans?

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.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 understand the lasting impact of the Roman Empire on Britain.

## What Was Life like in a

countryside villa.

	SOUND ASSESSMENT	ishaugh i hat achiadh	Classifying Vertebrates	Invertebrate Hunt	Classification Keys	ARTS WEEK
	Grouping Living Things		To explore and use	To explore and use	To explore and use	ANIO WEEK
	To recognise that living		classification keys to	classification keys to	classification keys to	MAKING WILLOW
SCIENCE LIVING THINGS AND THEIR HABITATS	things can be grouped in a variety of ways by sorting living things into a range of groups.  • I can group living things in a range of ways.  Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions by using a range of methods to sort and group living things.  • I can use a range of methods to sort living things.	KS2 Trip to Vindolanda & The Roman Army Museum	help group, identify and name a variety of living things in their local and wider environment by generating questions to sort vertebrates in a classification key.  • I can generate questions to use in a classification key.  Identifying differences, similarities or changes related to simple scientific ideas and processes by identifying vertebrates by their similarities and differences.  • I can identify vertebrates by observing their similarities and differences.	help group, identify and name a variety of living things in their local and wider environment by using keys to identify invertebrates found in the local environment.  • I can use a key to identify invertebrates.  Using straightforward scientific evidence to answer questions by explaining how they have identified an invertebrate.  • I can use evidence to identify an invertebrate.	help group, identify and name a variety of living things in their local and wider environment by creating classification keys.  • I can create a classification key.  Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions by creating tables and keys showing the characteristics of living things.  • I can show the characteristics of living things in a table and a key	INSECTS
ART Formal elements and Field Sketching						ARTS WEEK

Wife Summer i Humshaugh First School Class 3 - Wifs Long/Wis Osborne/Wifs Wilkinson/Wifs Phillips/Wir Hulbert						
						FOOD TECH
						Making Carnival
10						Food
Δ						Fruit Kebabs
						Chocolate Apples
						Pineapple skewers
	GOSPEL (UC) What	GOSPEL (UC) What	GOSPEL (UC) What	GOSPEL (UC) What	GOSPEL (UC) What	GOSPEL (UC) What
	kind of world does	kind of world does	kind of world does	kind of world does	kind of world does	kind of world does
<b>8</b>	Jesus want?	Jesus want?	Jesus want?	Jesus want?	Jesus want?	Jesus want?
~	Core	Core	Core	Core	Core	Core
	Core	Core	Core	Core	Core	Core
	Counting 11-31		Days of the Week	Months of the Year	My Birthday!	Counting 11-31
	Develop accurate		Listen attentively to	Read carefully and show	Speak in sentences,	Develop accurate
	pronunciation and		spoken language and	understanding of words,	using familiar	pronunciation and
	intonation so that others		show understanding by	phrases and simple	vocabulary, phrases and	intonation so that
	understand when they are		joining in and	writing; in the context of	basic language	others understand
	reading aloud or using		responding; in the	months of the year.	structures; in the context	when they are reading
	familiar words and		context of the days of		of birthday dates.	aloud or using familiar
	phrases; explore the		the week.	• I can listen, read and		words and phrases;
	patterns and sounds of			respond to a set of	• I can speak in	explore the patterns
프	language and link the	KS2 Trip to Vindolanda	• I can recognise, say	vocabulary.	sentences using known	and sounds of
Ž	spelling, sound and	&	and respond to a set of		vocabulary and	language and link the
FRENCH	meaning of words; in the	The Roman Army	vocabulary.		grammar.	spelling, sound and
ш	context of counting.	Museum				meaning of words; in
	• I can recognise and					the context of
	repeat sounds and words					counting.
	with increasing accuracy.					• I can recognise and
	• I can make links					repeat sounds and
	between known and new					words with increasing
	vocabulary					accuracy.
						• I can make links
						between known and
						new vocabulary
	Netball	Netball	Netball	Netball	Netball	Netball
PE	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming

	SHAKESPEARE	SHAKESPEARE	SHAKESPEARE	SHAKESPEARE	SHAKESPEARE	SHAKESPEARE
	ROCKS!	ROCKS!	ROCKS!	ROCKS!	ROCKS!	ROCKS!
O	Charanga	Charanga	Charanga	Charanga	Charanga	Charanga
MUSIC	Bringing Us	Bringing Us				
N N	Together		Together	Together		Together
_	_	Together	_	_	Together	_
	Step 1	Step 1				
	NCC/360 Scheme	NCC/360 Scheme				
פ	Unit 3.5	Unit 3.5				
ΙĒ	Programming A-	Programming A-				
COMPUTING	Sequence in music	Sequence in				
S S						music
U						
	1Decision	1Decision	1Decision	1Decision	1Decision	1Decision
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ĕ		ROMAN ARMY			Y4 RESIDENTIAL	ARTS WEEK
ISI		MUSEUM AND			ROBIN WOOD	CARNIVAL
VISITS & VISITOR		VINDOLANDA				STEEL PANS
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