

English coverage

Week 1&2: Roald Dahl—The BFG

Week 2—5 : Digital Literacy—exploring a range of genres around a film clip/

Week 6&7—Battle Cry—persuasive writing—read, write, perform.

Daily handwriting, GAP Buster and spelling practice.

Weekly reading comprehension on James and the Giant Peach.



Our Skills



To research



To communicate



To read and write



To create, produce and perform



To reason, problem solve and critically consider

Snowdrops (Year Three/Four)

Miss Smith's Class



Julius Caesar—Roman Geezer

LEARNING HOOK — Roman Themed Day

Science coverage

Week 1: Can I compare different types of rock s?

Week 2: Can I investigate the properties of rocks?

Week 3: Can I explain how fossils are formed?

Week 4: Can I explain how soil is formed?

Week 5: Can I carry out an investigation into soil permeability?

Week 6: Can I use the internet to research the life of a significant scientist?

Week 7: Can I write a biography about the life of a significant scientist?



PE coverage

Football

The children will learn a range of football skills, such as dribbling, passing and shooting. They will develop their teamwork skills and knowledge of the rules. They will then evaluate their skills.



Maths coverage

Week 1&2 : Place value—ordering numbers, value of digits, rounding.

Week 3: Addition and subtraction methods—fluency, reasoning, problem solving.

Week 4: Multiplication methods—fluency, reasoning, problem solving.

Week 5: Division methods—fluency, reasoning, problem solving.

Week 6&7: Measurement—length and perimeter.

Mental maths including times tables weekly. Daily 'Speed Calc.' practice.



IT and Computing coverage

Week 1: How does Powerpoint work?

Week 2: Can I add images and text to a Powerpoint

Week 3: Can I research information technologies?

Week 4: Can I present information and technologies?

Week 5: Can I create pages with hyperlinks?



Discrete subjects

Music: weekly violin sessions with a specialist teacher.

Learning a Roman song to tell the story of Boudicca.

Art: designing, making and evaluating a Roman tile using clay.



RRSA Links

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 12: o'Yu have the right to give your opinion, and for adults to listen and take it seriously.

Article 13: You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people

Article 17: You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 19: You have the right to be protected from being hurt and mistreated, in body or mind.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

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British Values

Individual Liberty:

Children can choose their own differentiation in lessons as appropriate.

Rule of Law:

Children will be expected to follow school rules, and will follow school behaviour policy for reward and punishment.

Mutual Respect:

Children will be given opportunities to work alongside each other and follow the class Rights Respecting Charter.

Democracy:

Children to write speeches to be elected as councillors and class champions. Children will then vote for class councillors and class champions.

Humanities (Topic) coverage

Week 1: Roman Day—food tasting, dress up, roman numerals etc.

Week 2: Can I show my chronological understanding of eras in history?

Week 3: Can I use my research skills to find out about Julius Caesar?

Week 4: an I write a non-chronological report about life as a Roman soldier?

Week 5: Can I locate countries in Europe?

Can I create a map of the Roman progress through Europe and North Africa?

Week 6: Can I show my understanding of the impact of the Roman Invasion?

Week 7: Can I learn and perform a song?



RE coverage

Week 1: Do I understand the meaning of the aum symbol and its significance for Hindus? Do I know about some aspects of Hindu beliefs?

Week 2: Do I understand the Hindu idea of god in many forms?

Week 3: Can I show my understanding that Hindus believe that the many qualities of God are represented in various ways?

Week 4: Can I recognise why shrines are important places in Hindu homes?

Week 5: Can I identify the ways in which Hindus show devotion to God?

Week 6: Can I show my understanding of Puja?

