**HISTORY:**

* The Roman Empire and its Impact on Britain

**Global Learning Themes**

Development - Know how countries have developed over time, including historical civilisations, colonial relationships and post independence *(link to history and settlements)*

- Understand changes to patterns of development, for example the rise of newly industrialised countries in different parts of the world *(how Briton changed after Roman invasion , then current in P4C)*

Globalisation and interdependence- Recognise how people are interdependent, and know examples of historical and modern connections between countries across the world

**GEOGRAPHY:**

Locational knowledge

* Locate the world’s countries, using maps to focus on Europe and North and South America… concentrating on their environmental regions, key physical and human characteristics, countries and major cities *(Rome…)*
* Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics… and understand how some of these aspects have changed over time *(Place affected by Roman structure)*
* Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

* Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region in a European country *(What have the Roman’s ever done for us? Things we have here now that we didn’t before)*

Geographical skills and fieldwork

* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Uses fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies *(Roman ruins etc)*

**SCIENCE:**

**Observational science (related to Earth and space)**

* Sun rise and sun set (*Sheff and China*). Moon phases *(Sheff).*

**Properties and changes of materials**

* compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
* know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
* use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
* give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
* demonstrate that dissolving, mixing and changes of state are reversible changes
* explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

**READING: KPIs**

* Increase familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from our literacy heritage and other cultures and traditions
* Check that books make sense and discuss understanding
* Summarise main ideas from more than one paragraph
* Identify how language, structure and presentation contribute to meaning (Of a non-fiction text)
* Retrieve, record and present information from non-fiction
* Provide reasoned justifications for their views (What have the Roman’s ever done for us?!)
* Participate in discussions about books that are read to them

**WRITING:KPIs**

O**bjectives in bold show the progression throughout the year**

* **Add prefixes to verbs ( dis, de-,mis- etc)**
* Identify the audience for and the purpose of writing, selecting the appropriate form and choosing other similar writing as models
* In narratives, describe settings, characters and atmosphere
* Ensure consistent and correct use of tense throughout a piece of writing
* Proofread for spelling and punctuation errors
* Indicate degrees of possibility using adverbs or modal verbs.
* **Use relative clauses (who, which, when)**
* Use commas to clarify meaning
* Use brackets, dashes or **commas to indicate parenthesis**
* **Use a wide range of devices to build cohesion within and across paragraphs**
* (Perform their own compositions, using appropriate intonation, volume, and movement so that their meaning is clear – monologues, Life of Brian – different roles of Romans to stand up and speak in role)

**MATHS: KPIs**

**Number & place Value**

* Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit.
* Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

**Addition & Subtraction**

* Add and subtract whole numbers with more than 4 digits.
* add and subtract numbers mentally with increasingly large numbers *(example, 12 462 – 2300 = 10 162)*

**Multiplication & Division**

* Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
* Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
* Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

**Fractions (including decimals & %)**

* Compare and order fractions whose denominators are all multiples of the same number.
* Read and write decimal numbers as fractions *[for example, 0.71 = 71/100].*
* Read, write, order and compare numbers with up to three decimal places.
* Solve problems which require knowing percentage and decimal equivalents of 1/2, 1/4, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25.

**Measurement**

* Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre).
* Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
* Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm2) and square metres (m2)

**Geometry: Properties of Shapes**

* Draw given angles, and measure them in degrees (0).
* Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

**Statistics**

* Complete, read and interpret information in tables, including timetables.

**ART AND DESIGN:**

* to create sketch books to record their observations and use them to review and revisit ideas
* to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
* about great artists, architects and designers in history.

**MUSIC:**

* play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* improvise and compose music for a range of purposes using the inter-related dimensions of music
* listen with attention to detail and recall sounds with increasing aural memory
* use and understand staff and other musical notations
* appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
* develop an understanding of the history of music.

**RE:** Religion and the Individual (approx. 13 hours teaching)

**Knowing about and understanding religions and world views**

- Understand ideas and practices, linking different viewpoints

- Explain the impact of and connections between ideas, practices, viewpoints

**Expressing and communicating ideas related to religions and world views**

- Express ideas thoughtfully in RE

- Explain diverse ideas and viewpoints clearly in various forms

**Gaining and deploying the skills for studying religions and world views**

- Apply ideas about religions and world views thoughtfully

- Investigate and explain why religions and world views matter

**PE:**

* use running, jumping, throwing and catching in isolation and in combination
* play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
* develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
* perform dances using a range of movement patterns
* take part in outdoor and adventurous activity challenges both individually and within a team
* compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**COMPUTING:**

Unit 5.3

Search Engines and the Web

*POS Ref: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*

*POS Ref: use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour.*

**DT:**

* Design, Make and Evaluate. Link this to your project work. Within the year this needs to include a link to cooking and nutrition (see NC document for further detail).