

Medium Term Planning Spring Term 2018: The Romans are Coming!

<p>Launch– Sharing homework projects Landing : Demonstration to the parents of what they have learned through the context of the class play.</p>						
<p>Essential Opportunities (Subject content NC coverage + schools)</p>						
<p>History</p> <p>Changes in Britain during the Iron Age, leading on to Roman invasion.</p>	<p>Geography</p> <p>Use maps, atlases, globes and computer mapping to identify countries in the news and occurring through other subjects.</p>	<p>Art & DT</p> <p>Art: Mosaics</p> <p>Observational drawing</p> <p>Make own mosaic, understanding skills and materials involved.</p>	<p>PE</p>	<p>RE</p> <p>Hinduism</p> <p>Salvation unit - Understanding Christianity</p>	<p>Music</p> <p>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use songs from class play as context for musical skills</p>	<p>French</p> <p>Sing/speak/Read/Write using a variety of vocabulary based on colours, numbers, familiar animals</p> <p>Look at the culture of French speaking countries.</p>
<p>Essentials for Progress (skills coverage)</p>						
<p>To investigate and interpret the past Use evidence to ask questions and find answers to questions about the past. Suggest causes and consequences of some of the main events and changes in history.</p> <p>To understand chronology</p>	<p>To investigate places</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location make comparisons</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries</p>	<p>To develop ideas Develop ideas from starting points throughout the curriculum</p> <p>Adapt and refine ideas as they progress</p> <p>Explore ideas in a variety of ways</p> <p>To master techniques</p> <ul style="list-style-type: none"> Layer materials and colours effectively 		<p>Ask and answer questions about religious belief. Know why believers do some of the things which they do. Consider how belief affects the way believers live their lives.</p>	<p>To Perform</p> <ul style="list-style-type: none"> Sing from memory with accurate pitch. Sing in tune. Pronounce words within a song clearly. Show control of voice. Play notes on an 	<p>Read out loud everyday words and phrases.</p> <p>Use kinaesthetic/musical memory to learn songs and rhymes</p> <ul style="list-style-type: none"> Use phonic knowledge to read

<p>Place events, artefacts and historical figures on a time line using dates.</p> <ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events. <p>To communicate historically Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 	<p>and describe features.</p>	<p>Observational drawing of skulls and teeth</p> <p>Use different hardnesses of pencils to show line, tone and texture.</p> <ul style="list-style-type: none"> • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture <p>To master practical skills</p> <p>To design, make, evaluate and improve</p> <p>Design with purpose by identifying opportunities to design.</p> <ul style="list-style-type: none"> • Refine work and techniques as work progresses, continually evaluating the 			<p>instrument with care so that they are clear.</p> <ul style="list-style-type: none"> • Perform with control and awareness of others. 	<p>words.</p> <ul style="list-style-type: none"> • Read and understand short written phrases. • Read out loud familiar words and phrases. <p>Use French ppt about the reasons that the Romans invaded Britain to cover that aspect</p>
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design.

Using Communication

Writing - Cross Curricular Ideas.
NF: Reports on birds, instructions for making bird food
Reports on aspects of Iron Age life

Speaking and Listening : Presentation of research
Debates and discussions based on RE topics

Using Maths

Maths – Cross Curricular Ideas
Chronological order, reading 4-digit numbers
Shapes in design
Data handling link

Computing

Essential Opportunities

Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Using the internet for research
Typing Literacy work
Cartoon Strip

Essential for Progress (Skills)

Word processing: e.g. font, style, size, use of bullet points,

Science

Essential Opportunities

Light

- Look at sources, seeing, reflections and shadows.
- Explain how light appears to travel in straight lines and how this affects seeing and shadows.

Essential for Progress (Skills)

Recognise that they need light in order to see things and that dark is the absence of light.

- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the size of shadows change.

To work scientifically

Ask relevant questions.

- Set up simple, practical enquiries
- Make accurate measurements using standard units
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
- Identify differences, similarities or changes related to simple, scientific ideas and processes.
- Use straightforward, scientific evidence to answer questions or to support their findings.

Personal Development (PSHE)

Reaching Goals

Taking Responsibility

Strategies to deal with anxieties ([Link to worry box](#))

Healthy lifestyle

Love and Sex Matters book – Lesson 1: Making me

E-safety
 Hector’s World Lesson 4 – Safe and unsafe choices
 Cyber Safety Workshops 2nd February – linked to Internet Safety Day

Curriculum Drivers

Community	Spiritual and Moral	Risk Taking	Mastery
<p>As people concerned with developing a sense of community we will continue to strengthen relationships within the school and across our community by: developing our mentoring programme Utilising the strength and expertise within and beyond our school community.</p>	<p>In our spiritual and moral development we will be extending the children’s understanding of the values of compassion and generosity ;</p>	<p>As people concerned in developing children’s ability to take risks we will encourage the children to deduce and reason for themselves. Communicate in a foreign language. Take roles in class play.</p>	<p>As people concerned with developing mastery we will plan opportunities for children to deepen and broaden their understanding of key concepts and ideas through repetition of key concepts indifferent contexts.</p>

ENRICHMENT OPPORTUNITIES

Walk up Hambledon Hill to identify evidence of Iron Age/Roman activity
 Iron Age/Romans to be considered through the medium of class play

Implications for next term

Skills to revisit	Subject Knowledge