

Roman Way First School - KS2 Long Term Planning Cycle B

Autumn Term – Flintstones to Gladiators

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| <p>English</p> <p><i>Take One Book</i> <i>'Stone Age Boy' by Satoshi Kitamura</i> <i>Reports</i> <i>Instructions</i> <i>Poetry</i></p> | <p>Maths</p> <p><i>Number and Place Value</i> <i>Mental Addition and Subtraction</i> <i>Multiplication and Division</i> <i>Fractions</i> <i>Geometry- angles and lines</i></p> | <p>History</p> <p><i>Changes in Britain from the Stone Age to the Iron Age</i></p> <p><i>The Roman Empire and its impact on Britain</i></p> |
| <p>Art and Design</p> <p><i>Creating prehistoric drawings, paintings and artefacts using different techniques and sketches to record and review their work</i></p> | <p>Design and Technology <i>(linked to science)</i></p> <p><i>Design, make and evaluate a musical instrument by applying their understanding of how to strengthen, stiffen and reinforce their instrument</i></p> | <p>Geography</p> <p><i>The impact of the Romans on the local area</i></p> <p><i>How did our school get its name?</i></p> |
| <p>Science</p> <p><i>Working scientifically</i></p> <p>Sound</p> <p><i>Identify how sounds are made, associating them with something vibrating</i></p> <p><i>Recognise that vibrations from sounds travel through a medium to the ear</i></p> <p><i>Find patterns between the pitch of a sound and features of the object that produced it</i></p> <p><i>Find patterns between the volume of a sound and the strength of the vibrations that produced it</i></p> <p><i>Recognise that sounds get fainter as the distance from the sound source increases</i></p> | <p>Computing</p> <p>Online Safety</p> <p><i>Share knowledge of online safety. Create and share an online safety presentation and information materials.</i></p> <p>Coding</p> <p><i>Introducing 'if' statements and variables.</i></p> <p><i>Repeat command and repetition.</i></p> <p>Spreadsheets</p> <p><i>Add formulae and explore formatting cells</i></p> <p><i>Use a series of data in a spreadsheet to create line graphs</i></p> | <p>RE</p> <p>Marking festivals, pilgrimage, traditions and key events in life</p> <p><i>Compare and contrast ways in which two contrasting religions celebrate festivals</i></p> <p>Symbolic expression in prayer and worship</p> <p><i>Explore how the actions of worship are symbolic and go beyond words e.g. food and music</i></p> <p><i>Explore the 5Ks, the Kanda and the importance of Sewa for Sikhs</i></p> <p><i>Exploring the Trinity at Christmas - Incarnation</i></p> |
| | | <p>MFL French</p> <p>Year 3 / Year 4</p> <p><i>J'apprends le francais (I'm learning French)</i></p> <p><i>Les animaux (Animals)</i></p> <p>Je me presente (Presenting myself)</p> <p>Au cafe (At the Cafe)</p> |
| <p>Music</p> <p>Pentatonic scales (including solfa)</p> <p>Prehistoric Britain to the Romans</p> <p><i>Play and perform using voices and instruments</i></p> <p><i>Improvise and compose music</i></p> <p><i>Recall sounds</i></p> <p><i>Use musical notation</i></p> <p><i>Develop an understanding of the history of music</i></p> | <p>PSHE</p> <p>Jigsaw Themes</p> <p>Being Me in My World</p> <p>Celebrating Difference</p> | <p>PE</p> <p>Dance</p> <p><i>Perform dances using a range of movement patterns</i></p> <p>Gymnastics</p> <p><i>Develop flexibility, strength, technique, control and balance</i></p> <p>Games</p> <p><i>Apply basic principles for attacking and defending in competitive games</i></p> |