Roman Way Academy   KS2 medium term plan   Spring 2020   Topic: Jet, Set, Go!

Subject & theme	Suggested activities	Skills	Vocabulary	Key questions
English **Fiction**- books with cultural diversity **Non fiction** Factual information through research The Royal Pigeon Racing Association The Royal Society for the Protection of Birds **Poetry** Sympathy' by Paul Laurence Dunbar. 'I Know Why the Caged Bird Sings' by Maya Angelou, 'Hope is the thing with feathers' by Emily Dickinson, 'Answer to a Child's Question' by Samuel Taylor Coleridge.	**See separate unit plans** **Teaching approaches** Visualisation Response to illustration Role on the wall Double bubble Teacher in role Writing in role Book making Debate Performing and responding to poetry **Freeze frame** **Thought tracking** **Dictogloss** **Conscience alley** **Readers theatre**	Skills in grammar, punctuation, spelling will be taught through the activities such as: Descriptive writing Greetings Diary entry Free writing persuasive text free verse poetry explanation persuasive letter news report narrative Children will learn: To engage with a story with empathy To explore themes and issues, and develop and sustain ideas through discussion To develop creative responses to the text through drama, storytelling and artwork To write in role in order to explore and develop empathy for characters To write with confidence for real purposes and audience	A range of vocabulary will be explored through discreet English teaching and Spelling, Punctuation and Grammar lessons. A range of vocabulary will be explored through	See separate unit plans
Maths	See separate unit plans Place value and money Addition and subtraction Multiplication and division Fractions Shape Measure and data Decimals and money Decimals and time	Numbers on a line; compare and order PV in 3-/4-digit numbers; amounts of money +/- 1, 10, 100 and 1000, and multiples Strategies for adding and subtracting Number bonds to 100 Subtract by counting up: frog Rehearsing & understanding times tables Partitioning in multiplication and division Doubling, halving and the concept of a half Conceptualising fractions Finding fractions of amounts Strategies for division +/- near-/multiples of 10, 100, 1000	See separate unit plans	See separate plans

		Partitioning and column addition Formal addition & subtraction algorithms Symmetry and 2D shapes Understanding 3D shapes Co-ordinates in the first quadrant Negative numbers Fractions Equivalent fractions; +/– fractions Mental addition and subtraction 3-digit +/– 1-digit numbers Length and data Weight and data x and ÷ with money and 1-place decimals Decimals and money on a line Times tables Partitioning in multiplication Column addition Frog and decomposition Division Telling the time Time and data		
Science **Working scientifically** **Circle of life**	Use of everyday objects to demonstrate peristalsis and other workings of the digestive system Label and explain the functions of various parts of the digestive system Create movement patterns to demonstrate the way the stomach can	*Working scientifically:* Ask relevant questions and use different types of scientific enquires to answer them Set up simple practical enquiries, comparatives and fair tests Make systematic and careful observations gathering , recording, classifying and presenting data in a variety of ways to help answer questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables	Question, answer, observe, observing, equipment, identify, classify, sort. evidence Diagram, chart, data, compare, contrast, describe, group, record. Peristalsis	What is peristalsis? What is the difference between peristalsis and digestion? What is the function of the digestive organs? Name the digestive organs.

	churn, stretch and contract to mix food with acid. Write a narrative script to explain part of the digestive system Eat a slice of apple and observe the function of different teeth in biting and chewing Create a model of the lower teeth, naming and describing the function of each one Explore differences in diets of the carnivore, herbivore and omnivore using their teeth Construct a food web Play a mime game to reinforce the feeding behaviours of herbivores Observations of decomposers and decomposition process	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Identify differences, similarities or changes related to simple scientific ideas and processes *Knowledge:* Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey	Organs Digestion Digestive system Oesophagus Large intestine Small intestine Muscle, contract Stomach, Churn Waste, Faeces Mouth, Tongue Teeth, Canine Herbivore, carnivore, omnivore, jaw Chew, Bite, saliva Energy, acid praetor, prey, consumers, producers, food web, organisms, decomposers,	Name the different teeth What is the function of the different teeth? Can you identify the difference in teeth in Omnivores, herbivores and carnivores? What is a herbivore? What is a carnivore? What is an omnivore? Why do all animals have different teeth? What is a habitat?
Living things and their habitats	Undertake a habitat survey in the local environment Classify habitat changes caused by nature or humans Create a habitat collage and describe it Create a collage of an animal that lives in the local habitats Set up experiments to measure how temperature is affected by a greenhouse	*Working scientifically:* Set up simple practical enquiries, comparatives and fair tests Make systematic and careful observations gathering , recording, classifying and presenting data in a variety of ways to help answer questions Record findings using simple scientific language, drawings, labelled diagrams, keys, 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, make predictions for new values, suggest improvements and raise further questions	Habitat, ecosystem, survey, adaptation, nature, greenhouse, carbon dioxide, interdependence, vegetation, endangered, simulation, conservation,	How can a habitat be affected by human activity? How are living things adapted to live in their habitat? How are plants and animals in danger? What causes global warming and climate change? How is the temperature affected in the green house? How can waste can be recycled or reused?

	Design a poster to show how production of carbon dioxide can be reduced Creative learning to find out shocking facts about waste Analyse items thrown away by a family in a week, consider how they can be recycled or reuse Set up a fair test to compare the effect of rain on a hill with vegetation and a hill that is bare by making a simulation with soil and cress seedlings Take part in a quiz on habitats and changes Create an educational display on the theme of habitat conservation and protection of endangered wildlife	Identify differences, similarities or changes related to simple scientific ideas and processes Use scientific evidence to answer questions or to support findings **Knowledge:** Recognise that environments can change and pose danger to living things		
Computing **e-safety**	e-safety explored through 'gooseberry planet'	use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour online. Identify a range of ways to report concerns. Recognise websites that are good for them to visit, but also learn to be cautious and to check with a trusted adult before sharing private information.	geotagging, block, screenshot, private, public, PEGI rating, location, coordinates, bullying, cyberbullying, screen time.	How can we control who sees our photos and whether it also shows our location? Why is this important? When might geotagging be useful? How could it be dangerous? What can we do if someone behaves badly towards us in an online game? What are PEGI ratings? How can we report online bullying? Who can we talk to?

		Begin to understand the implications for the information that they share online and how some websites might use that information without their knowledge.		Who should we chat to online? What if they ask to meet up? Should we limit our time on screen? Why and how?
		Begin to understand their roles as digital citizens in an online community, where they reflect on how they are responsible not only for themselves but for others, in order to create a safe and comfortable environment.		
		Know that the Internet is a public space and then develop the skills to protect their privacy and respect the privacy of others.		
	Purple Mash unit on Graphs (2 weeks) Enter data into a graph and answer questions.	**Graphs** Collect, analyse, evaluate and present data and information in different graphical formats.	data, fields, graph, bar chart, column, row, axes, axis, input, display, alphabetical, plot.	What is data? Why do we use graphs? How is the data organised in this graph? What was the highest...? What was the lowest...? What is the difference between...and...? How could we improve the way the data has been displayed?
	Set up a graph with a given number of fields.			
	Produce and share graphs made on the computer.			
	Research information linked to countries studied in geography and use this to source data. Present the results in graphic form.			
	Purple Mash unit on Touch Typing (4 weeks) Purple mash software 'to type' will be used to practise typing skills required for word processing (this skill will be applied in other curriculum areas)	Understand the correct way to sit at the keyboard with good posture. Know how to use the home, top and bottom row keys and understand the names of the fingers. Develop ability to touch type the home, bottom, and top rows, building up speed and accuracy.	keyboard, shift, space bar, return/enter, home row, top row, bottom row, posture.	Why is touch typing a useful skill? Why do we need good posture?

	Use 'scratch' to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.		
Geography Name, locate and identify the UK, other European countries and their capital cities. Learn about key topographical features and understand how some of these aspects have changed over time. Understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, region in a European country and a region within North America. To describe and show an understanding of physical geography to the key places studied. To describe and understand the key aspects of human geography for the places studied.	Use a map of the school to locate key areas Use architectural maps of the school building to locate places Use compasses and grid references to identify key features on a map of the school building Use an aerial map of the school site to identify key features Locate UK on a variety of maps including the map of Europe and the World map Use atlases to name countries and cities visited on holiday in Europe and other countries Use compasses to make simple maps of the School grounds using squared paper Use OS symbols and create a key for maps of the school grounds Use a globe to identify countries in the Northern and Southern Hemisphere and along the equator. Make a map of journey to Tesco	**Year 3** Follow a route on a map with some accuracy. Locate places using a range of maps including Ordinal Survey (OS) and Digital. Begin to match boundaries. Use 4 figure compasses, and letter/ number co-ordinates to identify features on a map. Locate United Kingdom (UK) on a variety of different scale maps. Name and locate counties and cities of the UK. Make a map of a short route experience, with features in the current order. Create a simple scale drawing. Use standard symbols, and understand the importance of a key. Begin to use 8 figure grid references to identify features on a map. Identify features of an aerial photograph, digital or computer map.	compass continent country city town counties north south east west coordinates map atlas oceans weather equator United Kingdom Britain British Isles Europe World Volcanoes Pollution Filtration Lava Magma Vent Northern Hemisphere Southern Hemisphere Human features Physical features	Can pupils: Use Geographical words? Use a map to identify key features of a locality? Use a 4 figure grid reference? Accurately plot NSEW on a map? Use some basic OS map symbols? Work out how long it would take to get from a given destination? Work out the mode of transport that would be needed to get from one place to another? Describe how volcanoes are created? Describe physical features in a locality? Locate popular holiday destinations in Europe?

			Mountain Lakes Oceans Seas Reared home-grown	
	Compare weather & climate Compare how Pompeii has changed overtime with reference to physical features Compare human features and identify similarities and differences Study of Volcano (Vesuvius/ Pompeii) Study of water cycle (Water Aid Visit)	Follow a route on a large scale map. Locate places on a range of maps (variety of scales) Locate Europe on a large scale map or globe (including Russia). Name and locate countries and their capital cities in Europe. Recognise and use OS map symbols, including completion of a key and understanding why it is important. Draw a sketch map from a high point viewpoint. Locate the world's countries, using maps to focus on Europe (including Russia) and North America. To identify the position and significance of the Northern and Southern hemisphere.		Locate holiday destinations in the UK? Recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, and NE)? Explain why a locality has certain physical features? Explain how people's lives vary due to weather? Name the 2 largest seas around Europe? Explain how a locality has changed overtime with reference to the physical features? Explain the difference between Great Britain, United Kingdom and British Isles? Name the counties that make up the home counties of England? Name some of the main towns and cities
History	Recall and describe what happened in Pompeii in 79 A.D (role-play) Use of a computer to cross-check reliability of information	Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance	Inuit Metis Names of Canadian towns, cities/ places Bilingual	What affect did the past events have on the place? Create a list of the key events that happened?

	Use sources of information of create a poster showing the history of Canada	Understand that knowledge about the past is constructed from a variety of sources	Originates Political Government Constitution Monarchy Independence	How has the place changed overtime?
RE **Identity and belonging; Prayer, worship and reflection; (including Easter Beliefs and practices)**	Learn about the formation of the Sikh Khalsa Learn about the 5 Ks that identify and represent belonging to a Sikh faith Compare different festivals e.g. Pongal, Makar Sankranthi and Lohri to Harvest in Christianity Learn about the five pillars of Islam and their significance for followers of that faith. Learn about the role and duties of religious leaders e.g. Jesus, Imam, Vicar on followers and compare similarities and differences Explore some challenging questions about meaning purpose and truth and discuss their ideas about God. Explore challenging questions about creation and the differences in religious belief	***Beliefs and Practices*** *Describe, make connections and reflect on some religious beliefs and practices studied, including how celebrations and key moments in life are marked.* ***Ultimate questions*** *Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.* ***Prayer, worship and reflection*** *Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet thought and where appropriate express personal reflections.* ***Identity and belonging*** *Show an understanding of some of the challenges and individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.*	Khalsa Amrit Panch pyare Resurrection Last supper Creation Ultimate Harvest Sacrifice Faith Belief Kara Kesh Khanga Kachera Kanghi Gurudwara Mosque Islam Sikhism Christianity Church Worship Pyayer Religious Religion Eucharist Qu'ran	What do Christians learn from the creation story? How is this different to how other faiths view creation? What is Eucharist? How are the different Harvest festivals the same/ different? What was the moral behind the story of the formation of Khalsa? Why do Muslims pray five times a day?

	Learn about how religion's name describe attributes to God. Learn the Easter story and the significance of good Friday and Easter Monday. Learn about Eucharist through listening to a practising Christian (visit from Vicar)			
PSHE **Jigsaw Themes** **Dreams and goals**	*Brief outline of activities Circle games- create a garden of dreams and goals Watch an inspirational video 'Salt in my shoes' about a basketball player and their goals Play connect us Tell me or show me Calm me script Let me learn- Jigsaw song Share scenarios of hopes and dreams that have gone wrong and discuss BBC clip- 'open my mind' Help me reflect	Express hopes and dreams and know how it feels to have hopes and dreams Understand that sometimes hopes and dreams do not come true and this can hurt; know how disappointment feels and can identify when this is felt Reflect on positive and happy experiences to help counteract disappointment; know how to cope with disappointment and how to help others cope with theirs Know how to make new plans and set new goals even if there has been disappointments; know what it means to be resilient and to have a positive attitude Know how to work out the steps to take to achieve a goal and do this successfully as part of a group; enjoy being part of a group challenge Identify the contributions made by all to the group's achievement; know how to share in the success of a group and how to store this success experience in the internal treasure chest	Dreams Goals Disappointment Success Perseverance	How does it feel to be chosen? Explain how your mind feels? What dreams/ hopes do you have for the future? How realistic are these dreams? What dreams do you have? How does it feel to have dreams for the future? How does your dream make you feel? How does it feel when dreams don't come true? Can you think of a time when you felt disappointed or let down/ when a dream was broken?

| Healthy Me | Open my mind | Recognise how different friendship groups are formed, how pupils fit into them and the friends they value the most.

Recognise the changing dynamics between people in different groups and see who takes on which role.

Understand the facts about smoking and its effect on health, and also some of the reasons why some people start to smoke

Understand the facts about alcohol and its effect on health, particularly the liver, and also some of the reasons why people drink alcohol.

Recognise when being put under pressure and explain ways to resist this when wanted.

To know oneself enough to have a clear picture of what is right and wrong. | | How did you cope with this situation?

What makes you feel like giving up?

How does it feel when things don't go as planned?

How can we help ourselves feel better?

What new goals / plans can be set to help difficult situations?

How can you keep yourself positive when a dream doesn't quite happen?

Where does self-belief come from?

How did you make friends?

What is the importance of having friends?

How are you different in each of your friendship groups?

How would you handle a difficult situation?

How do you feel when you say 'no' to something you don't want to do?

What do you already know about smoking/ alcohol? |

				What interesting facts have you learnt today?
Spring 1:Dance	**Spring 1: Country dancing** **Warm up and cool down** Use space safely Listen to English country dancing music Practise English country dancing moves Simple choreography and working with a partner Work in a group using unison, repetition, mirroring copying Perfect the dance by working on weak areas Perform the whole dance	*Describe how their body feels before, during and after an activity* *To explore and create characters and narratives with a partner in response to a range of stimuli* *To improvise freely with a partner and in a group, translating ideas from a stimulus into movement* *To create and link dance phrases using a simple dance structure and motif* *To perform dances with an awareness of rhythmic and expressive qualities, with a partner and in a group* *The practise more complex dance phrases that communicate character and narrative* *To perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own , with a partner and in groups* *To perform more complex phrases and dances that communicate character and narrative*	Slide Counts Synchronise Rhythm Pulse Beat Repetition Performance Skill Partner Formation choreograph	What can you tell me about your heart beat when exercising? Why is it important to exercise? How is Tudor dancing different to English county dancing? What are the features of country dancing? What can you change in the dance? How will you change this dance? What sequence will you add in this dance?

Spring 2: Striking and Fielding		*To develop the accuracy of their throwing and catching.* *To develop the accuracy of their throwing at a target.* *To develop the range and consistency of their skills in fielding games.* *To choose and use a range of simple tactics and strategies.* *To keep and make rules for striking and fielding games.* *To recognise good performance and identify the areas that need improving.*		Can you make suggestions for improving your techniques? How does relay affect your accuracy?
Gymnastics		*To experiment with body shapes and balances* *To explore different methods of travel* *To create balances and shapes on apparatus.* *To find different ways to travel across the apparatus.* *To create and perform short sequences that include still shapes, balances and movement.*		
# Music	Music and songs from UK, Italy and Canada Listen to a wide variety of music identifying rhythmic patterns. Exploring different styles on a keyboard e.g. difference between	Exploring rhythmic patterns Recognise rhythmic patterns Perform a repeated pattern to a steady pulse Identify and recall rhythmic and melodic	pulse, rhythm, beat, fast/slow, tempo, rhythmic patterns, melodic patterns Ostinato (repeated pattern), dynamics (loud/quiet) stick	What does rhythmic mean? What is meant by a repeated pattern? Can you give me an example of a repeated

	a waltz and samba.

Identifying and playing different rhythmic patterns through a range of games/activities

Compose music containing a rhythmic ostinato.

Drumming

Singing a variety of songs with a variety of rhythms | patterns

Identify repeated patterns used in a variety of music (ostinato) | notation, compose | rhythmic pattern?

What repeated pattern can you hear in the music?

Can you demonstrate? How could you improve your singing? |
| Drawing
Painting/colour
Collage
Evaluation | Study British Sculptors- Henry Moore, Barbra Hepworth

Study Italian Sculptors- Michelangelo & Donatello

Share their life and how they became famous for their art.

Compare their art work.

Focus on Henry Moore- show his art work. Discuss his style of art.

Children use the outdoor environment to pose as sculptures made by Henry Moore. Provide photos of his sculptures that children choose for their poses.

Children then create their own poses and take photos of these.

Children choose a photo and use pipe cleaners / wire to create these poses with an adult in groups of 5-6 children. | To develop knowledge about great artists, architects and designers in History

To use the work of artists to replicate ideas or inspire own work.
Plan and develop – understanding of different methods of construction.

To use wires/ pipe cleaners to create sculptures of human form.
To shape, form, model and construct (malleable and rigid materials)

To develop confidence working with clay adding greater detail and texture

To investigate ways of joining clay – scratch and slip

To add colour once clay is dry
Introduce Modroc and
create work on a larger scale as a group | Painting, drawing, pencil, crayon, chalk, pastel, collage, fabric, cardboard, paper, scissors, glue, colour, primary colours, colour mixing, warm colours, cool colours, texture, shape, form, tone, line, foreground, background. | What facts can you recall about the artist?

What can you tell me about the style of the art work?

What challenges did you encounter whilst creating your sculptures?

How did you overcome these challenges? |

Design & Technology Design, make and evaluate a moveable vehicle.	Trip to Tesco- look at ingredients, packaging, pizzas, prices of ingredients Design a healthy pizza Choose ingredients Spread, slice, peel, chop, grate using appropriate tools Discuss safety and food hygiene	To use the work of artists to replicate ideas or inspire own work. Plan and develop – understanding of different methods of construction. To use wires/ pipe cleaners to create sculptures of human form. To shape, form, model and construct (malleable and rigid materials) To develop confidence working with clay adding greater detail and texture To investigate ways of joining clay – scratch and slip To add colour once clay is dry Introduce Modroc and create work on a larger scale as a group	Design, materials, plan, equipment, products, data, information, test, construct, label, tools, improve, modify, cut, spread, slice, grate, temperature, hygiene, bake,	How can you change the recipe? Can you think of other ways in which to create similar items? Describing the benefits of seasonal fruits and vegetables and the impact on the environment? What is your evaluation on your recipe based on taste, smell, texture and appearance?
MFL (French) Introduce the pupils to a selection of typical salutations in French.	To role-play greeting and salutations in French Introduce some classroom commands in French.	Listen attentively to spoken language and show understanding by joining in and responding Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Speak in sentences, using familiar vocabulary, phrases and basic language structures	Monsieur, Madame, mademoiselle bonjour, bonsoir bonne nuit, au revoir, à bientôt, Je m'appelle… salut, ça va bien, ça va mal pas mal / comme ci, comme ça, s'il vous plaît, de rien, excusez-moi, merci écoutez, écrivez, répétez,	Comment tu t'appelles? Ça va?

			silence, ouvrez vos cahiers, fermez vos cahiers, pensez, lisez, demandez, levez la main	