



<b>History</b>		<p>Stone Age to Iron Age.</p> <p>Children will be able to select their preferred era to live in, out of Stone Age, Bronze Age and Iron Age, based on their understanding of homes, farming, religion, technologies and weapons. They will be able to compare and contrast trends over time and develop an understanding of chronology.</p>			<p>Roman Empire &amp; the impact on Britain.</p> <p>Children will be able to explain the impact on Britain of the invaders and settlers from Rome, based on their understanding of the power of the Roman army and British resistance. They can describe and recognise features of the Romanisation of Britain through visiting sites and research.</p>
<b>Geography</b>	<p>All around the world.</p> <p>Children will be able to locate and talk about World countries, using maps. They can explain about climate zones and the impact of different climates on the inhabitants.</p>		<p>Rivers.</p> <p>Children can identify main geographical features of rivers and can locate major rivers around the world and some locally.</p>		
<b>Art and Design</b>	<p>Portraits</p> <p>Children can record their observations accurately.</p>	<p>Cave paintings.</p> <p>Children can use a range of materials to emulate</p>		<p>Flowers – artist studies, Georgia O Keefe.</p>	<p>Mosaic patterns</p> <p>Children can improve their mastery of clay by making a pot and a tile, they can talk about designers and architects of the Roman era.</p>

		cave artists from the stone age.		Children can recognise the work of GOK and emulate her style.		
<b>Design Technology</b>		Pottery  Children will design and make a pinch pot using clay. (Linked to Stone Age to Iron Age)	Levers and pulleys for muscles  Children will be able to understand and use mechanical systems, including linkages, to create a moving 'muscle'.		<b>Cooking and Nutrition</b>  Children can explain that animals, including humans need the right types and amounts of nutrition. They will design, prepare a selection of healthy meals, which includes all major food groups. They can explain where food comes from.	
<b>Computing</b>	Programming.  Children can use technology purposefully to create, organise, store, manipulate and retrieve information.	Coding  Children can design, write and de bug programs (Scratch).	Networks  Children can understand computer networks and know how to use them safely.	Using technology safely.  Children can recognise acceptable and unacceptable behaviour and know how to report concerns.	Internet.  Children can use the search technologies effectively and safely, to research aspects of Roman Britain.	
<b>RE</b>	<b>Buddhism</b>  <b>The Buddha Rupa</b>	<b>Angels</b>  <b>Imagery</b>	<b>Temptation</b>  <b>Making Choices</b>	<b>Love</b> <b>Changes Emotions,</b> <b>Easter</b>	<b>Sacred</b> <b>Places of Worship</b>	<b>Belonging as identity</b> <b>Purim.do</b>

<b>Modern Languages</b>	<p>Numbers Days of the Week</p> <p>Children can listen to spoken language and show understanding by joining in and responding to songs and rhymes.</p>	<p>The Alphabet Celebrations</p> <p>Children can listen to spoken language and show understanding by joining in and responding to songs and rhymes.</p>	<p>The Weather Colours</p> <p>Children can listen to spoken language and show understanding by joining in and responding to songs and rhymes.</p>	<p>Greetings / Animals</p> <p>Children can listen to spoken language and show understanding by joining in and responding to songs and rhymes.</p>	<p>The Family</p> <p>Children can listen to spoken language and show understanding by joining in and responding to songs and rhymes.</p>
<b>Music</b>	<p>Christmas Carols First Access Glockenspiel lessons. Learning to read simple colour coded notation to play unison and 2 part pieces with control, accuracy and some awareness of dynamics and tempo.</p>		<p>KS2 Singing – Sing a range of unison, 2 part and 3 part songs confidently with expression. First Access Glockenspiel lessons. Learning to read simple colour coded notation to play unison and 2 part pieces with control, accuracy and some awareness of dynamics and tempo.</p>		<p>Topic based songs. First Access Glockenspiel lessons. Learning to read simple colour coded notation to play unison and 2 part pieces with control, accuracy and some awareness of dynamics and tempo.</p>
<b>PE/ Games</b>	<p>Football. Circuit training</p> <p>Children will understand the basic rules and can develop skills and participate appropriately</p>	<p>Basketball Yoga Self Defence</p> <p>Children will understand the basic rules and can develop skills and participate appropriately</p>	<p>Skipping Uni hockey</p> <p>Children will understand the basic rules and can develop skills and participate appropriately</p> <p>Swimming</p> <p>To learn to swim. To learn a better style. To develop a faster style if already a swimmer.</p>	<p>Apparatus</p> <p>Children will understand the basic rules and can develop skills and participate appropriately</p> <p>Swimming</p> <p>To learn to swim. To learn a better style. To develop a faster style if already a swimmer.</p> <p>To earn a 25 metre badge or a diving badge.</p>	<p>Athletics, Tennis, Rounders Dance</p> <p>Children will understand the basic rules and can develop skills and participate appropriately.</p>

<b>PSHE</b>	<b>Media Literacy and digital resilience</b> How the internet is used : assessing information on line <b>Safe Relationships</b> Personal boundaries; safely responding to other; the impact of hurtful behaviour <b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	<b>Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities <b>Money &amp; Work</b> Different jobs and skills; job stereotypes; setting personal <b>Families and friendships</b> What makes a family; features of family life		<b>Physical Health and Mental Wellbeing</b> Health choices and habits; what affects feelings; expressing feelings <b>Growing and Changing</b> Personal strengths and achievements; managing and reframing setbacks <b>Keeping Safe</b> Risks and hazards; safety in the local environment and unfamiliar places	
<b>Out and About</b>	<b>Orienteering (All Around The World)</b> <b>Map work (All Around The World)</b> <b>Visit to Mottistone Longstone (Stone Age to Iron Age)</b>				<b>Newport Roman Villa (The Romans)</b>