

<p>Maths</p> <p>Ordering & Comparing Fractions</p> <p>Adding & Subtracting Fractions</p> <p>Reading analogue and digital clocks</p> <p>Time Duration</p> <p>Formal Written Multiplication</p> <p>Division Problem Solving</p> <p>Long division</p> <p>Effects of the Romans on Maths</p> <ul style="list-style-type: none"> > Roman Numerals > Time > Months > Planets 	<p>Literacy</p> <p>Poetry Imagery Poems</p> <p>Non Fiction Information Texts - Travel Guide Instructions</p> <p>Narratives Myths or Legends Adventure stories?</p> <p>Reading</p> <ul style="list-style-type: none"> ❖ Retrieve non-fiction facts ❖ Understand what they have read independently ❖ Participate in discussions about texts. <div style="background-color: #c00000; color: white; text-align: center; padding: 20px;"> <p>Night at the Museum</p> <p>Romans</p> <p>Bear Class</p> </div>	<p>Science</p> <ul style="list-style-type: none"> ● Plants ● Rocks <p>NC Plants</p> <ul style="list-style-type: none"> > identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers > explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant > investigate the way in which water is transported within plants > explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <p>Rocks</p> <ul style="list-style-type: none"> > compare and group together different kinds of rocks on the basis of their appearance and simple physical properties > describe in simple terms how fossils are formed when things that have lived are trapped within rock > recognise that soils are made from rocks and organic matter.
<p>RE</p> <ul style="list-style-type: none"> ● Christianity <p>RE day on Christianity and the Romans influence.</p>	<p>Music</p> <ul style="list-style-type: none"> ● Bringing Us Together ● Roman Traditional music <p>NC</p> <ul style="list-style-type: none"> > play and perform in solo and ensemble contexts, 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 > appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians 	<p>Geography</p> <ul style="list-style-type: none"> ● Roads in UK ● Trade/Invasion Routes to UK ● Tectonic plates & Volcanoes <p>NC</p> <ul style="list-style-type: none"> > describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes > use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
<p>PE</p> <ul style="list-style-type: none"> ● Rounders ● Tennis <p>NC</p> <ul style="list-style-type: none"> > play basic competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending > compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Art</p> <ul style="list-style-type: none"> ● Clay pots ● Mosaics ● Printing ● Wax Tablets <p>NC</p> <ul style="list-style-type: none"> > to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<p>History</p> <ul style="list-style-type: none"> ● Roman Britain ● Boudica <p>NC</p> <ul style="list-style-type: none"> > Pupils should be taught about the Roman empire and its impact on Britain > Julius Caesar's attempted invasion in 55-54 BC > the Roman Empire by AD 42 and the power of its army > successful invasion by Claudius and conquest, including Hadrian's Wall > British resistance, for example, Boudica