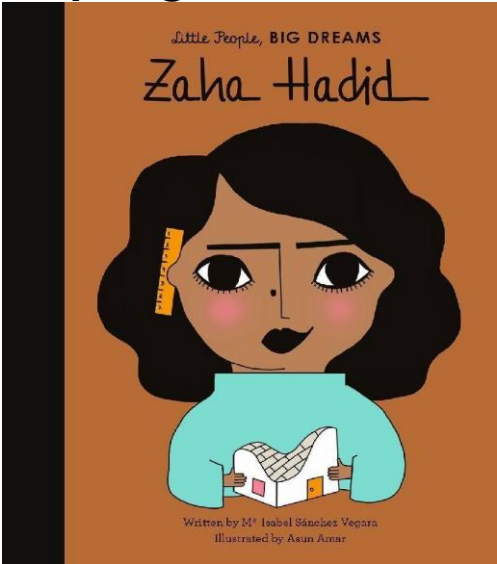


<p><u>History</u> <i>Why did the Romans invade and settle in Britain?</i></p> <ul style="list-style-type: none">● Explain what was important to people in Ancient Rome.● Explain the meaning of the words 'empire', 'invasion' and 'settlement'.● Analyse the different reasons for the Roman invasion of Britain.● Explain how the Celts responded to the Roman invasion.● Explain how the Roman army's structure, discipline and equipment made it so successful.● Use artefacts to make deductions about the lives of Roman soldiers in Britain.● Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.	<p><u>Science</u> <i>Plants</i></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><i>Rocks</i></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><u>Geography</u> <i>Who lives in Antarctica?</i></p> <ul style="list-style-type: none">● Describe lines of latitude and longitude, giving an example.● Understand that the Northern and Southern Hemispheres have seasons at different times.● Define climate zones, giving an example.● Describe Antarctica's position in the far south and its polar climate of ice sheets, snow and mountains.● Describe tourism and research as the main reasons people visit Antarctica and list examples of research done there.● Describe the equipment and clothing researchers use in Antarctica.● State the outcome of Shackleton's expedition.● Plot four figure grid references where the vertical and horizontal lines meet and begin to recall the eight points of a compass, following at least four of them.● Use the zoom function on a digital map and recognise and describe features of the school grounds from an aerial map.● Describe a similarity and a difference between life in the UK and life in Antarctica.● Draw a map of the route taken on an expedition.● State one thing that went well on the expedition and one aspect that did not go as hoped.	
<p><u>Computing</u></p> <ul style="list-style-type: none">● AR and VR- designing a playground● I can create my own digital 360 design and bring it into my surroundings through AR	<p>Zaha Hadid</p>		<p><u>Religion and Worldviews</u> <i>How do the 'Five Pillars' help Muslims to live a good life?</i></p>

<ul style="list-style-type: none"> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 	<h2 style="text-align: center;">Spring Curriculum</h2> 	<ul style="list-style-type: none"> The Five Pillars of Islam are central to Muslim life. The first Pillar of Islam is Shahadah, which is the Muslim statement of faith. The second Pillar of Islam is Salah, which is the obligatory prayer performed by Muslims. The third Pillar of Islam is Zakah, which is the obligatory donation to charity, given once a year. The fourth Pillar of Islam is Sawm, which instructs Muslims to fast during the month of Ramadan. The fifth Pillar of Islam is known as Hajj, which is the pilgrimage to Makkah, required by all Muslims.
<p><u>PSHE</u> Story Project <i>Faruq and the Wiri Wiri</i></p> <ul style="list-style-type: none"> I can explain how food contributes to a balanced lifestyle. I can tell you some principles of planning and preparing a range of healthy meals. I can make choices about the food I eat and I can tell you what affects the choices I make. I can tell you how drinks contribute to a balanced lifestyle. I can tell you what influences my goals and dreams for the future. 	<p><u>Music</u></p> <ul style="list-style-type: none"> Listen and appraise Performance <p><u>Ukulele</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p><u>P.E</u> Dance</p> <ul style="list-style-type: none"> Perform dances using a range of movements Compare their performances with previous ones and demonstrate improvement to achieve their personal best <p><u>Handball</u></p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and combination Play competitive games and apply basic principles for attacking and defending
<p><u>Art</u> <u>Monochromatic</u></p>	<p><u>Design Technology</u> <u>Cooking and nutrition – eating seasonally</u></p>	<p><u>MFL French</u></p>

<ul style="list-style-type: none"> • Pupils will revise how grip can impact the control we have of a pencil • revise the parts of a pencil • know the definition of texture, line and shape, explore how marks can be used to create an impression of texture • explore how lines and shapes can create artistic impressions of facial features, • learn to draw from observation, • control a pencil with increased precision, • learn how we can use shapes to support drawing and use value and texture whilst drawing. <p>Pupils will know that artists must practise specific skills to improve and learn that different artists can represent facial features differently.</p> <p>Pupils will begin to explore how art can connect with emotions, learn the differences between landscape, portrait, and still life, evaluate their own work, and learn how they can learn from others.</p>	<ul style="list-style-type: none"> • Explain that fruits and vegetables grow in different countries based on their climates and identify which grow where. • Understand that seasonal fruits and vegetables grow in a given season and that eating them in season positively affects the environment. • Identify which foods grow in which season and find recipes that contain seasonal foods. • Know that importing food impacts the environment. • Identify the equipment used to prepare food and explain why food needs to be prepared safely. • Describe the taste of various fruits and vegetables and identify flavours. • Design a seasonal dish and describe the ingredients' nutritional benefits. • Evaluate the dishes and give and receive feedback to identify strengths. 	<p>French playground games -numbers and ages</p> <ul style="list-style-type: none"> • Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in'). • Join in with a song using actions. • Respond to numbers by showing fingers or ticking on whiteboards. • Ask and answer a question about their age. • Change their answers and recognise number words. • Listen carefully and relate sounds to a written phoneme. • Recall numbers one to 12 with increasingly accurate pronunciation. <p>In the French classroom</p> <ul style="list-style-type: none"> • Show their understanding of key vocabulary with a physical response. • Attempt to imitate the pronunciation of vocabulary accurately. • Correctly identify masculine and feminine nouns in written form. • Use modelled language to create questions or sentences using appropriate articles. • Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. • Attempt to build their own sentences using labels as a model. • Speak clearly and present simple phrases when supported visually. • Use appropriate intonation to engage the audience.
--	--	---