

HISTORY

Use dates and terms to describe events

Place events, artefacts and historical figures on a time line using dates.

Suggest causes and consequences of some of the main events and changes in history.

Suggest suitable sources of evidence for historical enquiries

Use more than one source of evidence for historical enquiry in order to gain an accurate understanding of the past.

Use evidence to ask questions and find answers to questions about the past

Give a broad overview of life in Britain from ancient until medieval times.

Describe changes that have happened in the locality of the school throughout history.

Significant people from the past

Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

Describe the social, ethnic, cultural or religious diversity of past society.

Use appropriate historical vocabulary to communicate

Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

GEOGRAPHY

Name and locate the countries of Europe and identify their main physical and human features.

Describe key aspects physical geography including rivers, mountains, volcanoes, and earthquakes and the water cycle.

TOPIC STATEMENT

We will investigate why the rule of Rome had so much influence on our country as well as others. We will look at what ideas and innovations we have adopted. We will explore the map of our country and see the ease of **travel from one 'cester' to another.**

POSSIBILITIES

How does organisation provide power?

ENQUIRY

(THAT LEADS US TO OUR GOLDEN THREADS POWER, EXPLORATION AND DISCOVERY)

POWER -Is it right to fight?

EXPLORE the impact of debate and language.

DISCOVER what ideas and innovations are parts of the Roman Legacy.

HOOKWOW

Chariot Race

SIGNIFICANT PERSON/EVENT/PLACE

Boudicca

SUGGESTED VOCABULARY

- Invasion
- Skirmish
- Empire
- Invader
- Settler
- Gladiator
- Centurion
- Infamous
- Slave
- primitive

LANGUAGES

FRENCH

WRITE
IMAGINATIVELY

This concept involves using key vocabulary and phrases to write ideas

Ask and answer simple questions and talk about interests

Take part in discussions and tasks

Demonstrate a growing vocabulary

Use a translation dictionary or glossary to look up new words

Write a few short sentences using familiar expressions

Express personal experiences and responses

Write short phrases from memory with spelling that is readily understandable

P.E

GAMES – STRIKING & FIELDING

Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending

Develop an understanding of how to improve in different physical sports and learn how to evaluate and recognise their own success

ATHLETICS

Use running, jumping, throwing and catching in isolation and in combination

Develop flexibility, strength, technique, control and balance

SWIMMING Y4

Swim competently, confidently and proficiently over a distance of at least 25 metres

Use a range of strokes effectively

Perform safe self rescue in different water based situations

COMPUTING

CODE

Control - Use IF THEN conditions to control events or objects

SOUND -Create and edit sounds. Control when they are heard, their volume, duration and rests

Looks - Set the appearance of objects and create sequences of changes

Draw - Control the shade of Events –

Specify conditions to trigger events pens

Variables and Lists - Use variables to store a value. Use the functions define, set, change, show and hide to control the variables

Sensing - Create conditions for actions by sensing proximity or by waiting for a user input (such as proximity to a specified colour or a line or responses to questions).

Motion - Use specified screen coordinates to control movement.

OPERATORS - Use the Reporter operators () + () , () - () , () * () , () / () to perform calculations

D.T

TO TAKE INSPIRATION FROM DESIGN THROUGHOUT HISTORY
Improve upon existing designs, giving reasons for choices.

TO DESIGN, MAKE, EVALUATE AND IMPROVE
Make products by working efficiently (such as by carefully selecting materials). Design with purpose by identifying opportunities to design

MECHANISMS
Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)
ELECTRICS
Create series and parallel circuits

MATERIALS
Cut materials accurately and safely by selecting appropriate tools. Measure and mark out to the nearest millimetre. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select appropriate joining techniques.
CONSTRUCTION
Choose suitable techniques to construct products or to repair items. Strengthen materials using suitable techniques.

ART

TO TAKE INSPIRATION FROM THE GREATS (CLASSIC AND MODERN)

Replicate some of the techniques used by notable artists, artisans and designers.

TO DEVELOP IDEAS
Develop ideas from starting points throughout the curriculum.

DRAWING
Sketch lightly (no need to use a rubber to correct mistakes). Use different hardness of pencils to show line, tone and texture.

Use shading to show light and shadow.
Use hatching and cross hatching to show tone and texture.
Annotate sketches to explain and elaborate ideas.

PRINTING
Use layers of two or more colours.
Replicate patterns observed in natural or built environments. Make printing blocks (e.g. from coiled string glued to a block).
Make precise repeating patterns

COLLAGE

Select and arrange materials for a striking effect.

Ensure work is precise.

Use coiling, overlapping, tessellation, mosaic and montage.

MUSIC

TO PERFORM

Sing from memory with accurate pitch.

Sing in tune. Maintain a simple part within a group. Show control of voice. Play notes on an instrument with care so that they are clear. Perform with control and awareness of others.

TO COMPOSE

Use sound to create abstract effects. Choose, order, combine and control sounds to create an effect.

Use digital technologies to compose pieces of music

TO TRANSCRIBE

Recognise the notes EGBDF and FACE on the musical staff.

TO DESCRIBE MUSIC

Understand layers of sounds and discuss their effect on mood and feelings.

R.E

[GLOUCESTERSHIRE AGREED SYLLABUS](#)
[SEE SUB.LEADER DIRECTION](#)

Identify and describe the core beliefs and concepts studied. Make clear links between texts/sources of authority and the key concepts. Make simple links between stories, teachings and concepts and how people live, individually and in communities. Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers. Describe how people show their beliefs in how they worship and in the way they live. Make links between some beliefs and practices and life in the world today, expressing some ideas of their own clearly. Give good reasons for the views they have and the connections they make. Identify some differences in how people put their beliefs into action. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live.

JEWS/MUSLIMS

P.S.C.H.E

[CAMBRIDGESHIRE SCHEME](#) SEE SUB LEADER DIRECTION

YEAR 3

Citizenship: Citizenship 1. Rules and rights, Understanding and practising democracy

Citizenship: Citizenship 2 Me in my community, Similarities and differences

YEAR 4

Healthy and safer lifestyles: World of drugs 1: Drugs and their uses

Healthy and safer lifestyles: World of drugs 2: Keeping healthy ,Identifying and reducing risk