



Wow Starter: Who are the Romans? And why did they come to Britain?
What did the Romans ever do for us?

UNDERSTANDING THE WORLD

Working scientifically LKS2

- **sc31** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
- **sc33** setting up simple practical enquiries, comparative and fair tests
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **sc37** reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- **sc39** identifying differences, similarities or changes related to simple scientific ideas and processes
- **sc40** using straightforward scientific evidence to answer questions or to support their findings.

States of matter LKS2

- **sc67** compare and group materials together, according to whether they are solids, liquids or gases
- **sc68** observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

- **sc69** identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Core Skills across the Key Stage LKS2

- **hi19 I** can describe key features and events in the periods and societies I have studied
- **hi20 I** can recognise similarities and differences between periods of time
- **hi21 I** can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or 'peasantry'
- **hi22 I** can ask and answer questions about change and cause and effect
- **hi23** can ask and answer questions about similarities and differences and their significance
- **hi25 I** can produce structured work from an appropriate range of resources relevant to the focus of enquiry
- **hi27 I** understand that the same event in the past can be interpreted or represented differently by different people
- **hi33** know about the importance of the Roman Empire in Europe and the wider world and its impact on Britain
- **hi45 I** have studied the conflict in Britain up to the time of Edward the Confessor
- **hi60 I** can locate and describe the earliest civilisations whilst being aware that sources of evidence from those times can be interpreted in different ways

MATHEMATICS AND COMPUTING

Number - number and place value LKS2

- **m117** find 1000 more or less than a given number
- **m118** count backwards through zero to include negative numbers
- **m120** order and compare numbers beyond 1000
- **m121** identify, represent and estimate numbers using different representations
- **m124** read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Number - addition and subtraction LKS2

- **m126** estimate and use inverse operations to check answers to a calculation
- **m127** solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Number - multiplication and division LKS2

- **m128** recall multiplication and division facts for multiplication tables up to 12 x 12

Number - fractions (including decimals) LKS2

- **m139** find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths

Geometry - properties of shapes LKS2

- **m151** identify lines of symmetry in 2-D shapes presented in different orientations
- **m152** complete a simple symmetric figure with respect to a specific line of symmetry.

LKS2

- **co15 I** can solve problems by breaking them down into progressive steps
- **co16 I** am aware that programs follow a sequence from one instruction to the next
- **co19 I** know that a variable is a piece of stored information (numbers or a 'string' i.e. a sequence of characters)
- **co22 I** can use logical reasoning to interpret how an algorithm works and thus rectify any errors
- **co23 I** understand internal computer networks (intranet) and external networks (internet) and the opportunities they provide
- **co24 I** can use search technologies effectively
- **co29 I** know the rules for keeping safe on the internet and how to be a responsible internet user

PHYSICAL EDUCATION

LKS2

- **pe4.1 I** can explain how developing my skills separately has improved my performance in team games
- **pe5 I** can play competitive net, striking, fielding and invasion games
- **pe5.1 I** can describe both attacking and defending tactics and strategies and begin to apply them

- **pe9.1 I** can show you how I have improved in different activities over time

Swimming and water safety LKS2

- **pe10 I** can swim unaided in a recognised style over a distance of 25m
- **pe10.1 I** can swim at least two strokes in a recognised style



EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad10 I** can show in my sketch book how I have developed techniques and ideas
- **ad11 I** can describe the range of materials I have used since being in KS1
- **ad12 I** can show examples of drawing using pencil and charcoal.

Design LKS2

- **dt25 I** can talk about my product and explain my design ideas and where they came from
- **dt26 I** can tell you for whom I have designed my product and why I think my product would be useful to them
- **dt27 I** can communicate my ideas through annotated sketches
- **dt30 I** can make pattern pieces for my design

Evaluate LKS2

- **dt39 I** can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons
- **dt40 I** have asked for the views of others, especially the intended users, to help to improve my design

LKS2

- **mu11 I** can sing in a group, or on my own, with expression, awareness of others and in tune
- **mu16 I** can listen carefully and perform accurately from memory
- **mu19 I** can describe, compare and evaluate different kinds of music

LITERACY

Reading - word reading LKS2

- **e135** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- **e136** read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - comprehension LKS2

- **e137** develop positive attitudes to reading and understanding of what they read by:
- **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e139** reading books that are structured in different ways and reading for a range of purposes
- **e140** using dictionaries to check the meaning of words that they have read
- **e141** increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- **e142** identifying themes and conventions in a wide range of books
- **e143** preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e147** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- **e148** asking questions to improve their understanding of a text

Writing - transcription - Spelling LKS2

- **e156** spell further homophones
- **e159** use the first two or three letters of a word to check its spelling in a dictionary

Writing - handwriting LKS2

- **e162** increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - composition LKS2

- **e163** plan their writing by:
- **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **e165** discussing and recording ideas
- **e166** draft and write by:
- **e167** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- **e169** in narratives, creating settings, characters and plot
- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
- **e175** read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing - vocabulary, grammar and punctuation LKS2

- **e176** develop their understanding of the concepts set out in English Appendix 2 by:
- **e179** choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- **e180** using conjunctions, adverbs and prepositions to express time and cause

COMMUNICATION AND LANGUAGE

LKS2

- **fl1 I** can understand what is being said to me and respond correctly
- **fl2 I** can sing songs and say poems in another language and know what the words mean
- **fl2.1 I** can spell and pronounce the words correctly in the songs and poems I know
- **fl3 I** can have a conversation including asking and answering questions
- **fl3.2 I** can ask for clarification of information or for help
- **fl5 I** can pronounce words correctly so that I am understood
- **fl10 I** can write phrases from memory
- **fl12 I** know that some words are governed by gender
- **fl12.2 I** know the correct order of words in a sentence and that the order may differ from English

- **sl13** listen and respond appropriately to adults and their peers
- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl15** use relevant strategies to build their vocabulary
- **sl16** articulate and justify answers, arguments and opinions
- **sl18** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- **sl19** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **sl20** speak audibly and fluently with an increasing command of Standard English
- **sl21** participate in discussions, presentations, performances, role play, improvisations and debates

The Romans are coming! Three states of matter - Stage Coverage

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LKS2

- **hi19** Pupils should continue to establish clear narratives within and across the periods they study.
- **hi20** They should note connections, contrasts and trends over time
- **hi21** They should develop the appropriate use of historical terms.
- **hi22** They should regularly address and sometimes devise historically valid questions about change and cause,
- **hi23** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
- **hi25** They should construct informed responses that involve organisation of relevant historical information.
- **hi27** They should understand that different versions of past events may exist
- **hi33** the Roman Empire and its impact on Britain
- **hi45** the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- **hi60** the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared

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LKS2

- **co15** solve problems by decomposing them into smaller parts
- **co16** use sequence in programs
- **co19** use programs with variables
- **co22** use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- **co23** understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- **co24** use search technologies effectively
- **co29** use technology safely, respectfully and responsibly

PHYSICAL EDUCATION

LKS2

- **pe4.1** use running, jumping, throwing and catching in combination
- **pe5** play competitive games, modified where appropriate
- **pe5.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe9.1** demonstrate improvement

Swimming and water safety LKS2

- **pe10** swim competently, confidently and proficiently over a distance of at least 25 metres
- **pe10.1** use a range of strokes effectively such as front crawl, backstroke and breaststroke

EXPRESSIVE ARTS AND DESIGN

LKS2

- **ad10** to create sketch books to record their observations and use them to review and revisit ideas
- **ad11** to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)
- **ad12** to improve their mastery of art and design techniques, including drawing with pencil and charcoal

Design LKS2

- **dt25** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- **dt26** use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups
- **dt27** generate, develop, model and communicate their ideas through discussion and annotated sketches
- **dt30** generate, develop, model and communicate their ideas through pattern pieces

Evaluate LKS2

- **dt39** analyse a range of existing products
- **dt40** evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

LKS2

- **mu11** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu16** listen with attention to detail and recall sounds with increasing aural memory
- **mu19** appreciate a wide range of high-quality live and recorded music

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COMMUNICATION AND LANGUAGE

LKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl2** explore the patterns and sounds of language through songs and rhymes
- **fl2.1** link the spelling, sound and meaning of words
- **fl3** engage in conversations; ask and answer questions
- **fl3.2** engage in conversations and seek clarification and help
- **fl5** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- **fl10** write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- **fl12** understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms
- **fl12.2** understand basic grammar key features and patterns of the language and how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
- **sl13** listen and respond appropriately to adults and their peers
- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl15** use relevant strategies to build their vocabulary
- **sl16** articulate and justify answers, arguments and opinions
- **sl18** maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
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PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens LKS2

- **pa25** Continue to value contributions of others in discussion.
- **pa28** Identify reasons about why rules are needed.
- **pa29** Understand there are consequences when rules are broken.

PSED Developing confidence and responsibility and making the most of their abilities LKS2

- **pc29** Able to explain their views on issues that affect the school environment.

PSED Developing a healthy, safer lifestyle LKS2

- **ph15** Behave safely and responsibly in different situations.
- **ph16** Follow school rules about health and safety, basic emergency aid procedures and where to get help.
- **ph17** Extend strategies to cope with risky situations.

PSED Developing good relationships and respecting the differences between people LKS2

- **pr28** Empathise with the lives of people living in other places and times, and people with different values and customs.
- **pr29** Realise the nature and consequences of negative behaviour.

RE - Learning From Religion LKS2

- **rf25** Response to the challenges of commitment in their own views and in religious traditions.
- **rf26** Identify how commitment to a religion is shown in a variety of ways.

Learning About Religion LKS2

- **ra26** Describe aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra27** Describe the variety of practices and ways of life in religions.
- **ra29** Investigate the significance of religion in the local and national communities.

The Romans are coming! Three states of matter