



Wow Starter: Child to dress as Boudicca, and enter classroom in a fierce manner to surprise the others.

Final Event: Roman feast

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
- **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **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.

Animals, including humans LKS2

- **sc45** identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat

- **sc46** identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Location knowledge LKS2

- **ge27** I can identify the countries of Europe (including Russia) on a map or globe

Human and physical geography LKS2

- **ge40** I understand physical geography in relation to rivers, mountains, volcanoes and earthquakes
- **ge42** I understand human geography in relation to types of settlement and land-use

LKS2

- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi19** I can describe key features and events in the periods and societies I have studied
- **hi26** can use sources of information, including ICT, to find out about events, people and changes in the past
- **hi29** I have studied changes in Britain from the Stone Age to the Iron Age
- **hi30** I know about hunter-gatherers and early farmers
- **hi33** know about the importance of the Roman Empire in Europe and the wider world and its impact on Britain
- **hi36** I know about role of the Roman army in the conquest of Britain by Claudius and why Hadrian's Wall was built
- **hi37** I know about Boudicca's rebellion against the Romans

PSED & RELIGIOUS EDUCATION

0 LKS2

- Describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings.
- Identify and begin to describe the similarities and differences within and between religions.
- Consider the meaning of a range of forms of religious expression, understand why they are important in religion, and note links between them.

- Reflect on what it means to belong to a faith community, communicating their own and others' responses.

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.

EXPRESSIVE ARTS AND DESIGN

LKS2

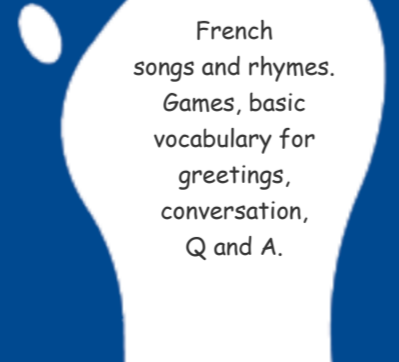
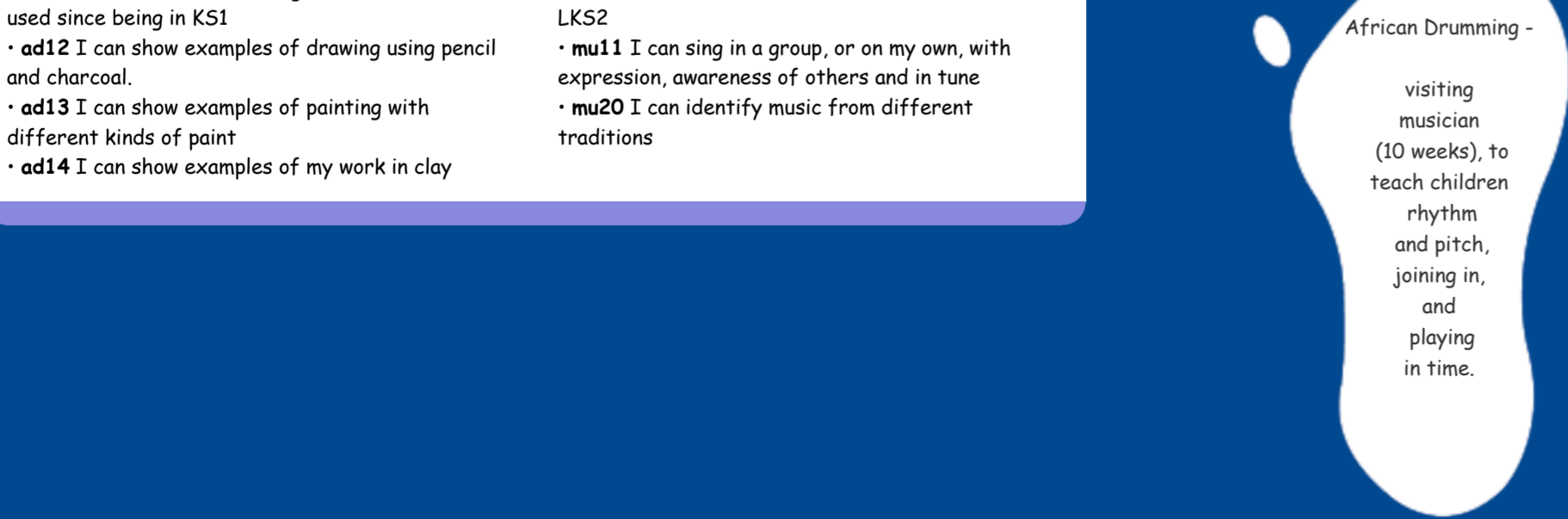
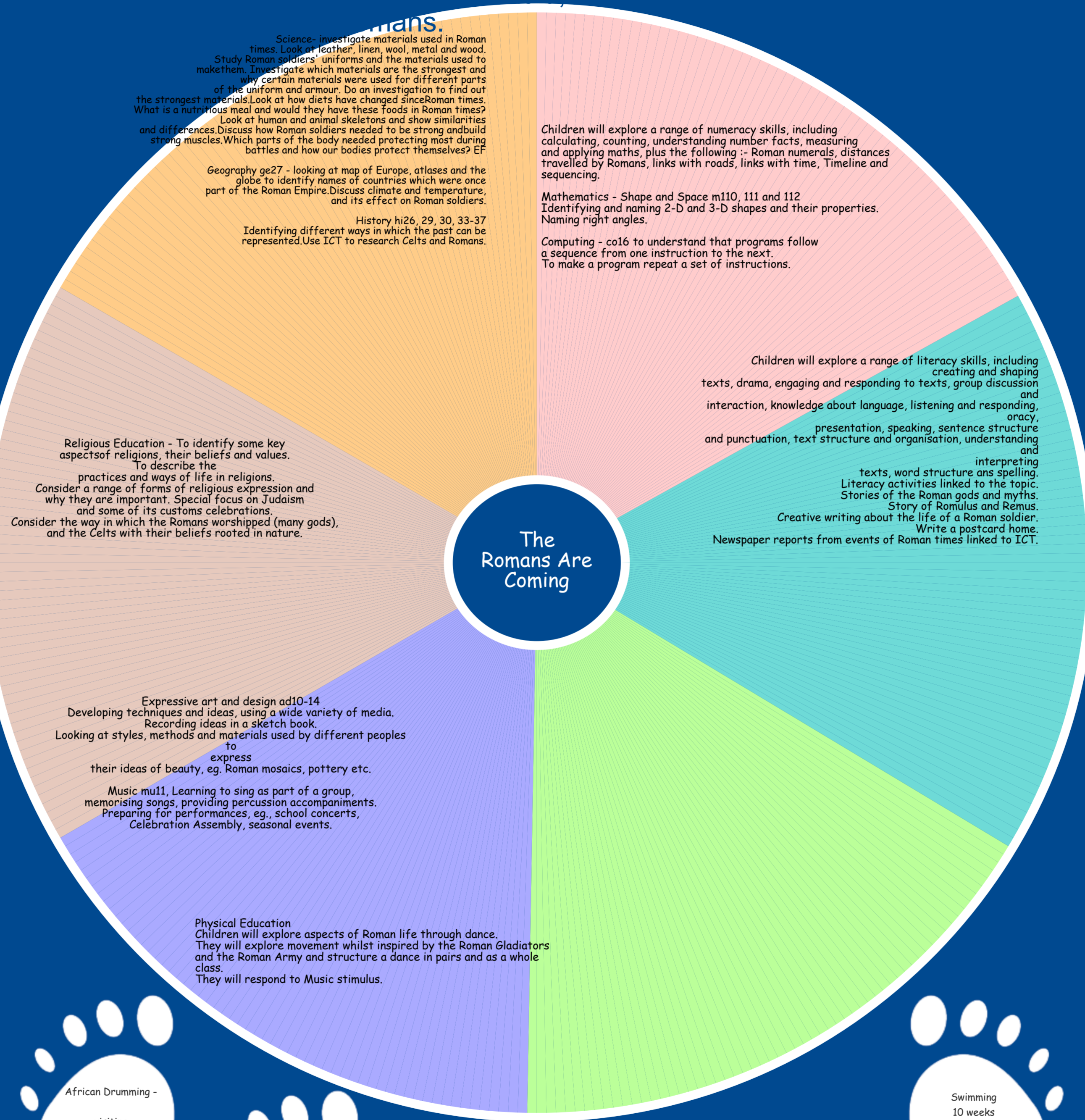
- **ad10** I can show in my sketch book how I have developed techniques and ideas
- **ad11** I can describe the range of materials I have used since being in KS1
- **ad12** I can show examples of drawing using pencil and charcoal.
- **ad13** I can show examples of painting with different kinds of paint
- **ad14** I can show examples of my work in clay

Design LKS2

- **dt25** I can talk about my product and explain my design ideas and where they came from

LKS2

- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune
- **mu20** I can identify music from different traditions



UNDERSTANDING THE WORLD

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MATHEMATICS AND COMPUTING

Geometry - properties of shapes LKS2

- **m110** draw 2-D shapes and make 3-D shapes using modelling materials: recognise 3-D shapes in different orientations and describe them
- **m111** recognise angles as a property of shape or a description of a turn
- **m112** identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

Measurement LKS2

- **m143** Convert between different units of measure [for example, kilometre to metre; hour to minute]

LKS2

- **co14** I can design, write and debug simple programs to control or simulate physical systems
- **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
- **co18** I can make a program repeat a set of instructions (using FOR-NEXT)

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
- **e146** understand what they read, in books they can read independently, by:
- **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
- **e150** predicting what might happen from details stated and implied

Writing - transcription - Spelling LKS2

- **e155** use further prefixes and suffixes and understand how to add them (English Appendix 1)
- **e156** spell further homophones
- **e157** spell words that are often misspelt (English Appendix 1)

PHYSICAL EDUCATION

LKS2

- **pe4** I can tell you how I have developed my athletic skills, and which is strongest and which athletics events I prefer
- **pe4.1** I can explain how developing my skills separately has improved my performance in team games

- **pe5.1** I can describe both attacking and defending tactics and strategies and begin to apply them
- **pe7** I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements

The Romans Are Coming - Stage Coverage

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Location knowledge **LKS2**

- **ge27** locate the world's countries, using maps to focus on Europe (including the location of Russia)

Human and physical geography **LKS2**

- **ge40** rivers, mountains, volcanoes and earthquakes
- **ge42** human geography, including: types of settlement and land use

LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi19** Pupils should continue to establish clear narratives within and across the periods they study.
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources
- **hi29** changes in Britain from the Stone Age to the Iron Age
- **hi30** late Neolithic hunter-gatherers and early farmers, e.g. Skara Brae
- **hi33** the Roman Empire and its impact on Britain
- **hi36** successful invasion by Claudius and conquest, including Hadrian's Wall
- **hi37** British resistance, e.g. Boudica

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LKS2

- **co14** design, write and debug programs, controlling or simulating physical systems
- **co15** solve problems by decomposing them into smaller parts
- **co16** use sequence in programs
- **co18** use repetition in programs

PHYSICAL EDUCATION

LKS2

- **pe4** use running, jumping, throwing and catching in isolation
- **pe4.1** use running, jumping, throwing and catching in combination
- **pe5.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe7** perform dances using a range of movement patterns

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
- **ad13** to improve their mastery of art and design techniques, including painting with a range of materials
- **ad14** to improve their mastery of art and design techniques, including sculpture with a range of materials including clay.

Design **LKS2**

- **dt25** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose

LKS2

- **mu11** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu20** understand music drawn from different traditions

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