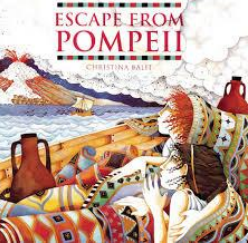
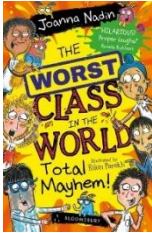


English	Our Key Texts Escape from Pompeii by Christina Balit   The Worst Class in the World- Total Mayhem! (reading focus)	Maths As mathematicians, the children will: <ul style="list-style-type: none"> Count in multiples of 3, 4, 8, 50 and 100. Find 10 and 100 more or less than any given number. Recognise the place value of each digit in a 3 digit number (hundreds, tens, and ones). Compare and order numbers up to 1000. Read and write numbers up to 1000 in numerals and in words. Add and subtract the following numbers mentally: 3 digit and ones, 3 digit and tens and 3 digit and hundreds. Add and subtract numbers using expanded column addition. Estimate the answer to a calculation, using basic rounding. Continue to practise 3x, 4x and 8x tables for quick, mental recall.
History	Personal, Social and Health Education	Geography
<p>The children will know:</p> <ul style="list-style-type: none"> Rome was founded in 753BC and quickly became a rich and powerful city due to the Roman Army, the largest fighting force in the Ancient World. The Roman Empire was built through conquering many countries throughout Europe. - In 55BCE Julius Caesar attempted to invade Britain however this was not achieved until 43CE. The Romans built heavily defended forts around Britain to protect their territory, including Hadrian's Wall which was built to control the movements of people coming into or leaving Roman Britain. The Romans were great architects and engineers who built many roads and walls along with designing materials that are still used today, such as concrete. The Roman rule ended in Britain in 410CE when the Anglo-Saxons began to settle. That Romans believed in many Gods. The similarities and differences between Roman and Celtic life. <p>The children will be able to:</p> <ul style="list-style-type: none"> To compare and explain the difference between Roman and Celtic life. Explain the importance of the legacy left in Britain by the Romans. Use timelines effectively to compare time periods during the Romans. Explain the significance of the Roman Army and the Roman Empire. Locate and compare Roman ruins and settlements locally and throughout Europe. 	<p>The children will know:</p> <ul style="list-style-type: none"> Understand that they are important. Know what a personal goal is. Understanding what a challenge is. Know why rules are need and how these relate to choices and consequences. Know that actions can affect others' feelings. Know that others may hold different views. Know that the school has a shared set of values. <p>The children will be able to:</p> <ul style="list-style-type: none"> Recognise self-worth. Identify personal strengths. Be able to set a personal goal. Recognise feelings of happiness, sadness, worry and fear in themselves and others. Make other people feel valued. Develop compassion and empathy for others. Be able to work collaboratively. 	<p>The children will know the:</p> <ul style="list-style-type: none"> Location of the European countries of; Italy, Germany, France, Greece and Spain. Location of mountain ranges, and major rivers, coastline, border, population and climate of Italy. Name and location of Rome and Naples. <p>The children will be able to:</p> <ul style="list-style-type: none"> Explain why people settle in certain places. Explain how Rome and Naples are the same and different. Explain where and why the Romans settled in England in terms of geography.
	Religious Education	Science
	<p>The children will be able to:</p> <p>Autumn 1:</p> <ul style="list-style-type: none"> Explain what happens in the Christian/Jewish creation story and how they believe the world was created. Explain how Christians try to look after the world. Explain what they term 'the Fall' means and how Christians say sorry and ask for forgiveness. <p>Autumn 2:</p> <ul style="list-style-type: none"> Explain the meaning of a covenant. Explain the meaning of the rainbow in the story of Noah. Give examples of people who make promises and the promises people make. Explain the importance of rules and what happens when they are broken/consequences. 	<p>The children will know:</p> <ul style="list-style-type: none"> How objects move on different surfaces. Magnetic forces can act at a distance. Magnets either attract or repel each other. Some materials are attracted to a magnet and some are not. Magnets have two poles. Two poles affect whether magnets attract or repel. <p>The children will be able to:</p> <ul style="list-style-type: none"> Compare how things move on different surfaces. Describe magnets as having two poles. Compare and group everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials. Explain how the two poles affect magnetic force.

	<ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. 	
Computing	Modern Foreign Languages - French	Physical Education
<p>Email</p> <p>The children will know how:</p> <ul style="list-style-type: none"> To use 2Email. To understand how people communicate with each other. To understand and respond to an email. To compose and send an email. To send an email attachment. To learn how to use email safely. To explore simulated email scenarios. <p>Route Planners</p> <p>The children will know how:</p> <ul style="list-style-type: none"> To create simple commands in 2Go to move a turtle along a route. To create commands in 2Go in which a turtle turns using rotation. To plan algorithms and write 2Go code that uses angles of turn. To use 90 degree and 45 degree angles in 2Go. To use the repeat algorithm and coding in 2Go. 	<p>The children will know how to:</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Describe people, places, things and actions orally and in writing. 	<p>Autumn 1</p> <p>Wellbeing</p> <ul style="list-style-type: none"> The children will learn the steps to juggle three balls. Simple yoga poses and to hold them for 10 seconds. Some simple aerobics and martial arts moves. To connect with others through a range of pair and group work. The steps to spin a ball on their finger. To improvise to make an audience smile. <p>OAA</p> <ul style="list-style-type: none"> To work with others to solve problems. Begin to identify and use symbols on a map to navigate. Use acquired skills to create maps and directions. Describe their work and the strategies they use to solve problems. <p>Autumn 2</p> <p>Tag Rugby</p> <ul style="list-style-type: none"> The children will learn how to pass and receive a ball. To keep control and possession with increased accuracy. To work as part of a team and support others. Know and understand the reasons for warming up and cooling down. Play and follow the rules of tag rugby. <p>Football</p> <ul style="list-style-type: none"> The children will learn to use the inside of their foot to pass the ball. To trap a ball that is moving along the ground with control. To pass the ball accurately into space over short distances. To identify and move into space to receive the ball. To use the outside of the foot to control the ball and dribble. To cushion the ball when receiving.
Music	Design and Technology	Art and Design
<p>The children will be able to:</p> <ul style="list-style-type: none"> How to sing in unison with accuracy. How to play tuned and untuned percussion instruments to a given pulse. How to follow the structure of R&B in order to improvise. To create a composition. Perform with control and confidence. Listen to others whilst they are performing and offer constructive feedback. 	<p>The children will know:</p> <ul style="list-style-type: none"> How linkages and levers work to make a catapult. The names of a variety of tools and materials (from KS1 and linked to product). How to choose appropriate tools and materials based on the design criteria. How to use different tools correctly and safely. How different mechanisms work within different products. How key events and individuals in D&T have helped shape the world. 	<p>The children will know how:</p> <ul style="list-style-type: none"> To generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process. To create a plan for a desired outcome using suitable techniques. The meanings we take from art made in the past are influenced by our own ideas. Artists experiment with different tools and materials to create texture. Artists can work in more than one medium. To use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.