



LKS2 Year A Autumn 2 Emperors and Empires



	HISTORY AND GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	DT	ART
	The Roman Empire and its impact on Britain	Spelling, punctuation and grammar	Non Fiction Biographies	Electricity	White Rose	Hindu Worship	Roman Food in Britain	Mosaic Masters
ENGAGE DEVELOP INNOVATE EXPRESS	<p>In Geography, we will learn about:</p> <p>MAPS We will: locate and name geographical features on a map or atlas using a key</p> <p>UNITED KINGDOM Name and locate counties and cities of the UK describing their human and physical characteristics</p> <p>THE WORLD Locate the countries of Europe including Russia, North and South America. Describe and explain similarities and differences (human and physical) of a region of a European country</p> <p>PERSPECTIVES Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences</p> <p>In History, we will learn about:</p> <p>SIMILARITIES AND DIFFERENCES We will: compare two periods in history identifying similarities and differences between them</p> <p>VOCABULARY use appropriate historical vocabulary to describe key features of a time period</p> <p>CHRONOLOGY Place different periods of time on a timeline and remember key historical facts and some dates from a period studied</p> <p>CONTINUITY AND CHANGE Explain the impact of a significant historical figure and figures on life in Britain</p>	<p>Our grammar and punctuation content is:</p> <p>Expressing time, place and cause using conjunctions</p> <p>Use of commas after fronted adverbials (where these are fronted adverbial clauses).</p> <p>Nouns and noun phrases The difference between plural and possessive -s.</p> <p>Expanded noun phrases Appropriate choice of pronoun or noun within and across sentences</p> <p>Verbs Standard English forms</p> <p>Punctuation Continue ...capital letters, full stops, question marks and exclamation marks</p>	<p>We will be reading and talking about: stories set in Roman times, non-fiction books about Roman times and biographies.</p> <p>We will be writing: biographies, explanations and recounts</p>	<p>We will:</p> <p>identify whether or not a lamp will light in a circuit</p> <p>recognise common conductors and insulators</p> <p>learn how a switch works</p> <p>Working scientifically, we will:</p> <p>ask relevant questions and using different types of scientific enquiries to answer them</p> <p>set up simple practical enquiries, comparative and fair tests</p> <p>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>use straightforward scientific evidence to answer questions or to support findings.</p>	<p>Addition and Subtraction</p> <p>Multiplication and Division</p>	<p>We will:</p> <p>retell the story of Rama and Sita.</p> <p>identify why the story of Rama and Sita is important to Hindus.</p> <p>identify ways in which the story of Divali can help Hindus.</p> <p>reflect on ways we can do the right thing.</p> <p>identify the significance of light in religious stories.</p> <p>describe ways of showing Jesus in art.</p>	<p>We will learn about: ORIGINS OF FOOD</p> <p>We will: identify which food comes from the UK</p> <p>PREPARING AND COOKING FOOD combine a variety of ingredients using a range of cooking techniques</p> <p>DESIGNING Collect information and use it to inform design ideas in words, labelled sketches, diagrams and models. Keeping in mind fitness for purpose</p> <p>HISTORY AND CULTURE explain the impact of a design or design story and how this has helped to shape the world</p>	<p>We will learn about: APPRECIATING</p> <p>We will: use artistic vocabulary to compare and comment on artworks of a particular genre or artist.</p> <p>SKETCHBOOKS use a sketchbook to record initial ideas and practise skills</p> <p>DRAWING draw from close observation to capture fine details by giving attention to line, shape and form</p> <p>COLLAGE Use a variety of materials to create a collage on a theme.</p> <p>COLOUR Use complementary and contrasting colours for effect</p>



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Physical Education	PSHE	ICT	French	Music
<p>Invasion Games - Hockey</p> <p>Swimming</p>	<p>Autumn 2 Emotional Wellbeing</p>	<p>Word Processing – MS Word</p>	<p>Salut Core Unit 2</p>	<p>Charanga Unit 2 Glockenspiel Stage 1</p> <p>Music Genre: Mixed styles Songs: Easy E Strictly D Drive D-E-F-inately Roundabout March of the Golden Guards Portsmouth</p>
<p>We will learn to:</p> <p>Year 3 perform ball handling skills well, with awareness of space & others. use batting & fielding techniques with control & consistency. play a game successfully, -apply some tactics to outwit opponents keep control & possession & make good decisions on what to do make up a game & apply skills in competitive & co-operative ways</p> <p>Year 4 apply dribbling & passing skills in small sided competitive games. move to stop a ball or object reaching a target in varying situations send a ball (1) by overarm bowl or throw) & (2) by using a racket keep up throwing/catching game & apply tactics according to need make it difficult to return a ball directed into space of opponent(s) swim competently, confidently and proficiently over a distance of at least 25 metres / use a range of strokes effectively.</p>	<p>Through whole school assemblies, Key Stage assemblies, our Kidsafe programme & Debbie's Circle Time, we will discuss and understand:</p> <p>Emotional Wellbeing</p> <p>We will: identify different types of relationships (e.g. marriage or friendships) and show ways to maintain good relationships. (e.g. listening, supporting and caring.)</p> <p>recognise that actions affect themselves and others.</p> <p>respond to and challenge negative behaviours such as aggression and stereotyping</p> <p>ALSO IN ANTI BULLYING WEEK</p> <p>COLLABORATION list different types of teasing, discrimination, bullying and aggressive behaviours, explaining how it can feel and who can help with these issues</p> <p>PERSONAL SAFETY describe ways of resisting negative peer pressure inc. bullying which affect health and well being.</p>	<p>We will:</p> <p>use the keyboard: Sebran – ABC Rain</p> <p>edit text size, colour & style</p> <p>edit text, B, I, U & alignment</p> <p>shift, B/space, Enter, Delete & Undo</p> <p>Copy, Cut & Paste</p> <p>use Clip Art: Saxons, Romans, Celts, Save As, Save & Open</p> <p>drag & drop pictures to match 'Warrior' words</p> <p>create a Celtic/Roman soliloquy</p>	<p>We will learn to:</p> <p>recognise the days of the week when spoken in sequence</p> <p>understand most of the colours</p> <p>understand numbers up to 20</p> <p>respond to questions about likes and dislikes with a single word.</p> <p>recognise negative responses to a question when given a visual prompt.</p>	<p>We will:</p> <p>Listen and Appraise Identifying and moving to the pulse. Thinking about what the words of a song mean. Taking it in turn to discuss how the song makes them feel. Listening carefully and respectfully to other people's thoughts about the music.</p> <p>Sing In unison and in simple two-parts. Following a leader when singing, and enjoy exploring singing solo. with awareness of being 'in tune' with an awareness of the pulse internally when singing.</p> <p>Play Instruments Playing a musical instrument with the correct technique Selecting and learning an instrumental part that matches a musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. Rehearsing and performing a part. Listening to and following musical instructions from a leader. Leading a rehearsal session.</p> <p>Improvise Using instruments in the context of the song they are learning to perform.</p> <p>Compose Creating simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explaining the keynote or home note and the structure of the melody. Listening to and reflecting upon the developing composition and make musical decisions about how the melody connects with the song. Recording the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Perform Choosing what to perform and create a programme. Communicating the meaning of the words and clearly articulate them. Say how we are feeling, what we were pleased with what we would change and why.</p>