

Intended Outcome of Topic



Develop the children's knowledge of the Romans and Celts. Children learn about and compare the two cultures and

warfare tactics, understand chronology and study key individuals.

SMSC Links

Spiritual

- To develop a sense of awe and wonder about the world around them
- Use imagination and creativity in their learning
- Reflect willingly on their experiences.

Social

- Cooperate well with others and be able to resolve conflicts effectively
- Learn about the changes as children grow up
- Use a range of social skills in different contexts.

Cultural

- Understand and appreciate the wide range of cultural influences that have shaped our heritage
- Participate positively to artistic, musical, sporting and cultural opportunities.

Moral

- Understand legal boundaries and is so doing respect the civil and criminal law of England
- Understand the consequences of behaviour and actions.

Subject	Week beginning 1.9.25	Week beginning 8.9.25	Week beginning 15.9.25	Week beginning 22.9.25	Week beginning 29.9.25	Week beginning 6.10.25	Week beginning 13.10.25	Week beginning 20.10.25
English	Genre: Story settings and character descriptions Text: Visual Literacy – Dum Spiro Phase of writing: reading and speaking and listening Objectives: • convey straightforward ideas about characters and situations, making deliberate choices of speech, gesture, and movement in different roles and scenarios • collect evidence from stories to build up a picture of a setting	Genre: Story settings and character descriptions Text: Visual Literacy – Dum Spiro Phase of writing: planning and writing Objectives: • use film and pictures to brainstorm and build vocabulary for a variety of appropriate settings • identify and use prepositions to describe location • use a wider range of adverbs/adverbials and conjunctions • aid cohesion and avoid repetition by choosing the most appropriate pronoun or noun within and across sentences	Genre: Traditional Tales and Roman Mythology Text: Romulus and Remus Phase of writing: reading and speaking and listening Objectives: • comment on and justify views about a text type • identify and summarise evidence from a text to support a hypothesis • select words and phrases for description from reading • consider how behaviour can be interpreted from different viewpoints through role play	Genre: Traditional Tales and Roman Mythology Text: Romulus and Remus Phase of writing: planning and writing Objectives: • identify pronouns and understand their function in sentences • develop use of settings in own stories by making use of adjectives; appropriate nouns; adverbs and figurative language • identify adverbs and understand their functions in sentences	Genre: Traditional Tales and Roman Mythology Text: Romulus and Remus Phase of writing: writing, editing and improving Objectives: • use of commas to mark grammatical boundaries • consider the order of nouns and adjectives in a sentence and how the word order affects the reader • use adverbs and conjunctions to establish cohesion within paragraphs • improve the cohesion using adverbs/phrases/clauses	Genre: Fact File Text: Various information texts Phase of writing: reading, discussion, planning Objectives: • comment on and justify views about a text type • consider why we need report writing and reports you have used and found useful • identify the difference between report writing and a recount • summarise materials from different sources	Genre: Fact File Text: Various information texts Phase of writing: writing, editing and improving Objectives: • note how writing often moves from general to more specific detail, exploring how determiners are used to indicate this shift in focus • use of commas after fronted adverbials • use of paragraphs to organise ideas around a theme • use questions to interest the reader	Genre: Fact File Text: Various information texts Phase of writing: writing, editing and improving Objectives: • note how writing often moves from general to more specific detail, exploring how determiners are used to indicate this shift in focus • use of commas after fronted adverbials • use of paragraphs to organise ideas around a theme • use questions to interest the reader

	- understand how settings affect characters' behaviour - make predictions about how characters will behave in such a setting							
Spelling	<u>WE ARE LEARNING TO:</u> <i>distinguish between the spelling and meaning of homophones.</i> Scheme: Support for Spelling	<u>WE ARE LEARNING TO:</u> <i>distinguish between the spelling and meaning of homophones.</i> Scheme: Support for Spelling	<u>WE ARE LEARNING TO:</u> <i>distinguish between the spelling and meaning of homophones.</i> Scheme: Support for Spelling	<u>WE ARE LEARNING TO:</u> <i>distinguish between the spelling and meaning of homophones.</i> Scheme: Support for Spelling	<u>WE ARE LEARNING TO:</u> <i>distinguish between the spelling and meaning of homophones.</i> Scheme: Support for Spelling	<u>WE ARE LEARNING TO:</u> <i>distinguish between the spelling and meaning of homophones.</i> Scheme: Support for Spelling	<u>WE ARE LEARNING TO:</u> <i>distinguish between the spelling and meaning of homophones.</i> Scheme: Support for Spelling	<u>WE ARE LEARNING TO:</u> <i>distinguish between the spelling and meaning of homophones.</i> Scheme: Support for Spelling
Reading	Whole Class Reading – Non-fiction texts	Whole Class Reading – Non-fiction texts	Whole Class Reading – Non-fiction texts	Whole Class Reading – Non-fiction texts	Whole Class Reading – Non-fiction texts	Whole Class Reading – Non-fiction texts	Whole Class Reading – Non-fiction texts	Whole Class Reading – Non-fiction texts
Maths	Number: Place Value <u>WE ARE LEARNING TO:</u> - Represent numbers to 1000 - Partition numbers to 1000 - Number lines to 1000 - Thousands	Number: Place Value <u>WE ARE LEARNING TO:</u> - Represent numbers to 10,000 - Partition numbers to 10,000 - Flexible partitioning of numbers to 10,000 - Find 1, 10, 100, 1000 more or less	Number: Place Value <u>WE ARE LEARNING TO:</u> - Number line to 10,000 - Estimate on a number line to 10,000 - Compare numbers to 10,000 - Order numbers to 10,000	Number: Place Value <u>WE ARE LEARNING TO:</u> - Roman Numerals - Round to the nearest 10 - Round to the nearest 100 - Round to the nearest 1000 - Round to the nearest 10, 100 or 1000	Number: Addition & Subtraction <u>WE ARE LEARNING TO:</u> - Add and subtract 1s, 10s, 100s and 1000s - Add two 3- and 4-digit numbers with no exchange - Add two 3- and 4-digit numbers with one exchange - Add two 4-digit numbers with more than one exchange Scheme: Arc Maths	Number: Addition & Subtraction <u>WE ARE LEARNING TO:</u> - Subtract two 3- and 4-digit numbers with no exchange - Subtract two 3- and 4-digit numbers with one exchange - Subtract two 4-digit numbers with more than one exchange	Number: Addition & Subtraction <u>WE ARE LEARNING TO:</u> - Efficient methods for subtraction - Estimating answers - Checking strategies Scheme: Arc Maths	Number: Addition & Subtraction <u>WE ARE LEARNING TO:</u> - Efficient methods for subtraction - Estimating answers - Checking strategies

	Scheme: Arc Maths	Scheme: Arc Maths	Scheme: Arc Maths	Scheme: Arc Maths		Scheme: Arc Maths		
Science	Electricity WE ARE LEARNING TO: explore electrical appliances and electrical safety. Scheme: Developing Experts	Electricity WE ARE LEARNING TO: know electrical components in a series circuit. Scheme: Developing Experts	Electricity WE ARE LEARNING TO: investigate electrical circuits. Scheme: Developing Experts	Electricity WE ARE LEARNING TO: explore conductors and insulators. Scheme: Developing Experts	Electricity WE ARE LEARNING TO: know about electrical switches. Scheme: Developing Experts	Electricity WE ARE LEARNING TO: compare series and parallel circuits. Scheme: Developing Experts		
CPHSE	Being Me in My World WE ARE LEARNING TO: know my attitudes and actions make a difference to the class team. Scheme: Jigsaw	Being Me in My World WE ARE LEARNING TO: understand who is in my school community, the roles they play and how I fit in. Scheme: Jigsaw	Being Me in My World WE ARE LEARNING TO: understand how democracy works through the School Council. Scheme: Jigsaw	Being Me in My World WE ARE LEARNING TO: understand that my actions affect myself and others. Scheme: Jigsaw		Being Me in My World WE ARE LEARNING TO: understand how groups come together to make decisions. Scheme: Jigsaw	Being Me in My World WE ARE LEARNING TO: understand how democracy and having a voice benefits the school community. Scheme: Jigsaw	E-Safety
History	The Romans WE ARE LEARNING TO: understand the reasons why the Romans tried to invade Britain	The Romans WE ARE LEARNING TO: use secondary sources to inform decisions about historical figures	The Romans WE ARE LEARNING TO: understand the impacts that Romans had on the modern world.	The Romans WE ARE LEARNING TO: use secondary sources to interpret how Romans were entertained.	The Romans WE ARE LEARNING TO: evaluate the effectiveness of the Roman soldiers.	The Romans TRIP TO COLCHESTER CASTLE	The Romans WE ARE LEARNING TO: identify key aspects of what it was like to be a child in the Roman times.	The Romans Battle of Maldon
PE	Rugby- 1. Keep control of the ball when running. 2. Move in different directions learning to move away from your opponent / partner. 3. Learn to run as a line, like a team would in rugby. Football- 1. Apply and develop a broader range of skills. 2. Use a range of tactics to keep possession of the ball. 3. Recognise and explain good performances.	Rugby- 1. Learn how to pass a rugby ball to a partner. 2. Catch the rugby ball successfully without dropping it. 3. Pass the rugby ball backwards down a line of players. Football- 1. Move with a ball keeping it under control whilst changing direction. 2. Learn how to evaluate and recognise their own success. Scheme: PE Planning	Rugby- 1. Improve passing and catching skills whilst on the move. 2. Move forward to attack as part of a team. 3. Successfully score a try Football- 1. Pass/Send a ball with increasing accuracy. 2. Receive a ball successfully. 3. Describe how their bodies feel when exercising. Scheme: PE Planning	Rugby- 1. To work as part of a team when defending. 2. To learn to keep in a line and spread out. Football - 1. Shoot and score with increased success. 2. Learn how to evaluate and recognise their own success. Scheme: PE Planning	Rugby- 1. Recap skills and tactics. 2. Develop the physical characteristics needed. Speed, fitness, agility. Football - 1. Apply basic principles suitable for attacking. 2. Explain the tactics they have used in games Scheme: PE Planning	Rugby- 1. To be able to play a full game of tag rugby. 2. To understand the rules of a game of tag rugby. 3. Carefully consider the best way to score a try and win the game. Football - 1. Employ simple tactics in game situations. 2. Explain the tactics they have used in games. Scheme: PE Planning	Rugby- 1. To be able to play a full game of tag rugby. 2. To understand the rules of a game of tag rugby. 3. Carefully consider the best way to score a try and win the game. Football - 1. Employ simple tactics in game situations. 2. Explain the tactics they have used in games. Scheme: PE Planning	Rugby- 1. To be able to play a full game of tag rugby. 2. To understand the rules of a game of tag rugby. 3. Carefully consider the best way to score a try and win the game. Football - 1. Employ simple tactics in game situations. 2. Explain the tactics they have used in games.

	Scheme: PE Planning							
Computing	<u>WE ARE LEARNING TO:</u> explore the features of Google Sites	<u>WE ARE LEARNING TO:</u> plan content for a collaborative webpage		<u>WE ARE LEARNING TO:</u> create a webpage as part of a collaborative class website	<u>WE ARE LEARNING TO:</u> Plan and create a website		<u>WE ARE LEARNING TO:</u> create and evaluate a website	
MFL								
Other Details <i>e.g. visits</i>							TARGET SHARING DAY Friday 24 th October Trip to Colchester Castle Thursday 22/10/25	