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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| I am warrior | 3/9/18  Engage | 10/9/18  Develop | 17/9/18  Develop | 24/9/18  Develop | 1/10/18  Develop | 8/10/18  Innovate  Project board challenge | 15/10/18  Innovate  Project board challenge | 22/10/18  Express |
| Maths  Year 3 | Place Value | Place Value | Place value | Roman Numerals | + and - | + and - | Calculations | Calculations |
| Year 4 | Place Value | Place Value | Place Value | Roman Numerals | + and - | Calculations | Calculations | Measures |
| Year 5 | Place Value | Place Value - Negative numbers | Place Value - rounding | Roman Numerals | + and - | Statistics | Statistics | Multiplication |
| Year 6 | Place Value | Place Value - Calculations | + and - | Roman Numerals | Multiplication and division | Division | Fractions | Fractions |
| English | En SL 7 Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.  Hi 2; En SL 1; PSHE 4b  En R C 3 Retrieve and record information from non-fiction.  Hi 2; En SL 1, 9, 11; Co 5, 7  En W C 1a Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Hi 2; En R C 2f; En W C 2a, 2b; PSHE 4b; Co 6  En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  Hi 2; En W C 5; En SL 1; PSHE 4b | En SL 11 Consider and evaluate different viewpoints, attending to and building on the contributions of others.  En SL 1, 7; Hi 2; Ge LK 2; En R C 1a, 1d  En R C 3 Retrieve and record information from non-fiction.  Hi 2; Ge LK 2; AD 2; En W C 1b; En R C 1a, 1d  En R C 1d Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.  Hi 2; Co 6; En SL 9, 11; En R C 4  En W C 1b Discuss and record ideas.  Hi 2; En W C 2a, 2b  En W C 2a Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).  Hi 2; Co 5, 6, 7; En SL 7; PSHE 4b | En R C 1a Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Hi 2; En R C 4; En SL 7  En SL 3 Use relevant strategies to build their vocabulary.  Hi 2; En SL 1, 2, 6; En W C 2a, 3b; En R C 1g  En W C 1b Discuss and record ideas.  En SL 1, 7; En W C 1a; Hi 2  En W C 2a Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).  En W C 3b, 5; Hi 2  En W C 5 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.  Hi 2; En SL 9 | En R C 3 Retrieve and record information from non-fiction.  Hi 2; En W C 1b; DT CN 3; En SL 4  En R C 2a Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  DT CN 2; En R C 2f  En W C 1b Discuss and record ideas.  En R C 3; Hi 2; Co 5, 7  En W C 1a Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Hi 2; DT CN 2; En W C 1b; Co 6  En W H 2 Increase the legibility, consistency and quality of their handwriting (e.g. 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).  En W C 1a, 3a, 4; La 9; Ma N NPV 9 | En R C 3 Retrieve and record information from non-fiction.  Hi 2; En W C 1b; DT CN 3; En SL 4  En R C 2a Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  DT CN 2; En R C 2f  En W C 1b Discuss and record ideas.  En R C 3; Hi 2; Co 5, 7  En W C 1a Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Hi 2; DT CN 2; En W C 1b; Co 6  En W H 2 Increase the legibility, consistency and quality of their handwriting (e.g. 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).  En W C 1a, 3a, 4; La 9; Ma N NPV 9 | Spoken language  En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  En SL 11 Consider and evaluate different viewpoints, attending to and building on the contributions of others.  Writing  En W C 1a Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.  Reading  En R C 3 Retrieve and record information from non-fiction. |  | En R C 2a Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.  Hi 2; En R C 3; Co 5, 7  En R C 3 Retrieve and record information from non-fiction.  Hi 2; En W C 2d; Co 5, 7; En SL 9  En W C 1b Discuss and record ideas.  Hi 2; Ge LK 2; Co 5, 6, 7  En W C 3b Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.  En SL 7; En W C 1b, 2a; PSHE 2e, 4b  En SL 9 Participate in discussions, presentations, performances, role play, improvisations and debates.  Hi 2; En W C 3a, 3b, 4, 5 |
|  | Soliloquies | Historical narratives | Playscript | Instructions, invitations and menus | Innovate – friends, Romans, countrymen – lend me your ear. | Innovate – friends, Romans, countrymen – lend me your ear. | Letters | Letters |
| Grammar | Revisit the grammar technical vocabulary they should already know – children to self-assess.  What all children should already know: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark, noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense – past and present, apostrophe, comma. | Word Structure  Y3 – formation of nouns, using a range of prefixes – super, anti, auto  Year 4 – Grammatical difference between plurals and possessive .s  Year 5- converting nouns or adjectives into verbs using suffixes – ate, ise, ify  Year 6 – Informal to formal language – find out – discover, ask for – request, go in – enter. | Sentence structure  Y3 – Expressing time, place and cause using conjunctions – before, after, while, so, because.  Year 4 – Noun phrases – expanded by the addition of modifying adjectives, nouns and prepositions.  Year 5 – relative clauses beginning with who, which, where, when, whose, that or an omitted relative pronoun.  Year 6 – Use of passive to affect the presentation of information in a sentence – I broke the window in the greenhouse versus The window in the greenhouse was broken. | Text Structure – Year 3 – paragraphs to group related materials.  Year 4 – Use of paragraphs to organise ideas around a theme.  Year 5 – Devices to build cohesion with a paragraph – then, after that, this, firstly.  Year 6 – Linking ideas across paragraphs using a wider range of cohesive devices – repetition of a word or phrase, grammatical connection – use of adverbials such as – on the other hand, in contrast or as a consequence and ellipsis. | Word Structure  Year 3 – using form a or an according to whether the next word begins with a consonant or a vowel – a rock an open box.  Year 4 – Standard English – forms for verb inflecions – we were instead of we was, I did instead of I done.  Year 5 – Verb prefixes – dis, de, mis, over and re  Year 6 – How words are related by meaning as synonyms and antonyms – big, large, little. | Sentence structure  Expressing time, place and cause by using adverbs then, next, soon, therefore or prepositions, before, after, during, in, because of.  Year 4 – Noun phrases – expanded by the addition of modifying adjectives, nouns and prepositions  Year 5 – indicating degrees of possibility using adverbs – perhaps, surely, or modal verbs – might, should, will, must.  Year 6 – The difference between structures appropriate for formal speech and writing – the use of question tags – He’s your friend, isn’t he? | Text Structure  Year 3 – Headings and sub headings to aid presentation.  Year 4 – Appropriate choice of pronoun or noun within or across sentences to aid cohesion and avoid repetition.  Year 5 – Linking ideas across paragraphs using adverbials of time – later, place – nearby and number secondly or tense choices.  Year 6 – Subjunctive forms – if I were or were they – to come in some very formal writing. | Terminology:  Year 3 – preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas.  Year 4 – determiner, pronoun, possessive pronoun and adverbial.  Year 5 – modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion and ambiguity.  Year 6 – hyphen, colon, semi-colon, active, passive, synonym, antonym, bullet points, ellipsis |
| Spelling | Spelling test to ascertain levels.  Phonic and hfws. | Year 3 – tch  Year 4 – ph  Year 5 –ch as in chaos  Year 6 – individualised as needed for consolidation – appendix 2. | Year 3 – wh  Year 4 – ci ancient  Year 5- ex  Year 6 individualised as needed for consolidation – appendix 2. | Year 3wa – was, wand  Year 4 cc, x, c – accelerate  Year 5- dge  Year 6 individualised as needed for consolidation – appendix 2 | Year 3 -silent k b h t  Year 4 – ious  Year 5 – ph  Year 6 individualised as needed for consolidation – appendix 2 | Year 3 – silent w g l  Year 4 – ti as in essential  Year 5 – gh – bought  Year 6 – individualised as needed for consolidation – appendix 2 | Year 3 – qu  Year 4 – unstressed  Year 5 – c as in celebrate  Year 6 – individualised as needed for consolidation – appendix 2 | Year 3 c as in cinema  Year 4 dis  Year 5 – or  Year 6 – individualised as needed for consolidation – appendix 2 |
| Handwriting | Handwrite soliloquys for assessment purposes. Each week thereafter – individualised handwriting practise as well as: | Facts about Alberto Giometti | Write out the rules for conflict – mock fighting | Facts about life as a Roman child | Invitation to Roman event | Resolving conflict information | Rules for ‘walk the walk, talk the talk.’ | Letter of daily life as a Roman. |
| Science | Find out what children already know and can do.  Did the Roman’s use toilet paper? | Year 3/4   compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  Year 5/6   give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic | Year 3/4   describe in simple terms how fossils are formed when things that have lived are trapped within rock  Year 5/6   give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic | Year 3/4   recognise that soils are made from rocks and organic matter.  Year 5/6   give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic | Year 3/4   compare and group materials together, according to whether they are solids, liquids or gases  Year 5/6   compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets | Year ¾   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)  Year 5/6   know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution | Year 3/4   identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.  Year 5/6   use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating | Year 3/4   demonstrate that dissolving, mixing and changes of state are reversible changes  Year 5/6   explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. |
| History | Hi 2 Learn about the Roman Empire and its impact on Britain.  En R C 3; Co 5, 7; En W C 1b | Hi 2 Learn about the Roman Empire and its impact on Britain.  En R C 1e, 2f, 3; Co 5, 7 | Hi 2 Learn about the Roman Empire and its impact on Britain.  En R C 3; Co 5, 6, 7; En W C 1b | Hi 2 Learn about the Roman Empire and its impact on Britain.  Co 5, 7; En R C 3; En W C 1a, 3b | Hi 2 Learn about the Roman Empire and its impact on Britain.  Co 5, 7; En R C 3; En W C 1a, 3b | Hi 2 Learn about the Roman Empire and its impact on Britain. |  | Hi 2 Learn about the Roman Empire and its impact on Britain. |
| Geography | Ge HP 1 Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.  Ge LK 2; Ge HP 2; Hi 2 | Ge PK 1 Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America.  Ge SF 1; En R C 3; Ge HP 1, 2; Co 6 | Ge LK 1 Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Ge HP 2; Ge SF 2 |  | Trip to Hadrian’s Wall | Geography  Ge LK 2 Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Ge HP 2 Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. |  | Ge LK 2 Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  Co 5, 6, 7; Ge SF 1 |
| Music | develop an understanding of the history of music  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | develop an understanding of the history of music  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | develop an understanding of the history of music  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | develop an understanding of the history of music  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | develop an understanding of the history of music  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | develop an understanding of the history of music  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | develop an understanding of the history of music  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | develop an understanding of the history of music  play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression |
| R.E | Creation (core)  Creation story-What do Christians learn from the creation story? | Creation (core)  Creation story-What do Christians learn from the creation story? | Creation (core)  Creation story-What do Christians learn from the creation story? | Creation (core)  Creation story-What do Christians learn from the creation story? | Creation (core)  Creation story-What do Christians learn from the creation story? | Creation (core)  Creation story-What do Christians learn from the creation story? | Creation (core)  Creation story-What do Christians learn from the creation story? | Creation (core)  Creation story-What do Christians learn from the creation story? |
| P.E. | PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 3; PE 1  Swim competently, confidently and proficiently over a distance of at least 25 metres   use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. | PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 3; PE 1  Swim competently, confidently and proficiently over a distance of at least 25 metres   use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. | PE 3 Develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics).  Hi 2; PE 6  RulPE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 3; PE 1  Swim competently, confidently and proficiently over a distance of at least 25 metres   use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. | PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 3; PE 1  Swim competently, confidently and proficiently over a distance of at least 25 metres   use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. | PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 3; PE 1  Swim competently, confidently and proficiently over a distance of at least 25 metres   use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. | PE  PE 3 Develop flexibility, strength, technique, control and balance (e.g. through athletics and gymnastics).  PE 6 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.  PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 3; PE 1  Swim competently, confidently and proficiently over a distance of at least 25 metres   use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. | PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 3; PE 1  Swim competently, confidently and proficiently over a distance of at least 25 metres   use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. | PE 2 Play competitive games, modified where appropriate (e.g. badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.  En SL 3; PE 1  Swim competently, confidently and proficiently over a distance of at least 25 metres   use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  perform safe self-rescue in different water-based situations. |
| PHSCE | “Getting on & Falling Out”  Friendship | “Getting on & Falling Out”  Friendship  PSHE 1b Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.  Hi 2; En SL 5 | “Getting on & Falling Out”  Working Together | “Getting on & Falling Out”  Working Together | “Getting on & Falling Out”  Managing feelings - anger | PSHE  PSHE 1b Recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.  “Getting on & Falling Out”  Managing feelings - anger | “Getting on & Falling Out”  Resolving Conflict | “Getting on & Falling Out”  Resolving Conflict |
| Young Leaders | Year 6, 4 and 3 School council, eco-schools, Sport’s ambassadors.  Year 5 Young leader training award  Year 5 and 6 – Virgin Money Introduction | Year 6, 4 and 3 School council, eco-schools, Sport’s ambassadors.  Year 5 Young leader training award  Year 5 and 6 – Virgin Money Work on projects | Year 6, 4 and 3 School council, eco-schools, Sport’s ambassadors.  Year 5 Young leader training award  Year 5 and 6 – Virgin Money Work on projects | Year 6, 4 and 3 School council, eco-schools, Sport’s ambassadors.  Year 5 Young leader training award  Year 5 and 6 – Virgin Money Work on projects | Year 6, 4 and 3 School council, eco-schools, Sport’s ambassadors.  Year 5 Young leader training award  Year 5 and 6 – Virgin Money Work on projects | Year 6, 4 and 3 School council, eco-schools, Sport’s ambassadors.  Year 5 Young leader training award  Year 5 and 6 – Virgin Money Work on projects | Year 6, 4 and 3 School council, eco-schools, Sport’s ambassadors.  Year 5 Young leader training award  Year 5 and 6 – Virgin Money Work on projects | Year 6, 4 and 3 School council, eco-schools, Sport’s ambassadors.  Year 5 Young leader training award  Year 5 and 6 – Virgin Money Work on projects |
| French/  Latin | French SL  Latin DC | Latin – what is it and why is it useful? Latin and English words that are connected. | Latin words and their meaning. Jigsaw sentences | Sentences – sentence practise -writing in Latin worksheet. | Translating sentences using the clues. | Numbers in Latin. Roman bingo. | Everyday Latin words and phrases. | Latin short story translation using clues. |
| Design and Technology | DT D 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.  Hi 2; DT M 1, 2; DT E 1 |  |  | DT CN 2 Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.  Hi 2; DT M 1; En SL 7 | DT E 3 Understand how key events and individuals in design and technology have helped shape the world.  En SL 1, 4; DT E 1  . | D&T  DT D 1 Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. |  |  |
| Art/  Design | AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  AD 1, 3; Hi 2 | AD 1 Create sketch books to record their observations and use them to review and revisit ideas.  Hi 2; AD 2, 3  AD 3 Find out about great artists, architects and designers in history.  AD 1, 2; Hi 2 | AD 3 Find out about great artists, architects and designers in history.  AD 2; Hi 2; En SL 6 | AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  Hi 6; AD 3 | AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  Hi 6; AD 3 |  | AD 2 Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay).  Hi 2; En SL 5, 9; En W C 2d |