



# Topic overview – Year 4/5/6 2023/2024

Spring (full term)	
<b>Topic name</b>	<b>Masters of the stars: The Romans</b>
<b>Big question</b>	How did the Roman occupation of Britain impact our society today?
<b>Memorable experience</b>	John Ferneley college music performance Mosque visit Roman Day
<b>Outdoor learning</b>	Re-enact the Roman Invasion of Britain, Roman army formations Create an outdoor Solar System
<b>Linked books</b>	Escape From Pompeii Roman Rewind Thieves of Ostia Non-fiction texts related to topic – The Romans and Earth and Space.
<b>Reading aims</b>	<ul style="list-style-type: none"> <li>– Retrieve information from non-fiction books</li> <li>– Identify themes in fiction</li> <li>– Identify how language, structure, and presentation contribute to meaning</li> <li>– Discuss the books that they read</li> </ul>
<b>Writing aims</b>	<p>Non-chronological reports on a fantasy planet / creature</p> <ul style="list-style-type: none"> <li>– use relative clauses beginning with who, which, where, when, whose, that or with an implied</li> <li>– Use organisational and presentation devices</li> <li>– Use hyphens to avoid ambiguity</li> </ul> <p>Journalistic writing – newspaper reports on alien discovery and events related to the Romans</p> <ul style="list-style-type: none"> <li>– Use the passive voice to affect how information is presented</li> <li>– Use brackets, dashes or commas to indicate parenthesis</li> <li>– Use the present perfect form of verbs</li> </ul> <p>Narrative writing based on Escape From Pompeii</p> <ul style="list-style-type: none"> <li>– Use figurative language to describe characters, settings and atmosphere</li> <li>– Use a wide range of cohesive devices</li> <li>– Ensure the consistent and correct use of tense throughout a piece of writing</li> </ul>
<b>Speaking &amp; listening aims</b>	<ul style="list-style-type: none"> <li>– use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>– participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>– gain and maintain the interest of the reader</li> </ul>
<b>Maths aims</b>	Fractions, decimals, and percentages (6 weeks) Measurement (3 weeks) Geometry (3 weeks) Assessment (1 week)
<b>Science aims</b>	<u>Earth and Space (linked to DT)</u> <ul style="list-style-type: none"> <li>– Describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>– Describe the movement of the moon relative to the Earth</li> <li>– Describe the sun, Earth and moon as approximately spherical bodies</li> <li>– Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>
<b>History aims</b>	<u>The Roman Empire and its impact on Britain:</u> -Julius Caesar's attempted invasion in 55-54 BC -The Roman Empire by AD 42 and the power of its army -Successful invasion by Claudius and conquest, including Hadrian's Wall -British resistance: Boudicca -'Romanisation' of Britain including early Christianity



Spring term

<b>Geography aims</b>	<p><u>History focus this term.</u> locate the world's countries, using maps to focus on Europe</p>
<b>DT aims</b>	<p><u>Design a pop-up book and toy to explain the movement of the earth, moon and sun</u></p> <ul style="list-style-type: none"> <li>- Design and make a pop-up book which uses a range of mechanisms</li> <li>- Design and make a soft toy</li> <li>- Develop their skill in sewing, following a pattern and adding decorative elements</li> <li>- Follow a design brief accurately</li> <li>- Evaluate each other's work</li> </ul>
<b>Art and design aims</b>	<p>DT focus this term</p>
<b>Music aims</b>	<ul style="list-style-type: none"> <li>- appreciate and understand classical music (Holst's Planet Suite)</li> <li>- improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>- listen with attention to detail and recall sounds with increasing aural memory</li> <li>- use and understand staff and other musical notations</li> </ul>
<b>Computing aims</b>	<p><u>Digital Literacy (E-Safety)</u> Children will learn to apply online safety rules to real life scenarios. <u>Information Technology – Stop Motion Animation.</u> Children will learn to:</p> <ul style="list-style-type: none"> <li>- create a storyboard for their animation</li> <li>- record small movement of characters to ensure smooth transitions</li> <li>- edit and improve their work</li> <li>- use software to create their own stop motion animation</li> </ul>
<b>PSHE aims</b>	<p><u>Economic wellbeing:</u></p> <ul style="list-style-type: none"> <li>- Identify negative and positive influences that can affect career choices</li> <li>- Discuss and understand the risks associated with money, how some people might lose money and the importance of tracking money</li> <li>- Explore ways of overcoming stereotypes in the workplace</li> </ul>
<b>PE aims</b>	<p><u>Gymnastics:</u> Children will learn to:</p> <ul style="list-style-type: none"> <li>- Develop control their jumps – take off and landing</li> <li>- Move in different ways, varying height, direction and style</li> <li>- Combine different effectively e.g. running and jumping</li> <li>- Create a routine using a combination of movements</li> </ul> <p><u>Hockey/Tri-Golf:</u></p> <ul style="list-style-type: none"> <li>- Develop ball control</li> <li>- Learn different techniques and strategies</li> <li>- Develop an understanding of the rules of the game</li> <li>- Know how to warm up and cool down safely and the effect of exercise</li> </ul>
<b>RE aims</b>	<p><u>How do festivals and worship show what matters to a Muslim?</u></p> <ul style="list-style-type: none"> <li>- What do we already know about Muslims and Islam?</li> <li>- What does the opening chapter of the Qur'an teach Muslims about God?</li> <li>- Why does prayer matter to Muslims?</li> <li>- Why is the mosque a special place for Muslims?</li> <li>- Why do Muslims celebrate at the end of Ramadan?</li> <li>- How do festivals and worship show what matters to Muslims? What can I learn from this?</li> </ul>
<b>Foreign language aims</b>	<p>Y4 <u>My home.</u></p> <ul style="list-style-type: none"> <li>- To say where you live and what is in your house.</li> </ul> <p><u>Family</u></p> <ul style="list-style-type: none"> <li>- To be able to say who is in my family, the pets I have looking at plurals and adjectives of colour.</li> </ul>



## Spring term

Y5/6

Weather and fashion.

- Describe what the weather is like and say what the weather is like in different parts of France.
- Name clothes you like to wear using details and based on occasions.  
Understand how adjectives are used in France.

My town and jobs.

- Describing what there is and isn't in a town, linking this to where we live and providing opinions.
- Naming professions and saying what we would and would not like to do.