



St Peter's Church of England Primary School

Medium Term Topic Plan

Year Group: JSB

Strand B

Term: Autumn

Theme: The Romans/ Ourselves

Framework of Skills, knowledge and Understanding Subjects

Art	D&T	HISTORY (taken from Focus Ed)	Geography
<p>Drawing (Ourselves)</p> <ul style="list-style-type: none"> show facial expressions in my drawing create mood and feeling by adding facial expressions and body language. use different grades of pencil to show shade, tone and texture in my drawings. create a figure in motion using lines, tone & colour. use greater detail and proportion when drawing objects and figures. <p>Collage (Research and Roman Mosaic)</p> <ul style="list-style-type: none"> cut accurately for my collage. successfully use different materials together in a picture. combine different materials to create tone and form within a collage create a mosaic. ceramic mosaic to create a piece of art. <p>Art & Designers</p> <ul style="list-style-type: none"> experiment with different styles that artists have used. explore works from different periods of time. recognize and explain art from different periods of time. explore works from different cultures. (Hinduism) <p><u>PSHE/ Relationships and Sex Education</u></p> <p><u>Online Safety</u></p>	<p>Food Focus :</p> <p><u>Healthy Meals</u></p> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> describe how food ingredients come together talk about which food is healthy and which food is not. know how to be both hygienic and safe when using food. bring a creative element to the food product being designed. <p><u>Packaging design</u></p> <p>Research and Design</p> <ul style="list-style-type: none"> prove that a design meets a set criterion. design a product and make sure that it looks attractive choose a material for both its suitability and its appearance use ideas from other people when designing produce a plan, labelled drawings and explain it persevere and adapt work when original ideas do not work communicate ideas in a range of ways, including by sketches and drawings which are annotated/labelled evaluate products to support their own designs <p>Make</p> <ul style="list-style-type: none"> follow a step-by-step plan, choosing the right equipment and materials 	<p>THE ANCIENT ROMANS</p> <p><i>Key enquiry question: What did the Romans do for us?</i></p> <p><u>Chronological Understanding</u></p> <ul style="list-style-type: none"> Can they use words and phrases like: old, new, a long time ago, before and after, past, present, then, now? Can they put up to five objects/events in chronological order (recent history) and give reasons for their order? Can they sequence events about own life? Can they describe events and periods using the words: BC, AD and decade; using ancient and century; using dates when things happened? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they place periods of history on a timeline showing periods of time? Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries? Can they use dates and historical language in their work? Can they use their mathematical skills to work exact time scales and differences as need be? Can they say where a period of history fits on a timeline? 	<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> Can they identify the four countries making up the United Kingdom? Can they name the continents of the world and find them in an atlas? Can you find where they live on a map of the UK? Can they name and locate some well-known European countries (from the Roman Empire)? Can they locate the Tropic of Cancer and the Tropic of Capricorn? <p><u>Geographical Skills</u></p> <ul style="list-style-type: none"> Can they show curiosity about places around the world, e.g. what the weather is like, what it's like to live there, travelling from the UK? <p><u>Using Maps</u></p> <ul style="list-style-type: none"> Can they find the UK on a map of the world/globe? Can they find where they live on a map of the UK? Can they use maps to locate European countries from the Roman Empire? Can they use maps/atlasses/globe on a larger scale, e.g. map of Europe (find UK/Italy/other European countries)?

<p>Mind and Body</p> <ul style="list-style-type: none"> Eating healthy and keeping your teeth clean. The Food Wheel What is an active lifestyle. <p>Ongoing = social skills.</p> <p>See EHCP outcomes.</p> <p style="text-align: center;">R.E.</p> <p>Hinduism</p> <ul style="list-style-type: none"> Who and Where? Main beliefs Special places Special festivals Holy Book Symbols and Meanings. <p>Trip to local Hindu temple.</p>	<ul style="list-style-type: none"> work accurately to measure, make cuts and make holes measure accurately <p>Evaluate</p> <ul style="list-style-type: none"> explain how to improve a finished model know why a model has, or has not, been successful evaluate and suggest improvements for design evaluate products for both their purpose and appearance explain how the original design has been improved present a product in an interesting way <p>Technical Knowledge</p> <ul style="list-style-type: none"> know how to strengthen a product by stiffening a given part or reinforce a part of the structure use IT, where appropriate, to add to the quality of the product 	<ul style="list-style-type: none"> Can they place a specific event on a timeline by decade? <p>Knowledge:</p> <ul style="list-style-type: none"> Can they recount the life of Boudicca and recount some interesting facts about the Roman invasions of Britain? Can they explain why Britain has a special history by naming some famous events and some famous people from Roman Britain? Can they begin to picture what life would have been in Britain during the Roman invasions and in the Roman Empire? Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? Can they suggest why the first invasion by Julius Caesar did not work? Can they suggest why the Romans wanted to build an Empire/invade Britain/why Boudicca led a revolt? Can they explain how the Roman conquests have helped shape our lives/British society? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past? Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same? 	<p style="text-align: center;">Computing</p> <p>Online Safety & Exploring Purple Mash (Taken from Year 1/2, Cycle B, Unit 1.1)</p> <p>Coding (Taken from Year 2).</p> <p>Coding (Taken from Y3/4, Cycle B)</p>
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Science		Music	
<p>Animals including Humans</p> <ul style="list-style-type: none"> • Can they name the parts of the human body that they can see? • Can they identify the main parts of the human body and link them to their senses? • Can they explain the basic needs of humans? • Can they describe why exercise and a balanced diet are important for humans? 		<p><u>Living on a Prayer & Classroom Jazz 1</u> <u>Instruments & musical understanding</u></p> <ul style="list-style-type: none"> • Consolidate the names of instruments previously learnt and learn new instrument names. Be able to recognise the sound of some of these instruments. Watch video clips of instruments. Learn/consolidate the family names for instruments e.g. brass, woodwind etc. • Play listening games in Charanga listening centre. <p><u>Living on a Prayer</u></p> <ul style="list-style-type: none"> • Show an awareness of the pulse when singing. • Listen to the song and identify the main sections of a song and talk about how the song makes them feel. Talk about the musical style and when the piece of music was composed. • Identify the instruments and discuss the musical dimensions of the song (texture, dynamics, tempo, rhythm and pitch). Begin to use musical words when talking 	

<ul style="list-style-type: none"> • Can they name some parts of the human body that cannot be seen (i.e. some of the organs and bones)? • Can they describe and explain the skeletal system of a human? • Can they describe and explain the muscular system of a human? • Can they identify and name the basic parts of the human digestive system? • Can they describe the function of the organs of the human digestive system? • Can they identify the simple function of different types of human teeth? • Can they explain the importance of a nutritious balanced diet? • Can they compare the teeth of herbivores and carnivores? • Can they explain how the muscular and skeletal systems work together to create movement? • Can they explain what puberty is? (This will be covered through PSHCE and Nurse talks). • Can they identify and explain the function of the organs of the human circulatory system? (heart, blood vessels, blood, blood pressure, clotting) • Can they name the major organs in the human body? • Can they locate the major human organs? • Can they make a diagram that outlines the main parts of a body? • Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies? • Can they make a diagram of the human body and explain how different 		<p>about music. Listen carefully and respectfully to other people's thoughts about the music.</p> <ul style="list-style-type: none"> • Learn the song. Sing with an increased awareness of being in tune and articulate the words clearly. • Record the performance, listen back and talk about what they are pleased with and how they could improve. <p><u>Glockenspiel unit - 2</u></p> <ul style="list-style-type: none"> • Discuss how to handle and play the glockenspiel – holding the beater etc. • Play simple melodies 'by ear' and begin to follow staff notation using a small range (1, 2 & 3 notes). Learn/revise the term 'staff' and understand simple time signatures (eg. 4 beats in a bar). • Begin to recognise and understand the differences between minims, crotchets, paired quavers and rests. • Songs: D-E-F-inately, Strictly D, Dee Cees Blues. <p><i>Musical understanding (ongoing)</i> <i>Rhythm pizza and rhythm grid – copy rhythms and be able to learn about notation/sound & symbol connection (talk about differences between pulse and rhythm). Play warm up games to develop musical knowledge & skills.</i></p>
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parts work and depend on one another?

- *(Design a fitness program and a healthy menu for a Gladiator)*