

Half Termly Curriculum Overviews

Year group	Term	Theme	No. of weeks	Visits/Visitors	Parental engagement
4	Autumn 1	What did the Romans do for us?	7	<p>Visit: Chedworth Roman Villa</p> <p>Visitor: Archaeologist visitor from Worcester University</p> <p>Virtual visit: Roman Baths – Virtual Visit</p>	Create a display for show and tell – parents invited to come to our presentation.

Inspire	Showcase	Primary Passport
In our classroom, we find a variety of Roman artefacts. Where have they come from? What can they be used for? The children explore and find out who the Romans were and what they used these mysterious things for!	Children take part in a re-enactment of a roman battle, discovering the different ways soldiers used to fight and how the formation look. They use their design and technology Roman shields to help with this.	<p>Visit a museum – Chedworth</p> <p>Create a display for show and tell</p> <p>Learn about a new Religion and visit a new place of worship</p>

Subject	Science	History	DT	Music	PE	PSHE	Computing	MFL	RE
Overview	Sound How sound is produced. How sound travels and exploring how to change pitch and volume.	Roman ruins. The British invasion, Roman expansion. Boudicca's rebellion, Hadrian's wall. Roman religion.	Design and create a Roman shield considering materials and colour.	Choose order, combine and control sounds with awareness of combined effect. Perform in a group	Outdoor Adventurous Activities – develop team work skills by working towards a collective goal, developing and accepting trust. Children will use a range of map skills to draw and orientate maps to navigate around a grid. Tag-Rugby – recap the rules of tag rugby and demonstrate increasing control and accuracy with ball handling, finding and using space and defence skills; applying all of this into a rugby tournament.	Supporting the community. Physical activity. Screen time. A balanced diet.	Coding E-safety – staying safe online	Learn simple phrases Weather Days of the week Transport	What is the 'Trinity' and why is it so important to Christians?
National Curriculum Objectives	Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history. The Roman Empire and its impact on Britain.	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Select from and use a wider range of tools and equipment to perform practical tasks accurately. Select from and use a wider range of materials and components, including construction materials, textiles according to their functional properties and aesthetic qualities. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	Play and perform in solo contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Develop an understanding of the history of music.	Take part in outdoor and adventurous activity challenges both individually and as part of a team. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Know the characteristics and mental and physical benefits of an active lifestyle. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. Understand the risks associated with an inactive lifestyle (including obesity). Know what constitutes a healthy diet (including understanding calories and other nutritional content)	Design, write and debug programmes that accomplish specific goals, including controlling or stimulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection and repetition in programs; work with variables and various forms of input or output. Use technology safely, respectfully and responsibly; recognise acceptable behaviour.	Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions express opinions and respond to those of others; seek clarification and help.	Worcestershire agreed syllabus: Make sense of belief: Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today Understand the impact: Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live Make connections: Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.

Half Termly Curriculum Overviews

What did the Romans do for us?

Science

- Sound**
- Identify how sounds are made, associating some of them with something scientific
 - Recognise that vibrations from sounds travel through a medium to the ear
 - Identify the relationship between the pitch of a sound and the frequency of the vibrations that produced it
 - Recognise that sounds get louder as the distance from the sound source increases



We liked instruments to make good different sounds and pitch



We created our own instruments to hit and play



Create a model of Hadrian's Wall



Design our own Roman wall with towers



Designing a Roman soldier

History

- The Roman Empire and its impact on Britain
- Pupils should continue to develop a chronological secure knowledge and understanding of British, local and world history, establishing clear chronologies within and across the periods they study

Music

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments, increasing accuracy, fluency, control and expression
- Develop an understanding of the history of music

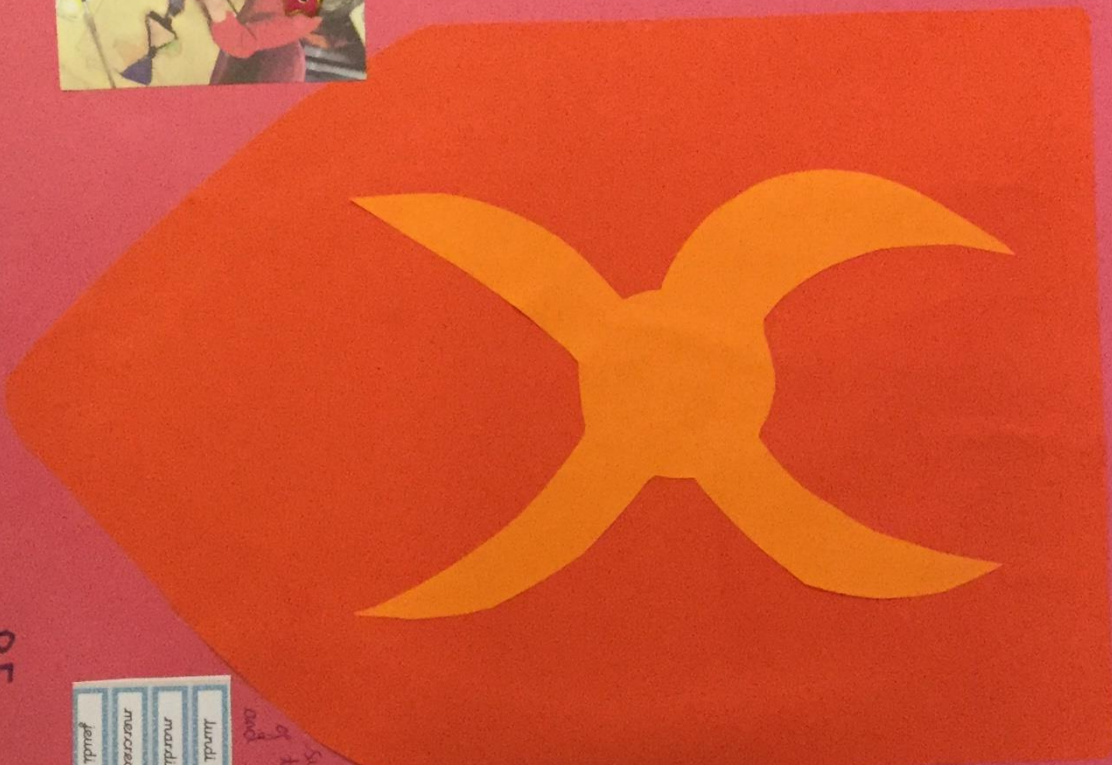
Play percussion instruments to make patterns with a Rhythmic pattern

MFL

- Learn interactively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in discussions, ask and answer questions, express opinions and respond to those of others, speak in sentences, using familiar vocabulary, phrases and basic language structures



lundi	Monday	monday	Monday
marti	Tuesday	martedì	Tuesday
mercredi	Wednesday	mercoledì	Wednesday
jeudi	Thursday	giovedì	Thursday



We designed and painted our own Roman shields.



- Design**
- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular groups of people
 - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design
- Technical Knowledge**
- Develop their understanding of how to strengthen, stiffen and reinforce more complex structures
- Make**
- Select from and use a wider range of tools and equipment to perform practical tasks. For example, cutting, shaping, joining and finishing of materials
 - Understand the properties of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

PE

- Take part in outdoor and adventurous activity challenges both individually and within a team
- Play competitive games, modified where appropriate for example, basketball, badminton, tennis, hockey, netball, and apply basic principles suitable for attacking and defending



We played tennis on our competitive games

Computing

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts
- Use sequence, selection, and repetition in programs, work with variables and various forms of input and output
- Apply logical reasoning to explain how some simple algorithms and programs work

RE

Describe examples of what Hindus do to what Hindus do to make connections and beliefs in life and teachings about what Hindus express their faith in why Hindus is a good thing

- Chedworth Roman Baths - virtual visit
- Archaeologist