

RE— What does it mean to be a Hindu in Britain today?

Why do Hindus worship in different ways?

How do Hindu beliefs influence everyday choices?

What do dharma and karma teach Hindus about life?

Why are festivals important to Hindu communities?

How does belonging to a Hindu family and community affect a person's life?

What can we learn from Hindu values?

Spanish — Clothes and home

History — Roman Revelations

Where is Britain and how did the Romans travel there from Rome?

What kind of homes did the Romans build, what kind of food did the Romans eat and what kind of clothes did the Romans wear in Britain?

What are some famous landmarks that the Romans built in Britain; Chester Roman Amphitheatre?

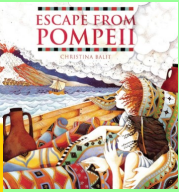
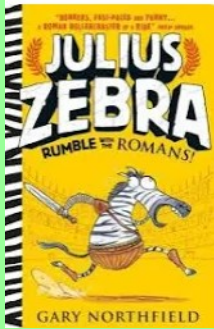
What was the weather like in Britain during Roman times?

How did the Roman invasion change Britain and its people?

Writing

- **Writing:** write for lots of different purposes, use interesting and imaginative words in my writing, write down sentences in an order that they make in, organise my writing for a specific style of writing, use expanded noun phrases to add detail and description, plan, proofread, edit and improve my writing to make it even better, read through my work to correct any mistakes.
- **Vocabulary, punctuation and grammar:** I can use punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists, apostrophes and inverted commas for speech, write sentences that are grammatically correct (tense), begin to use paragraphs correctly and appropriately, use co-ordinating and subordinating conjunctions to extend my sentences, use adverbs and prepositions to express time and place

Core Text



Trips and visits

Diva Experience

Chester

Diversity

Earth Autumn 1

Science— States of Matter and Rocks

Compare and group materials together, according to whether they are solids, liquids or gases

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)

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Describe in simple terms how fossils are formed when things that have lived are trapped within rock

Recognise that soils are made from rocks and organic matter

Music— How Does Music Bring Us Closer Together?

- Develop notation
- Identify notes to play
- Play and improvise instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E.
- Compose a simple melody using simple rhythms choosing from the notes C, D + E
- To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Art— Cermanincs

Names of tools, techniques and formal elements taught.

- Different forms of creative works are made by artists, craftspeople, and designers from all cultures and times, for different purposes.
- Know and describe the work of some artists, craftspeople, architects and designers, including artists who are contemporary, female, and from various ethnicities.
- Talk about the materials, techniques and processes they have used, using an appropriate vocabulary.
- Demonstrate how to safely use some of the tools and techniques they have chosen to work with.

PHSE— Being a responsible citizen

Citizens have rights and responsibilities.

Communities are made up of people from different backgrounds and cultures.

Everyone can contribute positively to their community.

Our choices and actions can affect other people and the environment.

People can work together to bring about positive change.

Respecting diversity helps communities thrive.

Individuals can help protect the world through sustainable choices.

Maths

- Place Value– numbers up to 10 000
- Addition and Subtraction
- Multiplication and Division
- Area

P.E— Throwing and Catching/ Dance

- Begin to improvise with a partner to create a simple dance.
- Create motifs from different stimuli.
- Begin to compare and adapt movements and motifs to create a larger sequence.
- Perform with some awareness of rhythm and expression.
- Throw with greater control and accuracy.
- Practise the correct technique for throwing an object and use it in a game.
- Throw with increasing control and accuracy.
- Throw a ball in different ways (e.g. high, low, fast or slow).
- Perform a range of catching and gathering skills with control.
- Catch with increasing control and accuracy.
- Practise the correct technique for catching a ball and use it in a game.

Computing— The internet

- Connecting networks
- What is the internet?
- Sharing information
- What is a website?
- Who owns the web?
- Can I believe what I read?

Reading

- Analyse and evaluate the use of language, including figurative language and how it success criteria for creating digital content s used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
- Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).
- Discuss how characters change and develop through texts by drawing inferences based on indirect clues.
- Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
- Retrieve, record and present information from non-fiction texts.
- Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading infor-