

Ruthless Romans—Autumn 2016

|                         |  |
|-------------------------|--|
| <b>Science</b>          | <p><u>Electricity</u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• identify common appliances that run on electricity</li><li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li><li>• identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li><li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li><li>• recognise some common conductors and insulators, and associate metals with being good conductors</li></ul> |
| <b>History</b>          | <ul style="list-style-type: none"><li>• the Roman Empire and its impact on Britain Examples</li><li>• Julius Caesar’s attempted invasion in 55-54 BC</li><li>• the Roman Empire by AD 42 and the power of its army</li><li>• successful invasion by Claudius and conquest, including Hadrian’s Wall</li><li>• British resistance, for example, Boudica</li><li>• ‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li></ul>   |
| <b>Geography</b>        | <ul style="list-style-type: none"><li>• locate the world’s countries, using maps to focus on Europe</li></ul>  |
| <b>Computing</b>        | <ul style="list-style-type: none"><li>• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li><li>• select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li></ul>  |
| <b>Art &amp; Design</b> | <ul style="list-style-type: none"><li>• to improve their mastery of art and design techniques, including painting and sculpture with a range of materials</li></ul>  |
| <b>D&amp;T</b>          | <ul style="list-style-type: none"><li>• select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</li><li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li><li>• understand how key events and individuals in design and technology have helped shape the world</li></ul>   |
| <b>Music</b>            | <ul style="list-style-type: none"><li>• listen with attention to detail and recall sounds with increasing aural memory</li></ul>   |
| <b>French</b>           | <ul style="list-style-type: none"><li>• listen attentively to spoken language and show understanding by joining in and responding</li><li>• explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li></ul>   |
| <b>P.E.</b>             | <p><u>Dance</u></p> <ul style="list-style-type: none"><li>• perform dances using a range of movement patterns</li></ul> <p><u>Games</u></p> <ul style="list-style-type: none"><li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li></ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"><li>• develop flexibility, strength, technique, control and balance</li></ul>   |