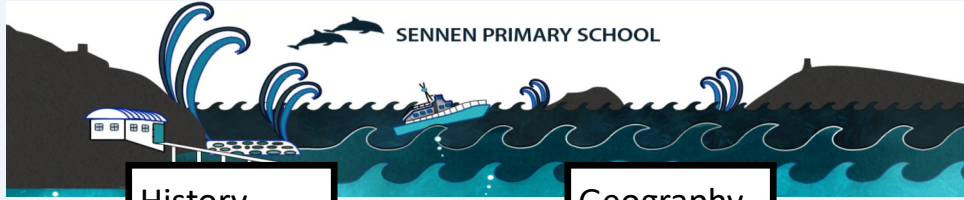


In this topic children gain a sense of chronology as they understand the events in Britain between the Roman invasion & 1066. They will understand reasons for invasions and how these brought about change by investigating key questions.



**History**

**Intent**— To be able to identify how Britain changed from the Iron Age to 1066. There will be a focus on Knowledge acquisition.

**Prior Learning**— Stone Age to Iron Age. This topic begins back with the Iron Age Celts.

Sequence of learning

Develop a sense of chronology by creating a timeline of Britain. Link to Iron Age (Celts).

KQ1—Why would Julius Caesar want to invade Britain? (Link back to Iron Age.)

KQ2—Why did Emperor Claudius invade?

KQ3— Why did Boudica revolt?

KQ4—How did the Romans change Britain?

KQ5— Why did the Anglo-Saxons invade & how do we know where they settled?

KQ6—Why have Vikings gained such a bad reputation?

KQ7—How did the Vikings try to take over & how close did they get?

Penlee Museum visit/ Viking experience?

**Next Steps**— Looking at the local history including historical sites relating to Romano-British period.

**Impact**

Children will have an understanding of chronology and can interpret the past from a range of sources.

**Geography**

**Intent** - to be able to develop locational knowledge to locate countries within Europe using maps.

**Prior Learning**— Mapping the UK in Y2.

Map where different invaders are coming from & where they attack/ conquer.

Learning integrated with Historical content.

**Next Steps**— mapping outside of Europe (oceans) & using compass points.

**Impact**

Children will demonstrate a working knowledge of Britain and some of wider Europe. To become more confident at using maps/ atlases.

**Science**

**Intent**—to be able to recall facts learned in term 2

**Prior Learning**— food chains & animal diets.

In term 2 children learned to understand different diets of animals & how they became food chains. This term we plan to revisit this content through short quizzes and activities, as well as the Leitner System.

**Next Steps**— understanding electrical circuits & how to construct a series circuit. This topic is revisited in term 6 in The Human Body.

**Impact**

Children will demonstrate retained knowledge of diets & food chains.

**Computing**

**Intent**—to develop pupils' understanding of digital & non-digital devices and how they can connect to each other.

**Prior Learning**— This will be the start of our new computing curriculum. We will assess needs as we progress.

Sequence of learning

KQ1—How does a digital device work?

KQ2 What parts make up a digital device?

KQ3 How do digital devices help us?

KQ4 How am I connected?

KQ5 How are computers connected?

KQ6 What does our school network look like?

**Next Steps**— Once this is grasped we will move on to top frame animation.

**Impact**

Children will identify inputs, processes & outputs. They will know the benefits of connecting devices in a network.

**PSHE**

**Intent**— to be able to identify how we can stay safe physically, mentally and online.

**Prior learning**—Children have spent 2 terms looking at emotional health and well being and developing self confidence. This unit gives children practical tools to keep safe.

Sequence of learning

Explore the importance of being kind online and what this might look like.

Recognise and understand that cyberbullying is being unkind online and learn how to deal with it.

Look at benefits and risks for sharing materials online.

Develop understanding of privacy and explore the difference between secrets and surprises.

First aid—how do we deal with bites and stings?

Look at choices people can make for themselves and those others make for them in relation to drugs and alcohol.

First aid—learn how to call for help in an emergency.

Year 4—introduction to puberty and the changes that happen in our body as we grow

Year 3—explore aspects of road safety and what this looks like in Sennen.

**Next steps**—Children will look at their role as active citizens.

**Impact**

Children will demonstrate how to conduct themselves online and keep safe from harm. They will practise and use different first aid techniques. Year 4 will be able to identify how their bodies change during puberty.

Art

D & T

Music

RE

**Intent**—To Explore different techniques to be used with materials which can then be applied to any project.

**Prior Learning**— This is the start of our new curriculum. Needs will be assessed as we progress.

**Sequence of learning**

1. Create a mood board to inspire creations.
2. Tie-dyeing materials
3. Paper weaving
4. Weaving other materials
5. Learning about Carl Giles (cartoonist)
6. Painting—Tints & shades (option 1)

**Next steps**— we will move on to look at formal elements of art in term 5.

**Impact**

Children will be able to create a mood board to inspire tie-dyeing & weaving.

**Intent**—To be able to identify and play notes on the glockenspiel and read simple graphic representation

**Prior Learning**— This is the start of our new curriculum.

**Sequence of learning**

None this half term

**Next steps**— next term we will be looking at electrical systems linking it to our science knowledge.

**Intent**—To be able to identify and play notes on the glockenspiel and read simple graphic representation

**Prior learning**—year 4 have looked at some notation using recorders so we will be transferring these skills to the glockenspiel. For year 2 this is their first experience.

**Sequence of learning**

Introduce instrument & explore sounds notes make (use vocabulary high pitch, low pitch)

Teach notes E and D using copyback technique

Play simple tunes using E and D using notations

Learn C&D through copyback and playback with notations.

Learn to play DEF consecutively, including playback with notations.

Music theory, combining C, D, E and F

Compose and play a song using notes learned in this unit—invite parents in to listen if possible.

**Next steps**— next term we will revisit all elements of music through one song and learn to play instruments to accompany it.

**Impact**

Children will be able to play follow graphic representation to play notes C, D, E and F. They will be able to perform to an audience.

**Intent**—to find out what the Trinity is and why it is important to Christians.

**Prior learning**—children have some understanding of the origins of Christianity and know about the birth of Jesus.

**Sequence of learning**

Introduce the idea of Gospels as stories telling about the life of Jesus. Study one story in depth (M3:13-17)

Explore the idea of baptism and ‘new beginnings’

Introduce the Trinity and the different roles that Christians believe that God has (father, son and the holy spirit)

Look at Baptisms today, what is the difference between adults and babies and link back to the baptism of Jesus.

Design a work of art that demonstrates their understanding of the Trinity (symbol for a new church)

**Next steps**— Children will go on to explore the Gospels further by investigating what sort of world Jesus wanted.

**Impact**

Children will know about the gospel, particularly baptism and trinity. They will understand how Christians show their beliefs on the Trinity and express how they think Christians believe God is like

Texts that match our topic

