



INTENT		IMPLEMENTATION
Curriculum vision	Learning values	Core skills
<p><i>Through our curriculum, our children will become;</i></p> <ul style="list-style-type: none"> - Effective learners; - Responsible citizens. 	<p>Our children will:</p> <ul style="list-style-type: none"> • Speak clearly and articulate ideas confidently. • Use taught vocabulary purposefully and in different contexts. • Show empathy and resilience. • Use new technologies appropriately and with purpose. • Problem solve, explore, question and be curious. 	<p>Use learnt knowledge to solve problems and/or recreate in a new context</p> <p>Generate key questions to be revisited. What have you learnt before to help you achieve that?</p> <p>Self-explanation and elaboration. E.g. recall facts about the Great Fire of London and be able to explain why it happened and spread so quickly (deeper learning).</p> <p>Make links to similar themes and events (link to what children have learnt in the past)</p>

	Topic 1	Topic 2	Topic 3	Topic 4
	Romans	Wales	Vikings	Science Mini topic: Plants
<p>Mini topic week 1 & 2</p> <p>Aspirations</p> <p>Focus on basic skills</p>	<p>Key Questions: Were the Romans rotten or revolutionary?</p> <ul style="list-style-type: none"> • Where did the Roman Empire come from? • How did the Roman army help to expand the Roman Empire? • What was Britain like before the Roman invasion? • How did Britain become part of the Roman Empire? • Who was Boudicca and how did she rebel against the Romans? • What did the Romans build after they settled in Britain? • Where did the Roman Empire go? • What can archaeological sites tell us about Roman Britain? • What lasting impact did the Romans leave in Britain? 	<p>Key Question: Map Matters: How well do you know the UK?</p> <ul style="list-style-type: none"> • Where is Wales? • What are the human features of Wales? • What are the physical features of Wales? • What is the climate of Wales? • How do people impact on the environment in Wales? 	<p>Key Question: Were the Vikings vicious invaders or terrific traders?</p> <ul style="list-style-type: none"> • Who was in charge in Viking times? • What changed during the Viking era? • Why did they fight and who with? • Why was trade important? • What did the Vikings believe in? • What have the Vikings left us? 	
	Driver/focus: History	Driver/focus: Geography	Driver/focus: History	
	Citizenship: Relationships	Citizenship: Celebrating Differences	Citizenship: Conflict Management	
	Launch: Science Workshop Create exploding volcanoes	Launch: Virtual visit to Wales	Launch: Make a Viking boat ready for invasion	
	Hooks:	Hooks:	Hooks:	

	Roman feast with fancy dress and dancing Roman shields Mosaic art	Local artist Rhiannon Roberts Virtual ride up Mt Snowdon Welsh dancing and traditional food	Make a Viking shield Viking raid Clay faces	
	Showcase: Roman Feast	Showcase: Tourist Information Centre	Showcase: Viking day	
	Key Text: Escape from Pompeii – Christina Balit	Key Text: The Iron Man -Ted Hughes	Key Text: Arthur and the Golden Rope – Joe Todd-Stanton	
Science	<p>Forces, Magnets and Metals</p> <ul style="list-style-type: none"> Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>Investigate different ways of cleaning old coins</p> <p>Exploding volcanoes</p> <p>Find out what kind of armour Roman soldiers wore.</p> <p>Learn about our skeletons and how they are designed to act like armour for different organs</p>	<p>Rocks</p> <ul style="list-style-type: none"> 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. <ol style="list-style-type: none"> Types of rocks Grouping rocks Fantastic fossils Mary Anning Soil formation Investigating permeability <p>Light</p> <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows changes. <p>Investigate light sources, day and night, transparent, translucent and opaque. Shadows and reflections</p> <p>Create shadow puppets</p>	<p>Animals including humans</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat 	<p>Plants</p> <ul style="list-style-type: none"> Identify and describe the different functions of flowering plants. Explore the requirements of plants for life and growth and how they vary from plant to plant. Explore the role of flowers in the life cycle of flowering plants including pollination, seed formation and seed dispersal. <ol style="list-style-type: none"> Parts of a plant What do plants need to grow well? Moving water Fantastic flowers <p>Investigations: Do plants grow better with fertiliser? Egg box and cress heads Do plants need soil to grow?</p>
	<ul style="list-style-type: none"> Find out where the Roman Empire originated 			

History	<ul style="list-style-type: none"> Place the beginning of the Roman Empire onto a timeline Evaluate stories about the founding of Rome See how the Roman Empire expanded over time Evaluate how the Roman army contributed to the expansion of the empire Design a Roman shield Evaluate why the Romans wanted to invade Britain Compare the different invasion attempts Participate in a class debate about the Roman invasion Use historical sources to find out about Boudica Explore the story of Boudica's rebellion against the Romans. Explain how the landscape of Britain was changed by what the Romans built Understand how archaeologists find evidence about Roman Britain Describe one or more Roman sites in Britain and give examples of key findings Evaluate the impact of the Roman Empire on modern Britain 		<ul style="list-style-type: none"> Timeline for context. Images of the Vikings today; What is our view of them? How are they portrayed? Stories of invasion How did the Vikings try to take over and did they succeed? Religious beliefs Daily life in Viking times Alfred and Athelstan Trade How have excavations changed our view of the Vikings? Legacy – place name, language 	
Geography		<ul style="list-style-type: none"> What is this place like? – locational knowledge, map skills Man-made and physical features of Wales Snowdon and the national parks Role and impact of tourism 		
Art	<p>Drawing</p> <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements. Plan, refine and alter their drawings as necessary – in sketchbook Use shading to show light and shadow Use different media to achieve variations in line, texture, tone, colour, shape and pattern and scale. <p>Make initial sketches as a preparation for painting. Roman Emperors and Architecture</p> <p>Artist Study: Daniel Voshart</p>	<p>Painting</p> <ul style="list-style-type: none"> Predict with accuracy the colours that they mix. Create a background using a wash, then add detail Use a range of brushes to create different effects. Begin to consider use of different effects to introduce mood and feeling to their paintings <p>Improve and adapt their own work according to its purpose Artist Study: Rhiannon Roberts</p>	<p>Sculpture</p> <ul style="list-style-type: none"> Create and combine shapes to create recognisable forms Include texture that conveys feelings, expression or movement <p>Add materials to provide interesting detail Clay faces</p>	
DT	<ul style="list-style-type: none"> Research Roman bread Use techniques for bread making. Make Roman bread Evaluate Roman bread 		<p>Design and create a Viking longboat model</p>	