



INTENT		IMPLEMENTATION
<b>Curriculum vision</b>	<b>Learning values</b>	<b>Core skills</b>
<p><i>Through our curriculum, our children will become;</i></p> <ul style="list-style-type: none"> <li>- <b>Effective learners;</b></li> <li>- <b>Responsible citizens.</b></li> </ul>	<p>Our children will:</p> <ul style="list-style-type: none"> <li>• Speak clearly and articulate ideas confidently.</li> <li>• Use taught vocabulary purposefully and in different contexts.</li> <li>• Show empathy and resilience.</li> <li>• Use new technologies appropriately and with purpose.</li> <li>• Problem solve, explore, question and be curious.</li> </ul>	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Use learnt knowledge to solve problems and/or recreate in a new context</p> </div> <div style="width: 30%; text-align: center;"> </div> <div style="width: 30%;"> <p>Topic discussion/quizzes KWL grids revisited each week. Generate key questions to be revisited. What have you learnt before to help you achieve that?</p> </div> </div> <hr/> <div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Make links to similar themes and events (link to what children have learnt in the past)</p> </div> <div style="width: 30%; text-align: center;"> </div> <div style="width: 30%;"> <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> </div> </div>

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

	Exploding volcanoes Roman shields Mosaic art	Local artist Rhiannon Roberts Virtual ride up Mt Snowdon Work for Welsh tourist board	Make a Viking shield Chalk Vikings Clay faces	Stewardship letter from Y2 Planning for school grounds project Planting seeds; germination experiments Plant Art Week
	<b>Showcase:</b> Roman Feast	<b>Showcase:</b> Tourist Information Centre	<b>Showcase:</b> Viking day	<b>Showcase:</b>
	<b>Key Text:</b> Escape from Pompeii – Christina Balit	<b>Key Text:</b> The Iron Man -Ted Hughes	<b>Key Text:</b> Arthur and the Golden Rope – Joe Todd-Stanton	<b>Key Text:</b> The boy who grew dragons – Andy Shepherd
<b>English.</b>	Setting description Character description 3 <sup>rd</sup> person narrative.	Character description Recount	Narrative – setting description Poem Character description	Advert Persuasive letter Explanation
<b>Science</b>	<p><b>Forces, Magnets and Metals</b></p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <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><b>Rocks</b></p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter. <ol style="list-style-type: none"> <li>Types of rocks</li> <li>Grouping rocks</li> <li>Fantastic fossils</li> <li>Mary Anning</li> <li>Soil formation</li> <li>Investigating permeability</li> </ol> </li> </ul> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>Recognise that they need light in order to see things and that dark is the absence of light</li> <li>Notice that light is reflected from surfaces</li> <li>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>Find patterns in the way that the size of shadows changes.</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and describe the different functions of flowering plants.</li> <li>Explore the requirements of plants for life and growth and how they vary from plant to plant.</li> <li>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"> <li>Parts of a plant</li> <li>What do plants need to grow well?</li> <li>Moving water</li> <li>Fantastic flowers</li> </ol> </li> </ul> <p>Investigations: Do plants grow better with fertiliser? Egg box and cress heads Do plants need soil to grow?</p>

		Investigate light sources, day and night, transparent, translucent and opaque. Shadows and reflections Create shadow puppets		
<b>History</b>	<ul style="list-style-type: none"> <li>Find out where the Roman Empire originated</li> <li>Place the beginning of the Roman Empire onto a timeline</li> <li>Evaluate stories about the founding of Rome</li> <li>See how the Roman Empire expanded over time</li> <li>Evaluate how the Roman army contributed to the expansion of the empire</li> <li>Design a Roman shield</li> <li>Evaluate why the Romans wanted to invade Britain</li> <li>Compare the different invasion attempts</li> <li>Participate in a class debate about the Roman invasion</li> <li>Use historical sources to find out about Boudica</li> <li>Explore the story of Boudica's rebellion against the Romans.</li> <li>Explain how the landscape of Britain was changed by what the Romans built</li> <li>Understand how archaeologists find evidence about Roman Britain</li> <li>Describe one or more Roman sites in Britain and give examples of key findings</li> <li>Evaluate the impact of the Roman Empire on modern Britain</li> </ul>		<ul style="list-style-type: none"> <li>Timeline for context. Images of the Vikings today; What is our view of them? How are they portrayed?</li> <li>Stories of invasion</li> <li>How did the Vikings try to take over and did they succeed?</li> <li>Religious beliefs</li> <li>Daily life in Viking times</li> <li>Alfred and Athelstan</li> <li>Trade</li> <li>How have excavations changed our view of the Vikings?</li> <li>Legacy – place name, language</li> </ul>	
<b>Geography</b>		<ul style="list-style-type: none"> <li>What is this place like? – locational knowledge, map skills</li> <li>Man-made and physical features of Wales</li> <li>Snowdon and the national parks</li> <li>Role and impact of tourism</li> </ul>		
<b>Art</b>	<b>Drawing</b> <ul style="list-style-type: none"> <li>Experiment with different grades of pencil and other implements.</li> <li>Plan, refine and alter their drawings as necessary – in sketchbook</li> <li>Use shading to show light and shadow</li> </ul>	<b>Painting</b> <ul style="list-style-type: none"> <li>Predict with accuracy the colours that they mix.</li> <li>Create a background using a wash, then add detail</li> <li>Use a range of brushes to create different effects.</li> <li>Begin to consider use of different effects to introduce mood and feeling to their paintings</li> </ul>	<b>Sculpture</b> <ul style="list-style-type: none"> <li>Create and combine shapes to create recognisable forms</li> <li>Include texture that conveys feelings, expression or movement</li> </ul> Add materials to provide interesting detail	

	<ul style="list-style-type: none"> <li>Use different media to achieve variations in line, texture, tone, colour, shape and pattern and scale.</li> </ul> <p>Make initial sketches as a preparation for painting. Roman Emperors and Architecture</p> <p>Artist Study: Daniel Voshart</p>	<p>Improve and adapt their own work according to its purpose</p> <p>Artist Study: Rhiannon Roberts</p>	<p>Clay faces</p>	
<b>DT</b>	<ul style="list-style-type: none"> <li>Research Roman bread</li> <li>Use techniques for bread making.</li> <li>Make Roman bread</li> <li>Evaluate Roman bread</li> </ul>		<p>Design and create a Viking longboat model</p>	