

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Romans- Why were the Romans so powerful and what did we learn from them?	The digestive system- What happens to the food we eat	Egyptians- How can we re-discover the wonders of Ancient Egypt?	City study- Why is the River Dee so important to Liverpool? How would we survive without water?	What is that racket? Why Is Manchester such a cool place to live?	Which plants or animals thrive in your locality?
Quality Text	My Roman invasion	The incredible book eating boy.	Egyptian Cinderella	The Promise	The Pied Piper.	Lion, the witch and the wardrobe.
Hook	Invasion of the classroom	Children to eat a piece of chocolate at the beginning of the day with a view to tracking its journey through the body.	Video of trip down the Nile – children spot as many buildings, uses of land on the banks and uses of the river.	Song and dressing up in the 70s clothes(The Beatles)	Visit to Daisy nook. Abba music (See Cath H)	The entrance to the Den (Almost like a sensory journey)
Curriculum Focus	Science:- (States of matter.) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 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).	Science – (Digestive system, teeth) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 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).	Science:- Animals including humans./ working scientifically. Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	Science:- Electricity Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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.	Science:- Sound and light Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound	Geography:- Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Use fieldwork to observe,

	<p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>History :-</p> <ul style="list-style-type: none"> -Julius Caesar's attempted invasion in 55-54 BC -the Roman Empire by AD 42 and the power of its army -successful invasion by Claudius and conquest, including Hadrian's Wall -British resistance, e.g. Boudica “Romanisation” of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity -the legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day <p>Geography :-</p>	<p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Geography:-</p> <p>Describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water.</p>	<p>Construct and interpret a variety of food chains, identifying producers, predators and prey. (Actually in animals, including humans but seems to fit better here)</p>	<p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Geography.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p>	<p>and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Geography:-</p> <p>Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. To use digital/computer mapping to locate countries and describe features studied.</p> <p>-Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans.</p>	<p>measure, record and present the human and physical features in the local area using a range of methods, including sketch maps and plans.</p>
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Cultural Capital	Artist – Andy Goldsworthy	Classical Novel – Raulh Dahl	Trip- Egyptian museum Bolton museum	Poems The Dancing Bear – Charles Causley	Classical composer- John Corigliano (Pied Piper)	Classic Novel