



Wow Starter: Italian Day. Explore where Italy is, the food, people, customs and introduce Romans

Final Event: Roman Sleepover.

## UNDERSTANDING THE WORLD

### Working scientifically KS1

- sc3 observing closely, using simple equipment
- sc4 performing simple tests
- sc5 identifying and classifying
- sc6 using their observations and ideas to suggest answers to questions

### Plants KS1

- sc8 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- sc9 identify and describe the basic structure of a variety of common flowering plants, including trees.

### Seasonal changes KS1

- sc18 observe changes across the four seasons
- sc19 observe and describe weather associated with the seasons and how day length varies.

### Location knowledge KS1

- ge1 I can find and name the world's seven continents on a map and globe
- ge2 I can find and name the world's five oceans on a map and globe
- ge3 I can find and name the four countries of the UK on a map
- ge4 I can find and name the capital cities of the UK on a map

### Place knowledge KS1

- ge7 I can talk about the landscape and name some human and physical features in a place in the UK I have visited

- ge8 I can talk about the landscape and name some human and physical features of a place far away from the UK and what things are similar or different to the UK
- ge9 I can tell you about the differences between the weather and landscape in the UK and in a country far away and how it affects the way of life of the people there

### Geographical skills and fieldwork KS1

- ge16 I can use maps and globes to identify places I am learning about
- ge18 I can describe the location of places near my home
- ge19 I can describe the location of places further away and how I might travel to them

### Core Skills across the Key Stage KS1

- hi3 I can talk about different ways of life at different times
- hi4 I have a wide vocabulary of common historical terms
- hi5 I can ask and answer questions about the past
- hi6 I can identify key features of stories and events to help me to understanding their importance
- hi7 I can use sources of information to find out about the past
- hi8 I know the past is represented in different ways

## PHYSICAL EDUCATION

### KS1

- pe1 I can run safely, controlling my speed and direction
- pe2 I can send and receive a ball or other equipment in different ways (hitting, kicking, throwing, striking)

- pe1.5 I can co-operate with a partner or small group to develop my skills, showing awareness of others' needs
- pe2.1 I can think of simple tactics to help attack or defend in a team game

## EXPRESSIVE ARTS AND DESIGN

### KS1

- ad4 I can use sculpture to share my ideas.
- ad8 I can talk about different ways of creating work and which ways I have tried and which I liked best
- ad9 I can show you how ideas from famous people have helped me to create my own work

### Design KS1

- dt3 I can draw and talk about what I am going to make
- dt4 I can make a realistic model of my design
- dt5 I have used ICT to help develop or communicate my design

### Evaluate KS1

- dt15 I can talk about existing products and tell you how they might be improved for the user/consumer
- dt16 I can talk about how closely my finished product matches my design
- dt17 I can talk about what worked well with my product and how it could be improved

### Technical knowledge KS1

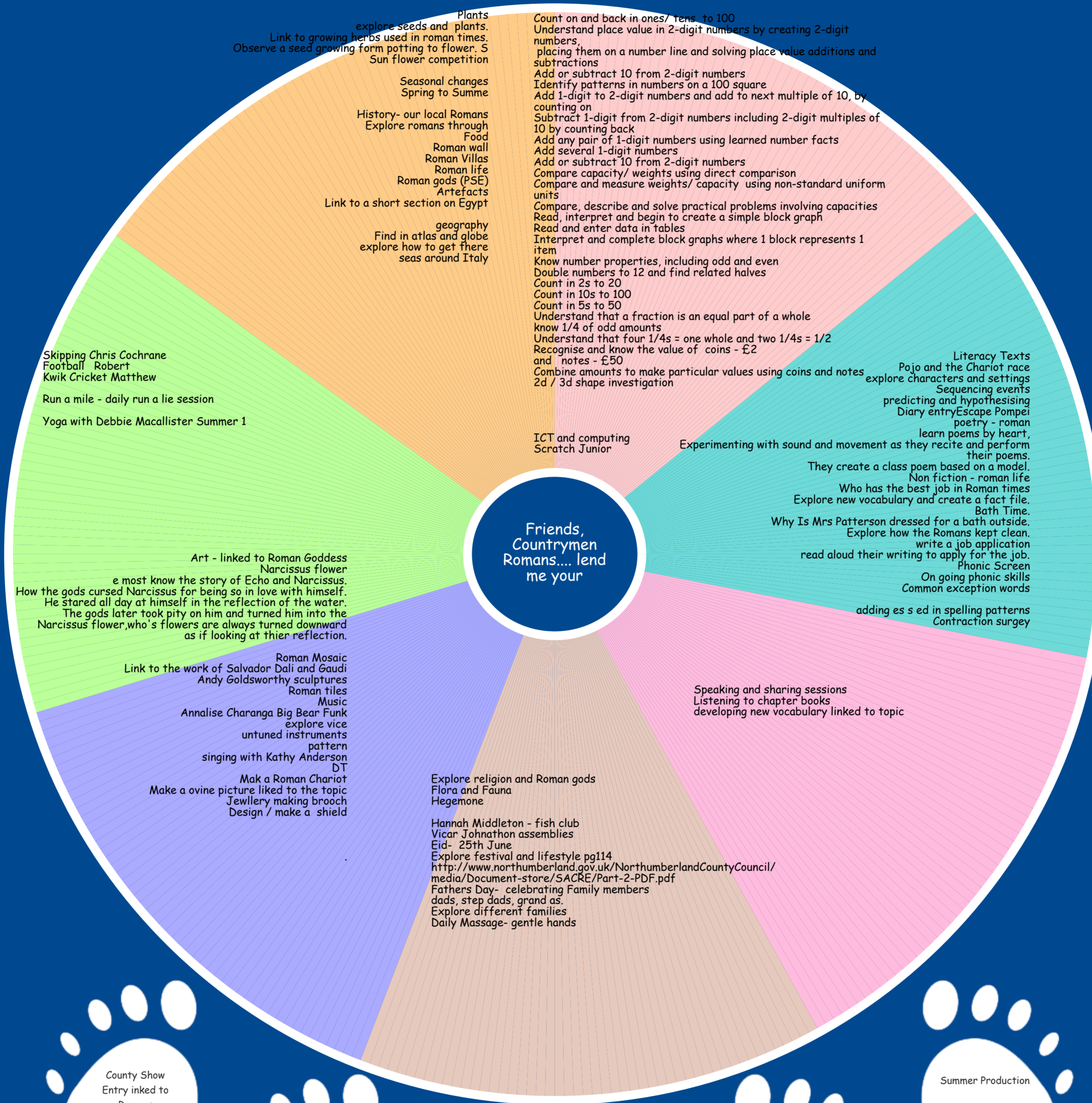
- dt20 I have designed a product that uses a lever or slider
- dt21 I have designed a product that has wheels and axles

### Cooking and nutrition KS1

- dt22 I can describe the healthy food in the dishes I prepare
- dt23 I know that a healthy diet has a variety of foods that I can use in the dishes I prepare
- dt24 I can tell you where some of the food I eat comes from

### KS1

- mu2 I can repeat chants and rhymes with expression
- mu3 I can use my voice in different ways
- mu5 I can play a tuned instrument in a piece if music



**Plants**  
explore seeds and plants.  
Link to growing herbs used in roman times.  
Observe a seed growing from potting to flower. 5 Sun flower competition

Seasonal changes  
Spring to Summe

History- our local Romans  
Explore romans through Food  
Roman wall  
Roman Villas  
Roman life  
Roman gods (PSE)  
Artefacts  
Link to a short section on Egypt

geography  
Find in atlas and globe  
explore how to get there  
seas around Italy

Count on and back in ones/ tens. to 100  
Understand place value in 2-digit numbers by creating 2-digit numbers, placing them on a number line and solving place value additions and subtractions  
Add or subtract 10 from 2-digit numbers  
Identify patterns in numbers on a 100 square  
Add 1-digit to 2-digit numbers and add to next multiple of 10, by counting on  
Subtract 1-digit from 2-digit numbers including 2-digit multiples of 10 by counting back  
Add any pair of 1-digit numbers using learned number facts  
Add several 1-digit numbers  
Add or subtract 10 from 2-digit numbers  
Compare capacity/ weights using direct comparison  
Compare and measure weights/ capacity using non-standard uniform units  
Compare, describe and solve practical problems involving capacities  
Read, interpret and begin to create a simple block graph  
Read and enter data in tables  
Interpret and complete block graphs where 1 block represents 1 item  
Know number properties, including odd and even  
Double numbers to 12 and find related halves  
Count in 2s to 20  
Count in 10s to 100  
Count in 5s to 50  
Understand that a fraction is an equal part of a whole  
Know 1/4 of odd amounts  
Understand that four 1/4s = one whole and two 1/4s = 1/2  
Recognise and know the value of coins - £2 and notes - £50  
Combine amounts to make particular values using coins and notes  
2d / 3d shape investigation

Literacy Texts  
Pojo and the Chariot race  
explore characters and settings  
Sequencing events  
Diary entry/Escape Pompei  
poetry - roman  
learn poems by heart,  
predicting and hypothesising  
They create a class poem based on a model.  
Non fiction - roman life  
Who has the best job in Roman times  
Explore new vocabulary and create a fact file.  
Bath Time.  
Why Is Mrs Patterson dressed for a bath outside.  
Explore how the Romans kept clean.  
write a job application  
read aloud their writing to apply for the job.  
Phonic Screen  
Common exception words  
adding es s ed in spelling patterns  
Contraction surgery

Friends,  
Countrymen  
Romans....  
lend me your

ICT and computing  
Scratch Junior

Experimenting with sound and movement as they recite and perform their poems.  
They create a class poem based on a model.  
Non fiction - roman life  
Who has the best job in Roman times  
Explore new vocabulary and create a fact file.  
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Art - linked to Roman Goddess  
Narcissus flower  
e most know the story of Echo and Narcissus.  
He stared all day at himself in the reflection of the water.  
The gods later took pity on him and turned him into the Narcissus flower, who's flowers are always turned downward as if looking at their reflection.

Roman Mosaic  
Link to the work of Salvador Dali and Gaudi  
Andy Goldsworthy sculptures  
Roman tiles  
Music  
Annalise Charanga Big Bear Funk  
explains vice  
untuned instruments  
pattern  
singing with Kathy Anderson  
DT  
Make a Roman Chariot  
Make a ovine picture linked to the topic  
Jewellery making brooch  
Design / make a shield

Explore religion and Roman gods  
Flora and Fauna  
Hegemone

Hannah Middleton - fish club  
Vicar Johnathon assemblies  
Eid- 25th June  
Explore festival and lifestyle pg114  
<http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Document-store/SACRE/Part-2-PDF.pdf>  
Fathers Day- celebrating Family members  
dads, step dads, grand as.  
Explore different families.  
Daily Massage- gentle hands

Speaking and sharing sessions  
Listening to chapter books  
developing new vocabulary linked to topic

County Show  
Entry linked to  
Romans

Cambo Fete

Sleepover  
Roman  
Wild Dog?  
Jewellery making  
Chariot racing  
shield making

## OUTDOOR LEARNING

Roman gardening  
develop our own roman garden  
growing herbs and flowers  
found in Roman Times  
Goddess Flora Goddess of sprig and flowers  
Goddess Fauna goddess of the fields  
Hegemone, the Goddess of Plants. She made sure plants bloomed and fruited properly, linking with food and medicine

Potion making using herbs  
linking to previous learning  
senses - smell and sight

link to science  
plants/ growing

Fathers Day  
Cards for dads,  
grand dads and  
step dads

explore how families  
are al  
different

## MATHEMATICS AND COMPUTING

### Number - multiplication and division KS1

- m10 solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

### Measurement KS1

- m15 mass/weight [for example, heavy/light, heavier than, lighter than]
- m16 capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- m17 time [for example, quicker, slower, earlier, later]
- m18 measure and begin to record the following:
- m20 mass/weight
- m21 capacity and volume

### Geometry - properties of shapes KS1

- m28 2-D shapes [for example, rectangles (including squares), circles and triangles]
- m29 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

### KS1

- co1 I know that an algorithm is an instruction in a computer program
- co2 I know that programs control digital toys
- co3 I know that programmable toys can only understand the program language and can only do what the programs tells them to do
- co4 I can write a simple computer program
- co5 I can find and correct a problem in my program

## LITERACY

### Reading - word reading KS1

- e1 apply phonic knowledge and skills as the route to decode words
- e2 respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- e4 read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- e6 read other words of more than one syllable that contain taught GPCs
- e7 read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

- e19 checking that the text makes sense to them as they read and correcting inaccurate reading
- e24 explain clearly their understanding of what is read to them.

### Writing - transcription - Spelling KS1

- e26 common exception words
- e27 the days of the week
- e28 name the letters of the alphabet:
- e29 naming the letters of the alphabet in order
- e31 add prefixes and suffixes:
- e36 write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

### Writing - handwriting KS1

- e39 form capital letters

### Writing - composition KS1

- e42 write sentences by:

### Writing - vocabulary, grammar and punctuation KS1

- e54 learning the grammar for year 1 in English Appendix 2
- e55 use the grammatical terminology in English Appendix 2 in discussing their writing.

## COMMUNICATION AND LANGUAGE

### KS1

- sl1 listen and respond appropriately to adults and their peers
- sl3 use relevant strategies to build their vocabulary
- sl4 articulate and justify answers, arguments and opinions
- sl7 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

- sl8 speak audibly and fluently with an increasing command of Standard English
- sl9 participate in discussions, presentations, performances, role play, improvisations and debates
- sl10 gain, maintain and monitor the interest of the listener(s)
- sl12 select and use appropriate registers for effective communication.

## PSED & RELIGIOUS EDUCATION

### PSED Developing good relationships and respecting the differences between people KS1

- pr16 Develop a caring attitude towards family, friends and each other.

- ra6 Explore a range of religious stories.
- ra7 Explore a range of sacred writings.
- ra8 Name and explore a range of celebrations.
- ra9 Name and explore a range of worship styles.
- ra10 Identify the importance, for some people, of belonging to a religion.
- ra11 Identify religious symbols.
- ra12 Begin to use a range of religious words.

### RE - Learning From Religion KS1

- rf13 Identify what matters to them and others and link this to religion.
- rf15 Recognise that religious teaching and ideas make a difference to individuals and families.

### Learning About Religion KS1

# Friends, Countrymen Romans... lend me your - Stage Coverage

## UNDERSTANDING THE WORLD

### Working scientifically **KS1**

- **sc3** observing closely, using simple equipment
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- **sc6** using their observations and ideas to suggest answers to questions

### Plants **KS1**

- **sc8** identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
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### Seasonal changes **KS1**

- **sc18** observe changes across the four seasons
- **sc19** observe and describe weather associated with the seasons and how day length varies.

### Location knowledge **KS1**

- **ge1** name and locate the world's seven continents
- **ge2** name and locate the world's five oceans
- **ge3** name and locate the four countries of the United Kingdom
- **ge4** name and locate the capital cities of the four countries of the United Kingdom

### Place knowledge **KS1**

- **ge7** understand the human and physical geography of a small area of the United Kingdom
- **ge8** understand the human and physical geography of a small area in a contrasting non-European country
- **ge9** understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country

### Geographical skills and fieldwork **KS1**

- **ge16** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- **ge18** use locational language (e.g. near and far)
- **ge19** use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far) to describe routes on a map

### **KS1**

- **hi3** They should identify similarities and differences between ways of life in different periods.
- **hi4** They should use a wide vocabulary of everyday historical terms.
- **hi5** They should ask and answer questions
- **hi6** They should choose and use parts of stories and other sources to show that they know and understand key features of events.
- **hi7** They should understand some of the ways in which we find out about the past
- **hi8** and identify different ways in which it is represented.

## MATHEMATICS AND COMPUTING

### Number - multiplication and division **KS1**

- **m10** solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

### Measurement **KS1**

- **m15** mass/weight [for example, heavy/light, heavier than, lighter than]
- **m16** capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- **m17** time [for example, quicker, slower, earlier, later]
- **m18** measure and begin to record the following:
- **m20** mass/weight
- **m21** capacity and volume

### Geometry - properties of shapes **KS1**

- **m28** 2-D shapes [for example, rectangles (including squares), circles and triangles]
- **m29** 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

### **KS1**

- **co1** understand what algorithms are
- **co2** understand how algorithms are implemented as programs on digital devices
- **co3** understand that programs execute by following precise and unambiguous instructions
- **co4** create simple programs
- **co5** debug simple programs

## PHYSICAL EDUCATION

### **KS1**

- **pe1** master basic movements including running
- **pe1.2** master basic movements including throwing and catching
- **pe1.5** master basic movements and begin to apply these in a range of activities
- **pe2.1** in team games, develop simple tactics for attacking and defending

## EXPRESSIVE ARTS AND DESIGN

### **KS1**

- **ad4** to use sculpture to develop and share their ideas, experiences and imagination
- **ad8** about the differences and similarities between different practices and disciplines, and making links to their own work.
- **ad9** about the work of a range of artists, craft makers and designers, making links to their own work.

### Design **KS1**

- **dt3** generate and communicate their ideas through talking and drawing templates
- **dt4** model and communicate their ideas through mock-ups
- **dt5** generate, develop, model and communicate their ideas through information and communication technology

### Evaluate **KS1**

- **dt15** evaluate a range of existing products
- **dt16** evaluate their ideas
- **dt17** evaluate their products against design criteria

### Technical knowledge **KS1**

- **dt20** explore and use mechanisms, such as levers and sliders in their products.
- **dt21** explore and use mechanisms, such as wheels and axles, in their products.

### Cooking and nutrition **KS1**

- **dt22** use the basic principles of a healthy diet to prepare dishes
- **dt23** use the basic principles of a varied diet to prepare dishes
- **dt24** understand where food comes from.

### **KS1**

- **mu2** use their voices expressively by speaking chants and rhymes
- **mu3** use their voices creatively
- **mu5** play tuned and untuned instruments musically

## LITERACY

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- **e1** apply phonic knowledge and skills as the route to decode words
- **e2** respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- **e4** read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- **e6** read other words of more than one syllable that contain taught GPCs
- **e7** read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

### Reading - comprehension **KS1**

- **e10** develop pleasure in reading, motivation to read, vocabulary and understanding by:
- **e12** being encouraged to link what they read or hear read to their own experiences
- **e13** becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- **e17** understand both the books they can already read accurately and fluently and those they listen to by:
- **e18** drawing on what they already know or on background information and vocabulary provided by the teacher
- **e19** checking that the text makes sense to them as they read and correcting inaccurate reading
- **e24** explain clearly their understanding of what is read to them.

### Writing - transcription - Spelling **KS1**

- **e26** common exception words
- **e27** the days of the week
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- **e54** learning the grammar for year 1 in English Appendix 2
- **e55** use the grammatical terminology in English Appendix 2 in discussing their writing.

## COMMUNICATION AND LANGUAGE

### **KS1**

- **s11** listen and respond appropriately to adults and their peers
- **s13** use relevant strategies to build their vocabulary
- **s14** articulate and justify answers, arguments and opinions
- **s17** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **s18** speak audibly and fluently with an increasing command of Standard English
- **s19** participate in discussions, presentations, performances, role play, improvisations and debates
- **s10** gain, maintain and monitor the interest of the listener(s)
- **s12** select and use appropriate registers for effective communication.

## PSED & RELIGIOUS EDUCATION

### PSED Developing good relationships and respecting the differences between people **KS1**

- **pr16** Develop a caring attitude towards family, friends and each other.

### RE - Learning From Religion **KS1**

- **rf13** Identify what matters to them and others and link this to religion.
- **rf15** Recognise that religious teaching and ideas make a difference to individuals and families.

### Learning About Religion **KS1**

- **ra6** Explore a range of religious stories.
- **ra7** Explore a range of sacred writings.
- **ra8** Name and explore a range of celebrations.
- **ra9** Name and explore a range of worship styles.
- **ra10** Identify the importance, for some people, of belonging to a religion.
- **ra11** Identify religious symbols.
- **ra12** Begin to use a range of religious words.

Friends, Countrymen Romans... lend me your