

## Physical Development

### Hockey

Sometimes change direction of travel by rotating and turning stick to support this.

Use a push pass to make a direct pass.

Begin to use a slap pass (bringing stick back and causing more power).

Use speed to dribble the ball into space.

Maintain defence and keep the pressure until possession is gained.

Attempt to score inside a designated scoring area.

Use and apply a range of tactics to score points in a game.

## Strength Lies in Difference

Understand why people travelled to and from places.

Understand the impact of people travelling to different places/countries (migration) has had on societies/communities.

Understand that an empire is a group of countries ruled by a single monarch.

Understand that the British Empire consisted of a number of countries

Understand the role of migration in the development of the Great Britain dating back to Roman times

Understand the multicultural make-up of the Roman Empire

Understand Caracalla's achievements and their significance

Understand why it is important to know that the Romans were drawn from a wide cultural heritage.

## Knowledge Outcomes

The Roman Empire included Italy, lands around the Mediterranean and much of Europe including parts of Britain.

The Romans invaded Britain to gain access to more natural resources.

Boudicca was a Celtic tribe leader who led a rebellion against the Romans.

Wealthy Romans often lived in large villas whereas poorer Romans lived in crowded city apartments.

Romans typically enjoyed watching gladiator fights, chariot racing and using public bathhouses in their leisure time.

The Romans were amazing architects - they built roads, aqua ducts, baths, concrete buildings and sewer systems.

## Personal, Social and Emotional Development

### PSCHE: How can our choices make a difference to others and the environment?

Understand how people have a shared responsibility to help protect the world around them

Learn how everyday choices can affect the environment

Understand how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)

Apply the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues

Understand how to show care and concern for others (people and animals)

Understand how to carry out personal responsibilities in a caring and compassionate way

### R.E.: Buddhism - Can the Buddha's teachings make the world a better place?

Suggest why there may be problems in the world and how people could help solve them.

Recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.

Give examples of how Buddhists could learn from these stories and put the teaching into practice to make the world a better place.

## SPRING TERM 1 Objectives *I am Warrior!* History focus

## Languages

### Meet the family

Understand nouns for members of a family.

Ask "Who is it?" and give a response with a family member noun.

Understand and say some nouns for parts of the face.

Understand simple sentences using nouns and colours about the face.

Write a simple sentence to describe the colour of a part of the face.

## English / Mathematics

*Please see termly Success and Challenge cards*

## Understanding of the World

### History: The Roman Empire

Learn about the Roman Empire and its impact on Britain.

### Science: Animals including humans

Describe the simple functions of the basic parts of the digestive system in humans

Identify the different types of teeth in humans and their simple functions

Construct and interpret a variety of food chains, identifying producers, predators and prey.

### Computing: iAnimate

To understand what an animation is

To create a scene for an animation

To understand that animations can be created using digital tools

To create an animated scene

To storyboard and create a short animation

## Expressive Art and Design

### Art and Design: Sculpture

Use tools to cut, make and combine shapes to create recognisable forms.

Use clay and practise joining techniques.

Add materials to the sculpture to create detail.

Use papier mâché to create 3D models.

### Music: Composing

Improvise on a limited range of pitches on a tuned instrument.

Apply musical features to own compositions including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations.

Use letter names to create short pentatonic phrases.

Sing and play these phrases as self-standing compositions.

Begin to recognise note values (minim, crotchet, crotchet rest and paired quavers)

Explore how to create a specific mood with music.

Capture and record creative ideas using graphic symbols, rhythm notation and staff notation or technology.