

History Skills

- Identify reasons for and results of people's actions.
- Understand why people may have wanted to do something.
- Offer a reasonable explanation for some events.
- Understand more complex terms, e.g. AD and BC.
- Place the time studied on a time line.
- Identify and give reasons for different ways in which the past is represented.
- Distinguish between different sources – compare different versions of the same story.
- Begin to evaluate the usefulness of different sources.
- Communicate their knowledge through discussion, drama/role play, writing, making models.

Science Skills (Light)

- Set up a simple fair test to make comparisons.
- Describe what they have found using scientific language.
- Record their observations in different ways.
- Recognise that light is needed in order to see things.
- Recognise that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light can be dangerous and that there are ways to protect our skin and eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the size of shadows change.
- Explain the difference between transparent, translucent and opaque.

PSHE Skills (What are families like?)

- How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents).
- How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays.
- How people within families should care for each other and the different ways they demonstrate this.
- How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe.

Geography Skills

French Skills (Going Shopping)

- Listen and respond to topic vocabulary.
- Answer questions using the topic vocabulary.
- Take part in role play as a shopper/shopkeeper, speaking in French.
- Greet and respond.
- Use adjectives (colours) and place them after the noun.
- Read a familiar French story.
- Sing traditional French songs.
- Develop an awareness of some French cultural traditions.

Theme: What have the Romans ever done for us?

Music skills

- Try to use music words when speaking.
- Talk about the music and how it makes them feel.
- Help create a simple melody using three different notes.
- Plan and create a section of music that can be performed within the context of a taught song.
- Talk about how their composition was created.

Computing Skills (Internet Research & Communication)

- Find relevant information by browsing a menu.
- Recognise impact of keyword choice on search engine results.
- Identify the benefits of ICT to send messages and to communicate.
- Use a search engine to find a specific website.
- Navigate using an internet browser (including to use tabbed browsing to open two or more web pages at the same time, open a link to a new window).

Design & Technology (Moving Monsters)

- Generate ideas for an item, considering its purpose and user.
- Make labelled drawings from different views showing specific features.
- Use simple graphical communication techniques.
- Evaluate products and establish a design criteria to be used for their designs.
- Plan the order of their work before starting.
- Think about their ideas as they make progress and be willing to change things if this helps them improve their work.
- Select appropriate tools and techniques for making their product.
- Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.
- Join and combine materials and components accurately in temporary and permanent ways.
- Evaluate their product against original design criteria, e.g. how well did it meet its intended purpose?
- Evaluate their product by carrying out appropriate tests.

PE Skills (Dance)

- Show a range of movement patterns.
- Express an idea or feeling using movement.
- Show fluency and control in movements.
- Repeat, remember and perform phrases in a dance.
- Link actions and phrases with flow.
- Think about improvements and practise/refine dance phrases.
- Create dances with a partner and share.
- Use the whole space given for a performance.
- Develop character and narrative ideas in dance routines.
- Use a wide range of style and shapes of movement.
- Perform confidently and fluently.
- Describe movements using appropriate vocabulary.
- Show a sense of rhythm and timing in dance.

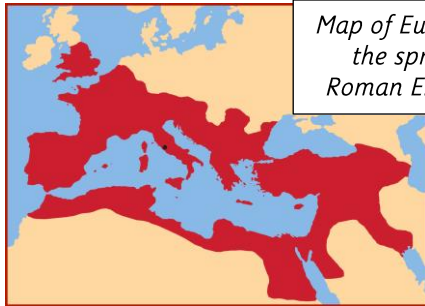
RE Skills

- What is the Trinity?

Key Vocabulary

Britons, Celts, forum, gladiator, gladius, invaders, legion, pilum, revolt, scutum, settlers, testudo / tortoise formation.
infrared, light source, opaque, reflection, reflective, shadow, translucent, transparent, ultra-violet.

What have the Romans ever done for



Map of Europe showing the spread of the Roman Empire in red.



The Testudo formation was used to protect Roman armies.

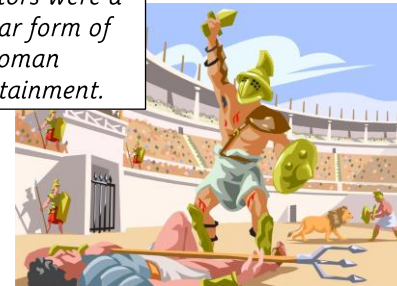


Gladiators were a popular form of roman entertainment.

Roads were just one of the many advances the Romans brought to Britain.



The Celts were the native Britons when the Romans invaded in AD 43.



Vocabulary	
Key Words	Definitions
Britons	The name the Romans gave the native people of Britain.
Celts	The group of people who lived in people before the Romans invaded.
forum	A square in the middle of a roman town where markets were set up.
gladiator	Someone who would fight animals and other gladiators as entertainment.
gladius	Short, one-handed roman sword.
invaders	People who use force to enter a place and take over, usually with an army.
legion	A large group of around 5000 roman soldiers. Many legions would make up the roman army.
pilum	A long, straight roman spear used for throwing.
revolt	When a person or group refuse to accept the rules and power of another person or group. Usually, a violent attempt is made to change the situation.
scutum	Large, curved roman shield which was important to deflect enemy's blows.
settlers	People who go to live in a place, with the aim of staying there permanently.
testudo / tortoise formation	Battle tactic where the roman soldiers would use their shields as a team to block attacks from above and the sides.

Key People



Julius Caesar – the first Emperor of Rome to try to invade Britain.



Claudius – Emperor of Rome when the Romans successfully invaded Britain.



Boudicca – Queen of a Celtic tribe who led a revolt against the Roman army.

A roman soldier with his equipment.

