

Spring 1	Ruthless Romans	Spring 2	Ruthless Romans
Science	<p>Forces and Magnets:</p> <ul style="list-style-type: none"> - Push or pull? - Friction - Magnets - Magnetic and non-magnetic - Forces over distance 	Science	<p>Light:</p> <ul style="list-style-type: none"> - We need light to see - Reflections - Origins of light - Shadows
History	<p>Roman Empire:</p> <ul style="list-style-type: none"> - Origins - Sources of evidence (primary/secondary) - Julius Caesar and the Roman Army - Expansion of the Roman Empire - Boudicca - Roman Homes 	History	<p>Roman Empire:</p> <ul style="list-style-type: none"> - Roman Numerals - Bath houses - Gladiators and Leisure - Archaeological sites - The Roman Legacy - Romans evidence in Milton Keynes
Art	<p>Roman Roses:</p> <ul style="list-style-type: none"> - Drawing from observation - Experimenting with watercolour - Complementary and opposing colours - Use and join clay with increasing detail - Creating a colour palette - Applying shades of colour to clay 	Geography	<p>Western Europe :</p> <ul style="list-style-type: none"> - Countries and capitals - France and its borders - Country comparisons - Trade - Temperate climate - Fieldwork: Monitor and measure rainfall (Autumn vs Spring)
Computing	<p>Teach Computing: Programming B</p> <ul style="list-style-type: none"> - 3.6 Events and Actions 	D.T	<p>Roman Catapults (Technical - Construction):</p> <ul style="list-style-type: none"> - What is a catapult? - Measuring, marking out and shaping materials - Safe use of a saw - Following a design - Assembling, joining and combining materials - Evaluating
Music	<p>Recorders: (notes B, A, G)</p> <ul style="list-style-type: none"> - Exploring notation 	Computing	<p>Teach Computing: Creating Media</p> <ul style="list-style-type: none"> - 3.5 Desktop Publishing
R.E. MK syllabus	<p>Christianity:</p> <p>Belief leading to action. Famous Christians. Mother Teresa, Elizabeth Fry, Martin Luther King</p>	Music	<p>Recorders: Charanga - How does music make the world a better place? Composing using your imagination</p>

P.S.H.E.	<u>Dreams and Goals:</u> <ul style="list-style-type: none"> - Know that they are responsible for their own learning - Know what an obstacle is and how they can hinder achievement - Know how to take steps to overcome obstacles - Know what dreams and ambitions are important to them - Can break down a goal into small steps - Can manage feelings of frustration linked to facing obstacles - Imagine how it will feel when they achieve their dream/ambition 	R.E. MK syllabus	Multi-faith Famous people of faith - Malala, Dalai Lama
P.E.	Nick - Quicksticks Oak & Ash - Gymnastics	P.S.H.E.	<u>Healthy Me:</u> <ul style="list-style-type: none"> - Know how exercise affects their bodies - Know that there are different types of drugs - Know that there are things, places and people that can be dangerous - Know when something feels safe or unsafe - Respect their own bodies and appreciate what they do - Can take responsibility for keeping themselves and others safe - Identify how they feel about drugs - Can express how being anxious or scared feels
French	<u>Language Angels:</u> Les Instruments (E) - The Instruments	P.E	Nick - Handball Oak & Ash - Romans (Dance)
		French	<u>Language Angels:</u> Les Fruits (E) - The Fruits