



This history based topic will teach the children to develop their chronological knowledge beyond 1066 through studying this aspect of social history. The children will find out about the legacy of the Roman justice system and crime and punishment through the Anglo-Saxon, Tudor and Victorian periods. They will also deepen their historical awareness and understanding of how our past is constructed through studying the famous highwayman Dick Turpin. The final lesson allows the children to reflect upon and evaluate what they have learnt in this unit, as well as comparing modern day crime prevention and detection methods with those from the past.

SUBJECT AREAS

SCIENCE

- To ask relevant questions
- To set up simple practical enquiries, comparative and fair tests
- To use the language of independent and control variables.
- To select information to support ideas
- To make accurate measurements using standard units, using a range of equipment, for example thermometers
- To use systematic/careful observations
- To link two variables to events
- To gather, record, classify and present data in a variety of ways to help in answering the question
- To record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables
- To be able to construct a simple series electrical circuit
- To identify and name the basic parts of a circuit, including cells, wires, bulbs, switches and buzzers
- To recognise some common conductors and insulators
- To recognise that a switch opens and closes a circuit

HISTORY

- To continue to develop a chronologically secure knowledge and understanding of British history, studying a theme that extends pupils' chronological knowledge beyond 1066, such as changes in an aspect of social history
- Be able to address historically valid questions about change, cause, similarity and difference and significance
- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about crime and punishment during the Tudor era.
- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by finding out about Dick Turpin through studying various historical sources from the 18th and 19th century.
- Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study by learning about the development of crime and punishment during the Victorian period and what happened in Victorian prisons
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms by bringing together and evaluating knowledge gained of the history of crime and punishment in Britain since the Roman period and comparing this with modern-day Britain.

Year 3 - Creating media – Desktop publishing

- To recognise how text and images convey information
- To explain that the composition of digital images can be changed
- To choose appropriate page settings
- To add content to a desktop publishing publication
- To consider how different layouts can suit different purposes
- To consider the benefits of desktop publishing

Year 4 - Photo editing

- To explain that the composition of digital images can be changed
- To explain that colours can be changed in digital images
- To explain how cloning can be used in photo editing
- To explain that images can be combined
- To combine images for a purpose
- To evaluate how changes can improve an image

- To listen and respond to single words and short phrases.
- To listen and notice rhyming words when joining in with songs.
- To begin to notice common spelling patterns.
- To read aloud some words from simple songs, stories and rhymes.
- To recognise some familiar French words in written form.
- To begin to understand and notice cognates and near cognates.
- To ask and/or answer simple questions.
- To use short phrases to give information.
- To recognise and repeat phrases from familiar rhymes and songs.
- To listen and repeat key phonemes with care.
- To recognise how intonation and gesture are used to differentiate between statements and questions.
- To experiment with simple writing, copying with accuracy.
- To discuss similarities and differences between customs and traditions in France and the UK.

- Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements
- To modify their use of skills or techniques to achieve a better result
- To know and follow rules fairly in a number of games
- To hit a ball accurately and with control
- To keep possession with some success when using equipment or using parts of their body
- To be aware of space and use it to support team mates and cause problems for the opposition
- To throw and catch with increasing control
- To vary tactics and adapt skills according to what is happening
- To choose the best tactics for attacking and defending
- To swim between 10m and 20m unaided using one basic method to achieve the distance.
- To use floats to swim longer distances with a more controlled leg kick.
- To put face under the water and blow bubbles
- To explore how to move in and under water.
- To identify and describe differences between different leg and arm actions.
- To understand water can be dangerous and understand what to do when in difficulty.

Where do our morals come from?

- To consider who decides what happens after we do wrong
- To analyse the consequences of wrongdoing by exploring different perspectives
- To consider why might confession be important after wrongdoing
- To examine some Christian beliefs about the process of forgiveness
- To explore some Hindu beliefs on how actions can affect the soul

My Emotions

- To use a range of words to explain how I and others are feeling
- To identify feelings in others using body language and tone of voice
- To explain why mental wellbeing is important
- To understand some of the ways our emotions may affect our actions and interactions
- To show care towards others and their emotions
- To be able to identify a worry and know some strategies to deal with it