Butterflies Planning Map – Autumn Term 2

RE **What is the Trinity and why is it important to Christians?** Pupils will describe how Christians show their beliefs about the Trinity in different ways, such as baptism and prayer, and how in the way they live.

Maths Pupils will deepen and extend number knowledge and fluency by adding and subtracting, and multiplying and dividing numbers, both mentally and using written methods. Students will estimate answers and use inverse operations to check, practicing problem-solving skills, including missing numbers, using number facts, place value, and more complex problems. Students need to recall and use multiplication and division facts.

Spanish Shape and colour

PSHE Celebrating difference.

Computing We will learn that a database is a collection of data stored in a logical, structured and orderly manner. Computer databases can be useful for sorting and filtering data. We will discover how different visual representations of data can be made on a computer.

Geography **How did the arrival of the Romans change Britain?** First, pupils explore the concept of invasion. For the first time in British history a foreign power successfully invaded. Why? In progressing their thinking, pupils come to understand that what the Romans wanted. This understanding is crucial to understanding why countries have invaded and occupied other nations ever since.

Science – **States of Matter** - Pupils will: Compare and group materials together, according to whether they are solids, liquids or gases. They will also observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Finally, we will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

DT For design technology, we will be designing and creating a book sleeve. We will be exploring a range of fastening techniques.

PE **Gymnastics** Skills: running, jumping, leaping, skipping and methods of travel; flexibility/ strength for control/balance; compare performances and demonstrate improvement.

PE is on Thursdays and Fridays.

Music Pupils will learn a new song, singing in time and in tune while following the lyrics, identifying motifs aurally and play a repeated pattern on a tuned instrument. Theme: Romans

English This term sees pupils write an explanatory text, inspired by Alan Snow's *How Santa Really Works*. Students will use layouts to enhance their text, including an annotated diagram. We will also develop skills to perform poetry with others, conveying the message of the poem appropriately, using powerful vocabulary, writing their own poetry, and making use of devices to convey a message.

Daily

Read

The most important activity you can do is read. Ideally, 20 minutes or more, but even if it's just a few pages, you will expand your vocabulary and learn something new. Carry a book; you never know when you might get the opportunity!



AR quiz at home, or at school

QR:

Weekly

- Practice your weekly spellings. Tests are on Fridays.
- Practice your times tables – this could be enhanced using 'times tables rockstars' and URbrainy (online replica of the multi-plication check).**Mul-tiplication knowledge underpins lots of number knowledge, which will accelerate your progress in maths!**

WK1-3: 3s & 4s mixed x table sheet each morning (Mon-Thurs).
WK4-6: 8 x table sheet each morning (Mon-Thurs).

Friday 2s, 5s, 10s, 3s & 4s mixed (then 8s) x table test - scores recorded on tracker.

WK1-3: 7s & 9s mixed x table sheet each morning (Mon-Thurs).
WK4-6: 6s, 8s, 11s & 12s mixed x table sheet each morning (Mon-Thurs).

Friday 2s, 5s, 10s, 3s, 4s, 8s, 6s, 11s, 12s, 7s, & 9s mixed x table test – scores recorded on tracker.

MTC mock test.

Termly

Homework Project – History

The Romans Are Coming!

Why did the Romans want Britain, and how did their arrival change the country?

Imagine you are a time-travelling history detective. It is AD 43, and Roman ships have arrived on the shores of Britain. Who are these people? Why have they come? What do they want? And what will happen to the people who already live here?

Your mission: Uncover the secrets of the Roman invasion and discover how one event changed Britain forever.

Challenge 1: What is an invasion?

Before you investigate the Romans, think about what it means to invade a country.

- What is an invasion?
- Why might one country want to take over another?
- How might the people being invaded feel?
- Would everyone agree about what should happen?

Challenge 2: Why did the Romans want Britain? The Romans already controlled a huge empire. So why did they want Britain too?



Investigate these clues:

- Wealth: Britain had valuable resources, including metals.
- Power: Conquering more land could make Rome stronger.
- Glory: Successful generals could win fame and impress Roman leaders.
- Control: Ruling territory could bring taxes and influence.

Challenge 3: Could anyone stop the Romans? The Romans invaded successfully under Emperor Claudius in AD 43. Their organised army helped them defeat many opponents, although some British people fought back.

Find out:

- What made a Roman soldier effective

- How did forts and roads help the army?
- Why did some Britons resist Roman rule?

Challenge 4: A country transformed!

Then and now

Roman rule brought major changes to parts of Britain. But were all the changes good for everyone?

Investigate:

- Roads and travel
- Towns, houses and public baths
- Trade, coins and new goods
- Roman laws, taxes and military control

How could you present your work?

You can present your work however you'd like but here are some ideas!



- Make an interactive history lapbook – Fold paper into a book with flaps, mini-books, pockets and hidden facts. Each section answers a question: Why Britain? How did Rome conquer? What changed?
- Make a short film of you presenting your findings (you could even dress up as a Roman!)
- Create a time traveller's diary

When you are done, we'd love to celebrate your work with the class / school!

- We have some Roman books in class – the children are more than welcome to borrow them if they need to!

2.11.26	9.11.26	16.11.26	23.11.26	30.11.26	7.12.26	14.12.26
adding a suffix playful, hopeful, careful, hopeless, careless, kindness, sadness, happiness	prefix mis and re Misread, mistake, misspell, misplace redo, rewrite, rebuild, return	Learn words from the Year 3 and 4 spelling list breath, breathe, build, busy, business, calendar, caught, centre	The /ɪ/ sound spelt 'y' gym, gymnastics, pyramid, mystery, myth, mythical, symbol, mysterious	adding er to a verb taller, ~~smaller, smoother~~, hotter, ~~bigger, angrier~~, earlier, fitter	Words ending with the /g/ sound spelt '-~~gue~~' and the /k/ sound spelt '-~~que~~' fatigue, catalogue, league, tongue, antique, ~~unique, picturesque~~, boutique	Suffix 'ness' and '~~ful~~' when following a consonant: wishful, forgetful, thankful, painful, fairness, fitness, foolishness, illness,
Revise year 3/4 spelling list: experience experiment extreme famous favourite February forwards fruit	Prefixes 'in-', 'im-'~~,~~: incorrect, incredible, inaccurate, indirect, immature, impossible, impatient, impolite	Prefixes 'il-'and '~~ir~~-'~~,~~: irregular, irresponsible, irrational, irresistible, illegal, illegible, illogical, illuminate	Words with the /ʃ/ sound spelt 'ch' and the /ʌ/ sound spelt '~~ou~~': young, country, trouble, touch, brochure, machine parachute chef	Revise year 3/4 spelling list: grammar, group, heard, heart, height, history, imagine, increase	Adding suffixes to root words ('-~~ing~~', '-ed'): fastened, gardened, limited cornered forgetting preferring awakening beginning	g spelt ~~gu~~ guitar, guide, guard, guest, guardian, guarantee, guess, guilty,