

English



Key text(s)

Escape to Pompeii

Key learning objectives:

Outcomes: Setting descriptions, diaries, letters, instructions and newspaper reports.

Text rationale: This text engages children with the genre of historical fiction and links with topics of ancient Rome and natural disasters. Set against the backdrop of the eruption of Vesuvius in AD 79, it helps bring the topic to life and provides children with a rich background knowledge of a significant historical period.

Maths



Place value

- Expand their number confidence from 100 to 1000. Using part- whole models and flexible partitioning.

Adding and Subtracting

- Transitioning from simple mental calculations to adding and subtracting 3-digit numbers.
- Formal written methods. Column addition (regroup) and column subtraction (exchange).

Multiplication and Division:

- Building foundational multiplication structures and learning new times tables.
- Multiplication and division facts.

RE

Christianity: How can artists help us to understand what Christians believe and do?

Christianity: What's the Bible's 'big story' and why is it like treasure for Christians?



Curriculum Termly Overview

Autumn 2026

Overarching Topic: The Romans and Roman Ruins

Geography



Locational knowledge: Mapping Rome, Italy, Europe and the vast scale of the Roman Empire.

Place knowledge: Comparing capital cities of London (UK) and Rome (Italy).

Human geography: Roman roads, infrastructure and defensive structures like Hadrian's walls.

Physical geography: How volcanoes (Mount Vesuvius) are formed. Why Ruins were located near physical features.

Computing



Computing systems and network 1: Networks and the internet.

- What is a network?
- A file's journey
- How a website works
- Routers
- What is a packet data?
- Programming with scratch.
- Tinkering with Scratch
- Storytelling in Scratch
- Planning a remix and making an animation
- Evaluating animation.

Art/DT



- Painting and mixed media
- Constructing a castle

History



Key questions:

What impact did The Roman Empire have on Britain.
Should we be glad that the Romans invaded Britain?

- Constructing the past
- Sequencing the past/ chronology
- Continuity and change
- Cause and effect
- Significance and interpretation
- Carrying out historical enquiry
- Using sources as evidence
- Vocabulary and communication.

Music



- Reading rhythms: Patterns and layers.
- Mountain melodies: steps and leaps.

French



- All about me

Science



Rocks and soil:

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.

Light:

- Recognise light is needed in order to see things and dark is the absence of light.
- Notice light is reflected from surfaces.
- Recognise light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked. By an opaque object.
- Find patterns in the way that the size of shadow changes.

PSHE



- Leaning out of the window
- Medicine
- Touch

PE



- Fitness and dance with Miss Tamaris.
- Handball and Outdoor and Adventurous Activity with Coach Mason.