**Venus - Term 1 Creative Curriculum:** **How did the arrival of the Romans change Britain? 2025/2026**

A yellow cover with cartoon characters

AI-generated content may be incorrect.

A book cover with a picture of a child

AI-generated content may be incorrect.

**Computing:**

Computer systems and networks – connecting computers

* Develop understanding of digital devices with an initial focus on inputs, processes and

outputs.

* Compare digital and non-digital devices.
* Computer networks, including network infrastructure devices like routers and switches.

A book cover of a bear with a backpack

AI-generated content may be incorrect.

Literacy: Class Reading Book: *The Boy at the Back of the Class*

**Fiction**

Myths and Legends: Roman Myths

Explore myths using Marcia Williams’ *The Romans: Gods, Emperors & Dormice*. Study dialogue

punctuation, conjunctions and word classes.

**Poetry**

**Poems on a Theme: Festival Poems from Around the World**

*Let’s Celebrate* (Debjani Chatterjee & Brian D’Arcy.

Explore, write and perform celebration poetry. Revise word classes and

prepositions for time, place and cause.

**R.E:** -

* Why is the Bible so important for Christians today?

**Topic: History enquiry – How did the arrival of the Romans change Britain?**

Britain formed part of the Roman Empire for almost 400 years and during that time it underwent significant changes. The children will investigate in-depth questions about some of the important changes that occurred, as well as studying aspects of Roman life.

Application of skills & processes:

Recognise Identify Describe Empathise Synthesise Explain Apply

Observe Select Categorise Evaluate Reach informed conclusions Hypothesise

Classify Sequence Compare & contrast Make reasoned judgements. Justify

Recall Summarise Reason/speculate Demonstrate understanding Critique

**Art/DT:**

* Sketch Roman busts.
* Make Roman busts from clay.

**SPaG -**

* Nouns and pronouns
* Consonants and vowels
* Suffixes: - ly
* Past tense
* Subordinate clauses
* Conjunctions
* Adverbs

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **colouredNCbackground.png** | **Numeracy**  **Place value**  - represent and partition numbers to 100 and 1,000  - use number lines to 100 and 1,000  - estimate, compare and order numbers to 1,000  - count in 50s  **Addition and subtraction**   * Apply number bonds to 10 * Add and subtract 1s, 10s and 100s * Add and subtract 1s across a 10 * Add and subtract 10s across a 100 | | Numeracy - Reasoning  **Reasoning is the catalyst for the teaching of maths. A key skill in becoming fully numerate (and to becoming an independent thinker) is the ability to make your own decisions and learn from them.**  **This key skill is central to the children’s math’s learning and a chance to allow learners to**  **choose their own methods and ways of recording,**  **then present their findings in whichever way they decide. Learners are encouraged to explain their reasoning, thus extending the understanding and their ability to communicate, numerically.** | **Science**-    Forces and Magnets   * Compare how things move on different surfaces. * Observe how magnets attract or repel each other.   **Languages: Spanish**     * La fonética (Phonics and Pronunciation) * Aprendo español (I am learning Spanish) | **Music**  Let your spirit fly:  - Listen and appraise the song *Let Your Spirit Fly* and other songs  - Learn and build knowledge and understanding about the interrelated dimensions of music through games, improvisation and composition  - Perform the song  **Physical Education**  **Invasion games**   * Football: passing, attacking and defending skills.   **Dance** |
|  |  |
|  |  |
|  | |  | |
|  |  |