
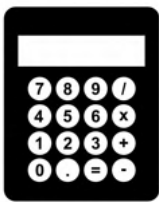








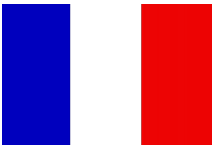





<p>Lens & Big Question </p>	<p>Empire & Invasion: How successful was the Romans' invasion of Britain?</p>
<p>Maths</p> 	<p>Measure - area: find the area of rectilinear shapes by counting squares; estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Fractions: recognise and show, using diagrams, families of common equivalent fractions; count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten; solve problems involving increasingly harder fractions.</p> <p>Decimals: tenths on a number line; divide 1-digit by 10; recognise tenths and hundredths; divide 2-digits by 10; tenths as decimals; hundredths as decimals; tenths on a place value grid</p>
<p>English</p> 	<p>Writing: Roman Mythology. Writing our own Roman Myths based on 'Minerva and Arachne'. We will be writing our own version of the story to describe the fictional origins of an animal.</p> <p>Instructional writing based on 'The Firework Maker's Daughter'. Writing 'how to...' guides on becoming a firework maker and how to create our own magical fireworks.</p> <p>Reading: The Firework Maker's Daughter (Fiction), A Roman Story(Historical Fiction), Roman Myths (Historical Non-Fiction)</p>
<p>History</p> 	<p>The Roman Empire and its impact on Britain: The children will know who the Romans were and briefly describe the expansion of the Roman Empire; know when and why the Romans invaded Britain including Julius Caesar; understand the difference between 'migration, emigration and immigration' and 'invasion and conquest'; know why the Roman army was so successful and what life was like for a Roman soldier; understand why there was resistance to the Roman army, including why Boudicca stood up to the Romans and how we remember her today; understand how the Romans influenced the culture and lives of those living in Britain.</p>
<p>Science</p> 	<p>Sound: How do instruments make different sounds? The children will explore sounds; identify that sounds are made when something vibrates; recognise that sounds have to travel through a medium to the ear; find patterns between pitch of a sound and strength of the vibrations; find patterns between volume of a sound and the strength of the vibrations & recognise sounds get fainter as the distance from the source increases</p>
<p>Religious Education</p> 	<p>Pilgrimage (Christianity): The children will understand why people make special</p>

	<p>journeys; explore the variety and importance of sacred spaces in the local and wider community; understand why these places are of religious significance to the particular faith groups.</p>
<p>Design Technology</p> 	<p>Food: Roman Stew We will explore, design, taste, cook and evaluate Roman style stews.</p>
<p>PSHE</p> 	<p>Health and Wellbeing: How can we manage our feelings? Children will know about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good; know about ways of expressing feelings and emotions and why this is important; know about managing feelings and emotions in different situations; know how to get help, advice and support with feelings and emotions. British Value - Tolerance</p>
<p>Music</p> 	<p>Children will be exploring different types of sound signals such as ringtones, church bells and doorbell rings. They will be investigating the different intervals that are being used to create these sound signals and will have the opportunity to create their own. The children will be listening to Gamelan music, learning about the instruments and the different musical signals the instrumentalists use while playing. They will be composing a whole class piece of Gamelan music creating rhythm patterns with a 3 4 time signature and using tempo, pitch, dynamic and instrumental 'signals' to change to new rhythm patterns throughout the piece. Trumpet lessons will continue this half term. The children will carry on learning to read notes C, D, E and F, crotchets, quavers, minims and rests, understand dynamic markings and enjoy playing as part of a large group.</p>
<p>Computing</p> 	<p>Computing systems and networks: Collaborative learning Working collaboratively in a responsible and considerate way as well as looking at a range of collaborative tools. Online Safety - What is a bot?</p>
<p>French</p> 	<p>La Famille (Family): The children will learn to count up to 100, enabling them to say the ages of various family members. We will move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</p>
<p>Outdoor PE</p> 	<p>Tennis: In this unit pupils develop key skills such as the ready position, racket control and forehand and backhand groundstrokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>

Indoor PE**Gymnastics:**

Children will develop individual and partner balances and control in performing and landing rotation jumps; perform the straight, barrel, forward and straddle roll; develop strength in inverted movements; be able to explore pathways and travelling movements.

Swimming:

Children will develop the head above water breaststroke technique and their basic skills in water safety and floating.