

Topic Title: Romans!		
<p>Science</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> -asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests -making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <p>Sound</p> <ul style="list-style-type: none"> -Identify how sounds are made, associating some of them with something vibrating. -recognise that vibrations from sounds travel through a medium to the ear. -find patterns between the pitch of a sound and features of the object that produced it. -find patterns between the volume of a sound and the strength of the vibrations that produced it. 	<p>Geography</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries/describe features studied -creating and annotating simple maps <p>Human & Physical Geography: Exploring how and why volcanoes happen</p> <p>Skills & Field Work: Use maps to locate countries</p>	<p>History</p> <p>The Roman Empire and its impact in Britain</p> <p>Make links between events and changes</p> <p>Using a range of historical sources to research a time in history</p> <p><i>Asking and answering questions, using evidence, about the way people lived in the past.</i></p> <p><i>Selecting and combining information from sources to produce a structured answer.</i></p> <p><i>Understanding that the past can be represented or interpreted in different ways.</i></p> <p><i>Understanding how events from the past have shaped life today.</i></p>

<p>-recognise that sounds get fainter as the distance from the sound source increases.</p> <p>-using straightforward scientific evidence to answer questions or to support their findings.</p> <p>States of Matter</p> <p>-Compare and group materials together, according to whether they are solids, liquids or gases 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) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>		
<p>Art and design</p> <p>Roman Mosaics</p> <p>Use range of materials creatively to design & make products</p> <p>-Use drawing, painting, sculpture to develop/share ideas. Experiences/imagination - Develop wide range of art & design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>-Know about works of a range of artists, craft makers & designers, describing the differences & similarities between practices & disciplines and making links to their own work</p>	<p>Design Technology</p> <p>Research/develop designs communicate ideas through discussion, annotated sketches select from and use a wider range of tools and wider range of materials and components, including construction materials, textiles and ingredients</p> <p>Roman Cooking</p> <p>Working in a safe and hygienic way</p>	<p>Computing</p> <p>We Are Software Developers</p> <p>Design an interactive educational game</p> <p>Developing a simple educational game using the programme 'Scratch'</p> <p>We Are Toy Designers</p> <p>Design a computer controlled toy</p> <p>Testing a simulation of an interactive toy using a programming package</p> <p>Radio</p> <p>Children to become radio presenters for the school radio.</p> <p>Recording own advert and creating radio scripts</p>

<p>French</p> <p>I understand a range of spoken phrases. I answer simple questions and given basic information. I ask and answer simple questions using set phrases. I show understanding of the spoken language by joining in and responding. I pronounce familiar words with increasing accuracy. I understand familiar written phrases. I label items and write short phrases correctly. When writing words from memory, I have a go at the spelling. The topics we will cover include: Greetings Family Numbers Days and months Christmas in France</p>	<p>Religious Education</p> <p>Christianity</p> <p>Identifying and describing traditions Recognising main beliefs Recognising key religious figures Making comparisons between different religions</p>	<p>Music</p> <p>Recorders</p> <p>-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression -improvise and compose music for a range of purposes using the inter-related dimensions of music -listen with attention to detail and recall sounds with increasing aural memory -use and understand staff and other musical notations -appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians -develop an understanding of the history of music</p>
<p>Physical Education</p> <p>-develop competence to excel in a broad range of physical activities -are physically active for sustained periods of time -engage in competitive sports and activities -lead healthy, active lives. Indoor: Gymnastics Outdoor: Invasion games and ball skills</p>	<p>Forest School</p> <p>Mud hut: Children to become Celts and learn different job roles and understand the Celtic law of trade We will also be using the outdoors to re-create scenes from key battles and learning more about Roman everyday life with a history specialist that will use the outdoors to enhance the children's learning</p>	<p>Stunning start: Roman Rotations Children became historians to explore the past and begin creating questions for our topic Marvellous middle: Roman Day with history specialist Fabulous finish: Christmas Showcase. Children to perform a mini production in groups to year group and parents</p>