

Topic Title: Invaders and Settlers		
<p>Science Working Scientifically: -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 & 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> <p>Sound -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. -recognise that sounds get fainter as the distance</p>	<p>Geography - use maps, atlases, globes and digital/computer mapping to locate countries/describe features studied -creating and annotating simple maps</p> <p>Human & Physical Geography: Exploring how and why volcanoes happen</p> <p>Skills & Field Work: Use maps to locate countries</p>	<p>History The Roman Empire and its impact in Britain Make links between events and changes 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. Selecting and combining information from sources to produce a structured answer. Understanding that the past can be represented or interpreted in different ways. Understanding how events from the past have shaped life today.</i></p>

<p>from the sound source increases. -using straightforward scientific evidence to answer questions or to support their findings. Electricity: -identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -recognise some common conductors and insulators, and associate metals with being good conductors</p>		
<p>Art and design Roman Mosaics & Ed Chapman Use range of materials creatively to design & make products -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 -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 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 Working in a safe and hygienic way Pop-Up Card/Picture designs</p>	<p>Computing We Are Software Developers Design an interactive educational game Developing a simple educational game using the programme 'Scratch'</p> <p>We Are Toy Designers Design a computer controlled toy Testing a simulation of an interactive toy using a programming package</p> <p>Radio Children to become radio presenters for the school radio. Recording own advert and creating radio scripts</p>

<p>French 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 Christianity Identifying and describing traditions Recognising main beliefs Recognising key religious figures Making comparisons between different religions</p> <p>Bible Explorer</p>	<p>Music Ukulele -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 -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.</p>	<p>PSHE & Forest School Jigsaw – Being Me in My World:</p> <ul style="list-style-type: none"> • know my attitudes and actions make a difference to the class team • understand how democracy works through the school council • understand that my actions affect myself and others <p>Jigsaw – Celebrating Difference:</p> <ul style="list-style-type: none"> • I can tell you a time when my first impression of someone changed as I got to know them 	<p>Stunning start: Roman Rotations Children became historians to explore the past and begin creating questions for our topic Marvellous middle: Fabulous finish: Roman Day and Banquet</p>

	<ul style="list-style-type: none">• I can explain why it is good to accept people for who they are <p>Mud hut: Children to become Celts and learn different job roles and understand the Celtic law of trade</p> <p>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>	
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