

PE – Invasion Games – Football, Netball and Tag Rugby.

- We will be developing our teamwork and sportsmanship skills during our football unit.
- We will also be taking part in swimming lessons at Burnt Mill this term.

French

We will be developing our speaking, reading and writing skills by learning the following in French:

- Describing people.
- Talking about leisure activities.
- Telling the time.
- Numbers 31-60

R.E

We will be learning about the following in our Hinduism topic:

- Hindu Creation stories.
- The concept of the Trimurti: Brahma (creator), Vishnu (preserver) and Shiva (destroyer).
- Reincarnation and the concepts of moksha.
- Other Hindu gods and goddesses: stories and festivals associated with them [for example, Ganesha, Krishna, Lakshmi].
- Features of the mandir (temple) and congregational puja (public worship in the mandir) .
- The home shrine and puja in the home .

Science

During our Electricity topic we will learn to:

- Recognise some common conductors and insulators, and associate metals with being good conductors.
- Identify common appliances that run on electricity.
- Identify whether or not a lamp will light in a simple series circuit.
- Construct a simple series electrical circuit.
- Ask scientific questions and plan our own investigations.

During our Sound topic we will learn to:

- Investigate sound and understand how sound travels.
- Ask scientific questions and plan our own investigations.
- 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 from the sound source increases.
- Explain how sound travels in waves.

PSHCE

We will be learning the following in our PSHE unit:

- Learn to recognise that we may experience conflicting emotions and when we might need to listen to our emotions or overcome them.
- Learn about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement.
- Learn to differentiate between the terms, 'risk', 'danger' and 'hazard'.
- Learn to deepen our understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.
- Learn to recognise that our increasing independence brings increased responsibility to keep others and ourselves safe.

Geography

- We will develop our geographical skills by learning to locate Rome on a map in addition to the areas that were affected by the growth and decline of the Roman Empire.
- We will use our geographical knowledge to help us make judgements about the climate in Italy.

History

We will be developing our **knowledge and understanding** of the Roman period in history by researching and completing creative tasks on the following historic events:

- Julius Caesar's attempted invasion of Britain in 55-54 BC.
- The Roman Empire by AD 42 and the power of its army.
- The successful invasion by Claudius and conquest, including Hadrian's Wall.
- The British resistance, for example, Boudica's revolt.
- 'Romanisation' of Britain: including the acknowledgement of sites such as Caerwent, the Roman existence in local Colchester and the impact of technology, culture and beliefs, including early Christianity.

We will develop our history **skills** by learning to:

- Develop a chronologically secure knowledge and understanding of where the Roman period fits in with world and British history.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.

The Romans

Maths

We will be learning to read and write Roman numerals and will identify the use of Roman numerals in today's society.

We will also develop our knowledge of the BC/AD / BCE/CE timeline and will begin to calculate the time between key Roman events.

Global Curriculum

We will explore modern day migration and the challenges people face when migrating to another country.

We will make links to current news and the migration crisis – exploring empathetic responses and seeking some of our own solutions.

Music

This term the children's learning will be focused around one song: Mamma Mia.

During the course of the unit children will learn:

- How to listen to music.
- To sing the song.
- To understand the geographical origin of the music and in which era it was composed.
- To experience and learn how to apply key musical concepts/elements eg finding a pulse, clapping a rhythm, use of pitch .
- To play the accompanying instrumental parts with or without the notated scores.
- To develop creativity through improvising and composing within the song.
- To understand and use the pentatonic scale while improvising and composing.

English

Through our theme, we will be developing our **speaking and listening skills** by:

- Having a debate mimicking the Senate.
- Taking part in a range of drama activities based around Roman stories/myths such as 'Romulus and Remus'.

We will be developing our **writing skills** by:

- Creating instructions on how to be a good Roman soldier.
- Writing a report about the invasion of Britain.
- Composing a letter home from a Roman soldier living in Britain.

Key Texts

'Escape from Pompeii' by Christina Balit

'The Orchard Book of Roman Myths' by Geraldine McCaughrean and Emma Chichester Clark.

Our focus author this term is **David Walliams**

Role Play Area –

Our **role-play area** this term will depict the Roman invasion of Britain. We will use it to write poetry inspired by Roman life, as well as to hot-seat famous figures from the Roman era such as: Julius Caesar, Boudicca and the God Jupiter.

Events

We are currently exploring the possibility of arranging a Y3/4 visit to Layer Marney Tower to take part in some Roman workshops.

We will also re-enact a Roman battle scene at the end of term.

Two songs we will learn:

- 'Here's to the Romans'
- 'Queen Boudicca'

Gardening/Outdoor learning

We will learn about Roman farming and plant some vegetables that The Romans would have farmed in our Y4 vegetable patch. We will explore how The Romans used the sun to measure the passage of time.

Art

We will be learning about Roman art by closely examining images of mosaics found in Roman baths. We will then experiment with different techniques such as tearing, overlapping and layering materials to create a Roman themed collage.

DT

We will be developing our textile skills by investigating a range of textile products that have a selection of stitches, joins, fabrics, finishing techniques, fastenings and purposes. We will then design, make and evaluate our own textile product using the knowledge, skills and understanding we have attained throughout the topic. We will be creating 'story sacks' for our Roman stories and resources.

Key Vocabulary:

Chariot	Migration
Gladiator	Barbarian
Myth	Slave
Mosaic	Toga
Amphitheatre	Centurion
Empire	Colosseum
Invasion	

Computing

Multimedia and word processing:

We will design, create and improve our own multimedia presentation about the Romans. We will import sounds, videos and images from different sources.

Programming:

We will be using Scratch to create a simple game with a conditional 'what if' statement. We will be adding backgrounds and inputs to control a sprite.

Communication and collaboration:

We will explore and use different online communication methods; this will be linked with our E-Safety learning.

E-Safety:

We will explore the use of email as a form of communication to contact our new PenPals in Canada. We will look at when it is safe to open emails and attachments. We will also learn about SMART Internet safety rules.