



EMPERORS AND EMPIRES



What was life like in Roman Britain? Head back to Roman Britain and find out about the history and structure of Ancient Rome and the Roman Empire including an exploration of the Romanisation of Britain.

SUBJECT DRIVER: HISTORY

- Reading - novels and non-fiction texts set in/ exploring Ancient Rome
- Writing - playscripts, character descriptions, stories involving heroines, letters and recounts
- Conventions of speech, prefixes, homophones, apostrophe for contraction

English



- Continue unit fractions
- Non-unit fractions, compare fractions with the same numerator, adding fractions with the same denominator
- Tell and write the time from an analogue clock to the nearest minute, key time facts

Maths



- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Record and report findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Marie Curie, George Washington Carver, Leonardo da Vinci

Science



- Learn about great artists, architects and designers in history.
- Explore the similarities and differences between pieces of art, structures and products from the same genre
- Design and make a Roman mosaic

Art



- Programming - events and actions in programs
- Move a 'sprite' in four directions
- Explore movement in the context of a maze
- Draw lines, change sizes and colours within programming
- Design and code a maze-tracing program.

Computing



- Design, make and evaluate flatbreads with a range of toppings for a Roman banquet

DT



- The seasons
- Revision of all topics from this year

French



- Use maps, atlases, globes and digital/computer mapping to locate countries with a focus on Europe and the areas of Ancient Roman invasions and settlements

Geography



- Learn about the Roman Empire and its impact on Britain
- Investigate how the Romans influenced how people live today and their influence on the wider world
- Explain the cause, consequence and impact of invasion and settlement in Britain
- Compare to **current world leaders, Margaret Thatcher, Barak Obama, Satoshi Tajiri and Bill Gates**

History



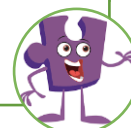
- Play notes B, A, G, E and low D on descant recorder and recognise these notes on the staff
- Be able to sight-read short tunes on the recorder
- Be aware of others when rehearsing and performing
- Rehearse and perform short pieces in an ensemble to small and large audiences
- Take part in an instrumental concert

Music



- Understand that animals and humans change between conception and growing up
- Understand how babies grow and develop in the mother's uterus
- Understand what a baby needs to live and grow
- Understand that boys' and girls' bodies need to change so they can make babies when they are adults
- Identify how boys' and girls' bodies change on the inside and outside as they grow

PSHE



- Exercise - Describe how and why the body changes during exercise and why it's important.
- Explain how to look after and maintain a healthy body
- Strength & Balance - Posture
- Agility & Fitness - Equipment Tracking / Manipulation
- Swimming

PE



- Caring for the Environment
- To reflect on some different approaches and attitudes towards the environment.
- Pupils are given a chance to explore their own feelings as well as looking at how believers in different religions might treat the planet in different ways

RE

