

<p>LITERACY:</p> <p>FICTION: Myths & Legends (Romulus & Remus)</p> <p>POETRY: Performance poems</p> <p>NON-FICTION: Non-chronological reports.</p> <p>FICTION: Imaginary stories</p> <p>POETRY: Traditional poems</p> <p>NON-FICTION: Recounts</p> <p>TOPIC: Reading comprehension about Roman armies and Claudius Caesar.</p> <p>Spellings & reading comprehension once a week.</p>	<p>ART/D.T:</p> <p>Exploring mosaics.</p> <p>Developing the technique of printing.</p> <p>Printing our own borders and central motif.</p> <p>Researching Roman mosaics.</p> <p><u>Curriculum objectives:</u></p> <p><i>Understand the historical and cultural development of art forms (mosaics); explore their ideas.</i></p> <p><i>Develop their technique (printing) including their control and use of materials (printing block, roller).</i></p> <p><i>Improve mastery of art and design techniques (printing);</i></p> <p><i>Begin to evaluate and analyse their work.</i></p>	<p>GEOGRAPHY/HISTORY (TOPIC):</p> <p>Start of the Roman Empire: Understand where the Roman Empire began. (GEOG)</p> <p>Caesar's invasion: To research about Julius Caesar. (HIST)</p> <p>Roman Army: To find out what a Roman Soldier wore and why. (HIST)</p> <p>Claudius: To establish a chronological understanding of the Roman Invasion of Britain. (HIST)</p> <p>Hadrian's Wall: To understand the size and structure of Hadrian's Wall as it was when it was first built. (HIST)</p> <p>Boudicca: To look at the events of 'Boudicca's Rebellion' from different perspectives. (HIST)</p> <p>Roman music: Impact of technology, culture and beliefs. (MUSIC)</p> <p>Roman mosaics: To explore Roman mosaics and create a mosaic (ART/HIST)</p>	<p>Roman roads: To discover facts about Roman roads and find out where they were built (GEOG/HIST)</p> <p>Roman Gods: To discover facts and use facts about Roman Gods (HIST).</p> <p><u>Curriculum objectives:</u></p> <p><i>Develop a chronologically secure knowledge and understanding of British, local and world History, establishing clear narratives.</i></p> <p><i>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</i></p> <p><i>Note connections, contrasts and trends over time and develop the appropriate use of historical terms.</i></p> <p><i>Understand how our knowledge of the past is constructed from a range of sources.</i></p> <p><i>Address historically valid questions about change, cause, similarity and difference and significance.</i></p>
<div style="border: 2px solid blue; padding: 5px; display: inline-block;">Romans...</div>			
<p>MATHS:</p> <p>Place value & decimals</p> <p>Mental & Written addition & subtraction</p> <p>Measures & data</p> <p>Fractions & decimals</p> <p>Time, shape & data</p> <p>Multiplication & division</p> <p>Problem solving</p> <p>TOPIC: Scaling to draw Hadrian's wall?</p> <p>Tables test & mental maths once a week.</p>	<p>ICT:</p> <p>Researching using the internet.</p> <p>Word processing skills.</p> <p>Presentation skills.</p> <p>FRENCH:</p> <p>Getting to know you.</p> <p>All about me.</p> <p>MUSIC:</p> <p>Mrs Strudwick (Charanga)</p>	<p>P.E.</p> <p>Outside agency once a week (various)</p> <p>Miss Leftley once a week (supervising swimming)</p> <p>RE:</p> <p>BIG QUESTION: What do Muslims believe and what difference does it make to their lives?</p> <p>BROKEN DOWN INTO:</p> <p>How are the 5 Pillars an expression of Ummah?</p> <p>What might a Muslim learn about Ummah by taking part in Hajj?</p> <p>21st Century Muslim life: Contrasting UK & somewhere else in the world (link to Geography).</p>	<p>SCIENCE:</p> <p>Biology: ANIMALS INCLUDING HUMANS</p> <p>A: Types of nutrition</p> <p>B: Amount of nutrition</p> <p>C: Types of skeleton</p> <p>D: Naming bones</p> <p>E: Functions of a skeleton</p> <p>F: Mighty muscles</p> <p>Physics: LIGHT</p> <p>A: Light and dark</p> <p>B: Reflective surfaces</p> <p>C: Marvellous mirrors</p> <p>D: Sun safety</p> <p>E: Making shadows</p> <p>F: Changing shadows</p>