

This term our theme is '**The Romans are Coming**'. We will be learning about the Roman Empire and the impact it had on Britain. We will be delving deep into a period in time which shaped Britain. The children will also be using their skills and creativity to create their own collages using techniques developed through the term. In our **Earthquakes and Volcanoes** topic, the children will develop a deeper understanding of the processes in earthquakes and volcanoes, where they occur and how they impact us. In Science, we will be looking at states of matter and focusing on the differences between solids, liquids and gasses.

As **historians**, we will be investigating and interpreting the past by using primary and secondary sources of evidence to find out about **The Roman Empire and its Impact on Britain**. We will be using evidence to find out about the past and analysing the impact that past events have had on present day. We will be communicating historically and understanding the chronology of Julius Caesar, the success of the Roman Empire and the Romanisation of Britain.

The Romans are Coming!



As **artists**, we will be focusing on the skill of collage. We will be investigating different types of collages and we will be creating our own. The children will use the knowledge and skills of exploring different textures learnt in Year 3 and developing these further when applying them to their collages.

In **RE** we will be learning about:

Symbols and religious expression. We will be spending time exploring the different symbols and religious expressions of religions such as **Judaism and Islam**.

Places of Worship - In this topic, we will focus on the sacred place of worship of Judaism and Islam - We will visit a synagogue and a mosque.

As **scientists**, we will be covering:

In a State - we will be introducing the concept of states of matter. Children will learn the characteristic properties of solids, liquids and gases, first through physically exploring typical materials and then by classifying examples, such as powders and very viscous liquids, which are harder to classify. Using first-hand experience and secondary sources they will learn about changes of state and begin to understand freezing and boiling points as identifying characteristics of a material.

As **geographers**, the children will be introduced to the key aspects and stages of **Earthquakes and Volcanoes**. Throughout the topic, the children will work to understand key vocabulary and be able to explain in their own words to describe key processes in earthquakes and volcanoes. We will also investigate how earthquakes are measured, locate where volcanoes occur and compare them, evaluate the risks and benefits of volcanoes and the impact earthquakes have on people.

As **design technologists**, the children will be developing their designing, creating, evaluating and improving skills in **levers and linkages**. The children will experiment with different mechanisms before choosing, creating and making a class mechanism moving book, using different types of levers and linkages. This will link to our history topic where children will retell a story based on the Romans and life in Britain.

In our daily **Maths** lessons, we will be focusing on becoming masters of our curriculum by:

- Using a variety of representations, becoming fluent in the order and place value of numbers beyond 1,000.
- Counting in 10s and 100s, and maintaining fluency in other multiples through varied and frequent practice.
- Using a variety of representations, becoming fluent in the order, comparing and place value of numbers to 10,000.
- Add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction, including with one or more than one exchange
- Multiply three numbers together and learn the times table and division facts for 3, 6, 9, 7- and 11-times tables.
- Understanding what an area is and be able to calculate the area of different shapes
- Comparing the area of different shapes and making shapes with a set number of squares
- Recognising Roman numerals

In **P.E** we will be building on skills already learnt and learning a range of new skills through the use of games, problem solving activities and new equipment.

Orienteering- Introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.

Gymnastics- To explore movements and balances creating bridges.

Dance - to explore movement through improvisation, introducing unison and marching.

Football (games) - To explore dribbling in order to keep control and possession of the ball, to access prior learning, how to dribble a ball and to keep possession when using an opponent.

In **PSHE**, we will be focusing on 'Me & My Relationships' and 'Valuing Difference'.

The children will understand the importance of recognising different feelings and that bullying will always be wrong. Later in the term children will, learn to recognise and celebrate differences (including religious and cultural differences) and understand the need to challenge stereotypes.

This term you can help your child at home by -

- Providing a range of books or resources from the internet that support our themes
- Practise times tables regularly, making sure to go back and repeat tables you have practised before
- Completing everyday maths activities such as estimating quantities and using number lines on measuring equipment (jugs)
- Reading a wide range of writing regularly at home in order to develop fluency, expression and the enthusiasm for reading
- Look up words in a dictionary or thesaurus to find out what they mean or to learn new words meaning the same thing
- Highlight the value in online learning and research, whilst modelling how to stay safe online
- Knowing it is okay to stop if they are tired or lacking interest and try again at another time.

In our daily **English** lessons, we will be focusing on becoming masters of our curriculum by:

- Writing for a given purpose relating to the theme: e.g. myths, fables, diary entries, newspaper articles biographies and poems.
- Learning patterns within words, spelling rules and some exceptions to these.
- To identify short words in longer words to aid with spelling.
- Analysing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Focusing on our presentation and joining skills in Handwriting sessions.
- The correct use of various punctuation
- Developing adventurous vocabulary and sentence openers
- Varying sentence structure with the use of conjunctions, adverbs and prepositions

In **Computing** this term, our focus will be on programming. The children will have the opportunity to carry out simple programming to create an educational game, using the software, Scratch. We will also be understanding and editing coding of a programme, to create our own project.

In **Music**, we will be listening to a range of different music from the 70s, with a focus on Mamma Mia, ABBA. We will also be exploring and developing playing skills through the glockenspiel Our approach to music will be integrated, where; games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.