

English – Writing to Entertain
 The children will be using the Roman story Romulus and Remus to inspire them with their creative writing this term. We will begin by learning the story, then we will use Talk for Writing to help us to innovate the story so that we make it our own.

Computing – Information Technology
 Pupils are able to...
 ...save and retrieve files on the school network (PupilShare).
 ...explore new media to extend what they can achieve.
 ...combine a mixture of text, graphics and sound to share their ideas and learning.
 ...use appropriate keyboard commands to amend text on their device.
 ...evaluate their work and improve its effectiveness.
 ...say what kind of information they could use to help them investigate a question.
 ...talk about the different ways they use technology to collect information, including a camera, microscope or sound recorder and do this independently.
 ...talk about the different ways in which information can be shown.

French
 Unit: Greetings, Saying goodbye, Alphabet Use the personal pronoun in the present tense. Say single French words, greetings and short phrases. Answer simple questions. Begin to say the French alphabet and sounds made by each letter.

Art/Design
 Children to research early form of art and replicate experimenting with different materials i.e. chalk, charcoal. Children to design and make their own mosaics.

Science
Content Unit: Light
 I can explain how shadows are formed
 I can investigate how the size of shadows can be changed
 I can identify patterns in how the size of shadows change (e.g. the closer the light source, the smaller the shadow)



Romans

PE
 Gymnastics:
 Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements
 Improve their ability to select appropriate actions and use simple compositional ideas
 Recognise and describe the short term effects of exercise on the body during different activities
 Know the importance of suppleness and strength
 Describe and evaluate the effectiveness and quality of a performance
 Recognise how their own performance has improved

RE
 Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).
 Ask questions and suggest some of their own responses to ideas about God (C1).
 Suggest why having a faith or belief in something can be hard (B2).
 Identify how and say why it makes a difference in people's lives to believe in God (B1).

Music
 Exploring descriptive sounds.
 Listen with attention to detail.

Maths
 Units to be covered;
 Multiplication and Division – Scaling. Solving problems.
 Using multiplication and division.
 Money – Recognising and converting pounds and pence.
 Adding and subtracting money. Giving change. Solving problems involving money.

History
 Who was Caesar?
 Who was Augustus?
 Who was Claudius?
 Who was Boadicea and why was she important?
 Hadrian builds a wall on the Scottish border.
 What was it like to be a Roman Soldier?
 What was it like to be Roman senator?
 Why did the Romans build roads?
 What gods did the Romans believe in?
 What was it like to be a child in Rome?
 Why did the Roman empire spread?
 Why did the Roman empire collapse?

Jigsaw

I can tell you about a person who has faced difficult challenges and achieved success
I can identify a dream/ambition that is important to me
I enjoy facing new learning challenges and working out the best ways for me to achieve them
I am motivated and enthusiastic about achieving our new challenge
I can recognise obstacles which might hinder my achievement and can take steps to overcome them
I can evaluate my own learning process and identify how it can be better next time