

Autumn 2017

Rea Class

THEME:

What an Invasion



Spiritual, Moral, Social and Cultural Development:

Personal, Social, Health and Emotional Development:

- How do rules and laws affect me - school rules - school council - local democracy (parish council and county councillors) - national democracy (members of parliament)
- How does the rule of law protect us - wellbeing - safety.

In our exploration of faith we will:

- How we should treat one another r4 Y3: Respect; Sewa; Rosh Hashanah, Yom Kippur; Guru Nanak; Forgiveness; 10 commandments
- What rules should we live by? Why have rules? Which are really important? Moses and the 10 commandments. The story of Noah/Rainbow Covenant. People of God (UC): What is it like to follow God? (2a.2)
- GOSPEL (UC) What kind of world did Jesus want? (2a.4)

PE:

- Gymnastics - Create gymnastic routines with a focus on stretching, curling and balance.
- Focus on our passing, controlling and receiving in invasion games.

As historians we will focus on:

- The Roman Empire and its impact on Britain.
- British resistance, for example, Boudica
- 'Romanisation' of Britain: sites such as Wroxeter, and the impact of technology, culture and beliefs.
- Pompeii Vesuvius natural disaster.

As geographers we will:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name, locate and research different volcanoes around the world,

As designers we will:

- Explore purses and fastenings.
- Design, make, test and evaluate a medieval drawstring purse.

As artists we will:

- Look at repeating patterns in mosaics - create our own Roman mosaic vases, using modroc and paper tiles.
- Create our own mosaic tiles, mixing our own colour acrylic paints.
- Compare the use of pattern with modern artists such as Delaunay.

As experts in computing we will:

- Use technology safely and respectfully, keeping personal information private, identifying where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Deliver through introduction of acceptable use policy.
- Research life in Roman Britain - safely, effectively and efficiently - using a structured approach (mind mapping). Then share their findings with others through a short multimedia presentation (U2.4)
- Become geologists, via the use technology, purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school. (U2.6)

As musicians we will:

- Exploring and composing singing games (unit 14)
- Unit 8 Ongoing skills.

As linguists we will explore the French language through:

- Numbers and colours
- All about me/Games and songs

Literacy:

- As appropriate to pupil progress - see expectations for year group.
- Recount/diary entry of trip from Wroxeter.
- Stories based on the Storybook Wolves.
- Information texts about magnets.
- Poems with similes and metaphors
- Instructions for making a Roman purse.

Numeracy:

- Appropriate to pupil progress - see expectations for year group.

As Scientists we will:

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard to create a roman road.
- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter. Investigate which soil will make the best bed for a Roman road, identifying which is the stoniest soil. Identify differences, similarities or changes related to simple scientific ideas and processes.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
- Describe magnets as having two poles.
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.
- Conduct child led investigations into magnets. Children ask simple questions and recognise that they can be answered in different ways (yr2). Ask relevant questions and use different types of scientific enquiries to answer them (yr3).