

**Geography** This term, children will be asked the question: 'Who are our European neighbours?'

**National Curriculum Links - Children will:**

- Use maps, atlases and globes to locate countries and describe features studied
- Understand similarities & differences between the UK/Europe through the study of human and physical Geography
- Describe and understand some aspects of physical geography, building on their knowledge of volcanoes with a study of Pompeii

### **Science: Sound**

Children will learn about how sound is created, begin to understand how it travels and explain how we hear.

**National Curriculum Links - Children will:**

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

**History:** This term, children will be asked the question: 'What happened when the Romans invaded?'

**National Curriculum Links - Children will:**

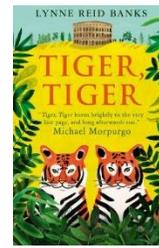
- Julius Caesar's attempted invasion in 55-54 BC
- the Roman Empire by AD 42 and the power of its army
- successful invasion by Claudius and conquest, including Hadrian's Wall
- British resistance, for example, Boudicca
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity

### **Art and Design/Design and Technology**

This half term, the children's artwork will be based around their History topic - Rome. We will study the art of Roman Mosaics resulting in the children creating their own.

**National Curriculum Links - Children will:**

- Use sketch books to record their observations and use them to review and revisit ideas
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]



### **PSHE: Being Me In My World**

In this unit, children will discuss goals for this year, as well as discussing how their own actions affect others and how they can make correct choices with regards to behaviour and what it means to be a global citizen

**PE** Children will take part in weekly basketball sessions from Mersey Mavericks developing skill and teamwork.

Children will also take part in weekly PE sessions based around Invasion Games

**National Curriculum Links - Children will:**

- Play competitive games, modified where appropriate [for example, football, hockey and netball] and apply basic principles suitable for attacking and defending
- develop competence to excel in a broad range of physical activities
- Be physically active for sustained periods of time
- Understand the importance of and contribute to living healthy, active lives

### **Music**

Children will work with a specialist drumming teacher to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Listen with attention to detail and recall sounds with increasing aural memory

**RE:**

**Computing** Children will learn recognise the importance of staying safe online during their Computing work. Children will also groups to create their own iMovie linked to History. They will practice use of recording, adding sound/effects and understand transitions in video.

National Curriculum Links: Children will:

- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals

## English

This half term, our Read to Write Unit is based around the text 'The Whale' by Vita & Ethan Murrwo

Written outcomes will be a setting description and newspaper report.

### **Reading**

Our Shared Reading text this half term will be 'Tiger, Tiger' & 'Just Jack'.

### **GPS (Grammar, Punctuation and Spelling)**

#### NC links

- To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction and poetry from our literary heritage, and books from other cultures and traditions
- Discuss words and phrases that capture the reader's interest and imagination
- **(Grammar)** extend range of sentences using when, because, if, although. Choose nouns or pronouns appropriately for cohesion and avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause.
- **(Writing)** compose sentences orally, organise paragraphs around a theme and build a rich and varied vocabulary with an increasing range of sentence structures
- **Punctuation** use commas after fronted adverbials, using possessive apostrophe with plural nouns and punctuating direct speech
- **Spelling** - Children to work through Read Write Inc for Spelling, working through objectives as set out in the programme that reflects National Curriculum e.g. spell further homophones and develop understanding of prefixes/suffixes
- **Handwriting** Write legibly, fluently and with increasing speed

**Mathematics** This half term, children will work on their place value skills to embed knowledge of previously taught skills

#### NC links:

Number - number and place value Pupils should be taught to:

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

Number - addition and subtraction Pupils should be taught to:

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Number - multiplication and division Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects