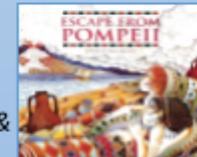


**As Readers, Writers and Orators, children will:**

"Escape from Pompeii" (Fiction) – Respond to illustrations; write in role; use technical language to inform the reader about Pompeii and write persuasively to encourage tourists to visit. (*Inform & persuade – An eyewitness account of the eruption*)



"Skeletons and Muscles" (Non-fiction) – Research and take notes to write and produce a scientific encyclopaedia entry, sharing facts and information about an animal's body structures. (*Entertain and Inform*)

"The Colour Collector" (Poetry) – Explore a poet's voice and use of language before using similar techniques and poetic devices in order to create imagery and meaning. (*Entertain – poems*)

As Scientists, children will:

Animals, including humans: Identify that humans and some other animals have skeletons and muscles for support, protection and movement. **Forces and Magnets:** Compare how things move on different surfaces, observe how magnets attract or repel each other, describe magnets as having two poles, predict whether two magnets will attract or repel each other, depending on which poles are facing.

As Historians, children will:

'What did the Romans leave behind?' Study Ancient Roman civilisation and its influence on the modern world through advances in ancient technologies, architecture, literature and art. Read physical and political maps to identify the human and physical features of ancient and modern Rome.

As Linguists, children will:

'Minimus' text - Explore the Latin roots of English words. Learn about Latin adjectives and how they agree with their noun. Translate a Latin story containing adjectives. Retell the story of Icarus & Daedalus.

As Musicians, children will:

Develop understanding of beat, metre and rhythm. Combine melodic and rhythmic patterns, and use staff notation as part of a final performance. Make hand signals to represent pitch notation and compose three-note melodies.

Character Virtues for the Spring Term

January – Wonder (Patience)

February – Dignity (Goodness)

March – Resilience (Self-control)

WHAT DID THE ROMANS DO FOR US?

**As Computer programmers, children will:**

Sequencing Sounds (Programming)- Develop skills in using a sequence of commands and create a project from a task description.

As Artists and Designers, children will:

Inspired by Roman culture and tradition - Research Ancient Roman mosaic styles. Design, create and evaluate a mosaic pattern. Record observations, using them to review ideas.

As Mathematicians, children will:

Measurement – Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)

Addition and Subtraction - Use a range of mental strategies to add and subtract. Add and subtract numbers using a written method with numbers up to 3 digits long. Explain how to use the inverse operations to check answers and solve problems. Solve multi-step problems using written methods of addition and subtraction. Manipulate the additive relationship and secure mental calculation.

As Faith Explorers, children will:

'Who is Jesus?' and **'Exploring Jesus' New Commandment'** - Explain the meaning of the different names for Jesus - *Bread of Life, Light of the World, The Good Shepherd, The Vine*, etc. Reflect on their symbolism and the important roles that Jesus fills for Christians. Reflect on Jesus's greatest commandments and compare them to British values.

As Sportspersons, children will:

Roman Dance – Show levels and pathways, dance in a canon and show different use of space when performing in a group. Explore movements in response to a stimulus. Show different uses of energy and strength when performing. Create a dance with a group showing collaboration.

Swimming – Develop the use of a variety of strokes effectively (front crawl, backstroke and breaststroke). Perform safe self-rescue in different water environments.

Key Dates:

Swimming sessions start - 12th January

Roman Day & Workshop – 4th February

*Class Assembly – Wednesday 11th February

Swimming sessions end - 16th March