

Science - Sound

- To identify how sounds are made, associating some of them with something vibrating. (Vibration stations)
- Recognise that vibrations from sounds travel through a medium to the ear. (String phones)
- Find patterns between 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 sound gets fainter as the distance from the sound source increases

Computing - Audio production

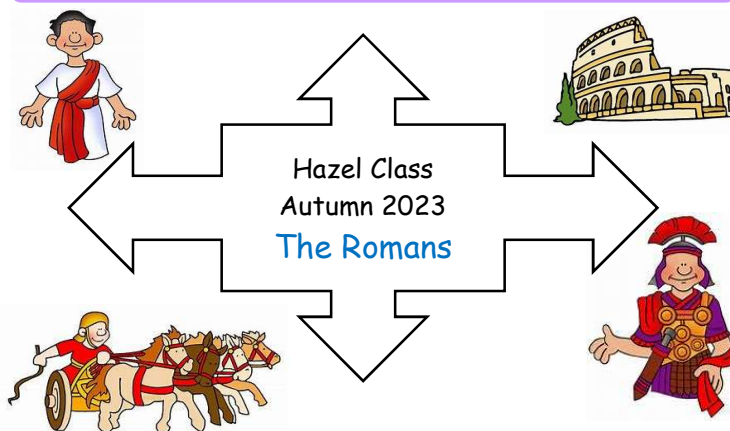
- Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.

PSHE - Being Me In My World

In this Puzzle the children talk about being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to School Council, what its purpose is and how it works. The children talk about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also talk about considering other people's feelings.

History - The Romans

- Who and when were the Romans?
- Who was in charge?
- What was Roman life like?
- The Roman empire
- The Roman army
- Roman inventions
- Why did the Romans invade Britain?



Christian Value: Respect

Self-respect: celebrating gifts and talents, being confident in who we are, looking after ourselves

Respect for others: everyone is different and special; being prepared to listen to advice; everyone's feelings and beliefs should be listened to and appreciated

Respect for the environment: looking after our world (link to RE topic on Creation)

RE - What do Christians learn from the creation story?

What is wonderful about our world?

What is God like? What does it mean to say God is creator?
What instructions does God give in the Bible give for looking after the world?

How do some Christians show that they love God and creation?

Why is the world today not how God created it?

Maths

Place Value:

- 10,000s, 1000s, 100s, 10s and 1s
- 1, 10, 100, 1000 more or less
- Number lines
- Partitioning
- Compare and order numbers to 10,000
- Round numbers to the nearest 10, 100, 1000
- Roman numerals (which ties in nicely with our topic!)

Addition and Subtraction:

- Complements to 100
- Mental strategies for addition and subtraction
- Adding and subtracting across 100, 1000
- Adding and subtracting numbers with 4 digits
- Inverse operations to check answers

English - Escape from Pompeii

- Making predictions
- Setting description
- Character description
- Diary entry based on the volcano eruption

Poetry

- Write a seasonal poem using personification

SPAG

- Nouns, verbs, adjectives and adverbs
- Past, present and future
- Subordinate clauses

Art and Design skills - Roman Pavilion

- Produce a range of free-standing frame structures of different shapes and sizes.
- Design a pavilion that is strong, stable and aesthetically pleasing.
- Select appropriate materials and construction techniques to create a stable, free-standing frame structure.
- Select appropriate materials and techniques to add cladding to their pavilion.