

In **Maths**, we will start by focussing on place value of numbers to 1000. To do this we will look at representing, partitioning and comparing numbers. We will then move onto our addition and subtraction unit in which we will begin to use the formal addition and subtraction method. In the final unit of the Autumn term we will look at multiplication and division. Although we will look at times tables throughout the year, this unit will give them a deeper understanding. This year children will recap the 2s, 5s and 10s times tables and learn the 3s, 4s and 8s. We will also be practising our arithmetic skills daily.

In **PE**, the children will be playing hockey with the PE coach in which they will learn how to hold a hockey stick correctly and control the ball. They will also play competitive games and learn key teamwork and communication skills. The children will also be learning dance in which they will learn how to put a sequence of moves together and keep to a steady beat.

In **French**, the children will begin by learning about some aspects of French culture. They will learn common greetings and be able to ask and respond to questions regarding names and how someone is feeling. They will also learn songs, rhymes and poems in French.

In **Computing**, the children will plan and create a short animation about the Romans, using some of the advanced features of applications and devices in order to communicate ideas professionally.

In **Music** the children will develop their singing performance techniques, look at composing music by creating repeated patterns with a range of instruments, and transcribe music. They will also take part in weekly whole-class instrumental tuition sessions.

In **PSHE**, the children will explore the topics 'being me in my world' and 'celebrating difference'. This will include: facing challenges, rules and responsibilities, being a witness to bullying and differences and conflicts among family.

In **Art**, the children will focus on sculpture and mosaic. In keeping with their topic, they will make their own Roman clay pots and mosaics. In **DT** the children will look at cooking and nutrition and design, make and evaluate a vegetable soup—a dish commonly

In **Reading** lessons, we will be reading a range of fiction and non-fiction texts focussing mainly on inference, retrieval and vocabulary. We will also be studying 'Romans on the Rampage' by Jeremy Strong, in keeping with

In **English**, we will be planning and writing the following genres:

- Non-chronological reports
- Stories with historical settings
- Newspapers

Within these genres, we will identify the features and cover a range of punctuation and grammar tasks to improve the children's writing. This includes how to use: paragraphs, subordinating conjunctions, speech, commas, and adverbs to express time, place and cause.



The Romans

Is power over others ever justified?

Conflict - Oppression - Justice - Forgiveness

In **History**, we are exploring the question 'Is power over others ever justified?' through our Romans topic. We will be exploring examples of oppression throughout history and finding out if this still happens today. We will also look at placing key events on a timeline and using a range of sources of evidence to find out about the past. We will discover why the Roman's invaded Britain and the changes this caused and find out why the Roman empire fell. In **Geography**, we will locate key places in Roman Britain and explore maps of Colchester to identify evidence of the Romans. We will also locate Italy and Rome on an atlas and look at the journey that would have been made to reach Britain.

In **Science**, we are learning about what it means to have a balanced diet and the nutrition food provides. We will also learn about muscles and skeletons and their functions, the basic parts of our digestive systems and the different types of teeth in humans.

In **RE**, we will be considering the question 'Why does God allow oppression?' and looking at human and social science in relation to Buddhism. Subsequently, we will consider the question 'What is the bible and how do people interpret it?', focussing on Christianity and Incarnation.