Wait

**Roman Invaders**

**French:**

* Age
* Body parts
* Colours
* Numbers to 20

**Geography:**

* Using maps to identify where the Romans invaded.
* Why did they choose these places?

**History:**

* Know how Roman armies were used.
* Understand the concept of resistance – focusing on the example of Boudicca.
* Look in detail at a successful invasion – Hadrian’s Wall.
* Know how the Roman invasion impacted upon life in Britain: technology, food, buildings, roads (link with Gloucestershire.

**Art: (Mosaics)**

**–** Looking at how Mosaics were used in Roman times and what things they represented. Comparing

Creating and reflecting on their own (representing either something Roman or current.

**DT:**

* What did the Ancient Romans eat?
* Following instructions to make Roman Bread. Comparing this to Bread today.

**Computing:**

We are communicators.

- sending and receiving emails

- keeping safe using emails

- using attachments in emails

**RE:**

**What do Hindu’s believe about Brahman**?

* Know what the Trimurti is.
* Know how deities represent one God.
* Recognise the way they are represented and what each deity is responsible for.

**English:**

**Newspaper:**

On the invasion to an area

**Non-Chronological report:**

Based upon things like weapons, clothing, food, technology etc

**Maths:**

* Placing numbers on a number line – Y3
* Negative numbers – Y4
* Identifying different 3D shapes in different orientations – Y3
* Compare and classify geometric shapes – Y4.
* Drawing 2D shapes and making 3D shapes – Y3
* Identify lines of symmetry in 2-D shapes presented in different orientations – Y4
* Calculating and measuring the perimeter and area
* – Y3&4
* Telling time to the nearest 5 minutes – All
* Telling the time to the nearest minutes – All
* Finding fractions of shapes, numbers and amounts – All

**Science:**

**Animals and Humans**

**–** How skeletons incl. joints and muscles work to provide support, protection and movement.

* Functions of the digestive system
* Types of teeth in animals and humans and their functions.
* Constructing and interpreting food chains.