

**Emperors and Empires**  
**+ Mosaic Masters**

**Hook:**

Class museum using the library box resources.

Class Novel:  
The Goose Guards, Terry Deary  
Empire's End: A Roman Story, Leila Rasheed

**Science: Sound**

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

**History: Roman Empire and its impact on Britain.**

- Identify 2 main reasons for the Roman invasion of Britain.
- Understand why the Celts would have been apprehensive about taking on the Roman army and Boudica's Rebellion.
- To understand the organisation, conditions and pay of the Roman Army and how it was so powerful.
- Compare and contrast the Roman and Celtic way of life.
- Explore the mystery of how the Roman Empire came to an end.
- Explore the influence of Romans on our lives today.

**RE – Should believers give things up?**

- Describe the importance of Lent to Christians, and say what difference it makes to Christians
- Make a link between the story of the temptations of Christ and the impact it has on a Christian today
- Suggest reasons why people observe Lent or other fasts, perhaps through a hot seating activity
- Suggest ways in which Christians give things up and compare this to their own ideas
- Make a link between their own choices and the idea of giving things up for religious reasons

**SCARF – Rights and Responsibilities**

- Explain how different people in the school and local community help them stay healthy and safe;
- Define what is meant by 'being responsible' and describe the various responsibilities of those who help them stay healthy and safe;
- Suggest ways they can help the people who keep them healthy and safe.
- Understand that humans have rights and also responsibilities;
- Identify some rights and also responsibilities that come with these.
- Understand the reason we have rules;
- Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council);
- Recognise that everyone can make a difference within a democratic process.
- Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; recognise that they can play a role in influencing outcomes of situations by their actions
- Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT';
- Understand how a payslip is laid out showing both pay and deductions;
- Prioritise public services from most essential to least essential.

**DT –**

- Design a Roman feast
- Bake/cook some Roman recipes inc Honey cake/Rosemary focaccia.

**French – Unit G Describing people**

- Describe themselves and others
- Use pronouns he and she
- Saying colours that are useful for describing hair and eyes
- Describing physical features
- Describing a person's personality
- Saying what they are wearing
- Using "il" and "elle" with "être" and "avoir"

### **Art - Mosaics**

- A mosaic is a piece of art or an image made by assembling small pieces of coloured tile, glass, stone, pebbles or other materials. It is often used in decorative art or as interior decoration. The small pieces are known as tesserae.
- Compare artists, architects and designers and identify significant characteristics of the same style of artwork, structures and products through time.
- Use preliminary sketches in a sketchbook to communicate an idea or experiment with a technique.
- Making a mosaic involves putting mosaic pieces, or tesserae, onto a base, such as wood, stone, concrete or clay. The artist then uses grout to fill the spaces, or interstices, around the tesserae.
- Use and combine a range of visual elements in artwork.
- Make suggestions for ways to adapt and improve a piece of artwork.

### **PE – Swimming and Tennis**

- To develop water confidence.
- To begin floating on front and back.
- To begin moving forward on front.
  
- Develop understanding of how to win a game of tennis
- Continue to develop forehand.
- learn how to use their racket to direct the ball towards a space to win a point.
- understand when and where to play the backhand shot.
- make decisions as to when to apply either a forehand or backhand shot
- use a racket by considering tactical play (creating space) to win a point.
- Level 1 tournament

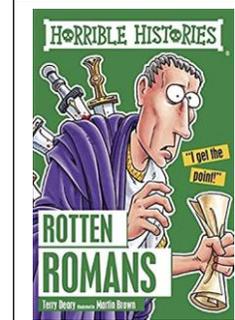
### **Music – Lean on Me**

- Identify the structure of a soul piece.
- Identify a range of instruments and voices
- copy back, play, invent rhythmic and melodic patterns.
- Play instruments using E, F and G – by ear and reading musical notation.
- Improvise using F and G
- Compose using C, D, F, G, A
- know the difference between pulse and rhythm and be able to keep the internal pulse

### **Computing**

- Understand algorithms as rules by which computer programmes work.
- Create own algorithms

### **Mrs Dipple's book recommendation for this half term –**



All the foul facts about the Rotten Romans are ready to uncover, including what Roman soldiers wore under their kilts and how ancient Britons got their hair nice and spiky.