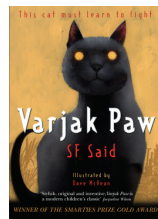
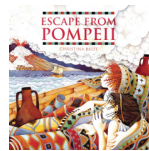


## Lower Key Stage 2—

ITALY (SUMMER 1ST 2020)



### Session 1—Immersion Day

Chn to complete a carousel of activities, introducing Italy and the Romans.

Followed by a trip to Colchester Castle

### Session 2 - to identify the physical features of Italy.

Locate Italy on a map of Europe, identify it as a Mediterranean country and a peninsular country.



### Session 3 - to enquire why the Romans invaded twice.

Look at maps of the Roman empire and explore why they wanted to control these Islands, looking at what minerals and commodities they wanted.

Examine where, when and how the Romans invaded. Consider the two attempted invasions and why they failed, and why Claudius was then successful.

### Session 4 - to understand why the Roman army was so successful in building up the Roman empire.

Chn to examine images of Roman armour. Draw and label to show their understanding of how these items work so well for the Romans.

Research the requirements for a man trying to join the Roman army.

Write a job advert persuading men to be in the army.



### Session 5 - to understand how we know about life in Roman Britain, especially Hadrian's wall.

Look at images of the original Vindolanda tablets and discuss why they are important. Consider what this tells us about Roman life.



### Session 6—to enquire why some tribes did not welcome the Romans and some did. Assess sources for accuracy and bias, developing their historical interpretation skills.

Discover who the Iceni were. Read through the description of Boudicca by Cassius Dio—how reliable was this?



### Session 7—to investigate how the Roman's influenced the culture of the people already living here

Children to investigate how Celt tribes lived. How did this change when the Roman's arrived.

Produce a fact sheet comparing similarities and differences between the Roman and the Celtic tribes.



### Session 8—to explore and discuss mosaics as an art form brought to Britain by the Romans

Chd to look at examples of archaeological finds from Roman times e.g. walls, pillars, jewellery, pots.

Look at Roman mosaics and design a selection of borders used two or three colours.



### Session 9 - to develop printing technique, including control and use of materials

Chd to study examples of Roman mosaics and begin printing a practice border. Notice the repeating motif/pattern e.g. castle top, chequerboard



### Session 10 - to design a central motif for a printed a mosaic and evaluate the finished piece.

Chd design and create their central motif, using original sources e.g. images of gods/goddesses, birds, animals and mythical creatures.

Sketch design and then print it. Evaluate how effective their technique was.

## Science

### Session 1 - I am learning to identify how sounds are made, associating some of them with something vibrating.

Chn participate in a carousel of activities, making observations when making sounds.

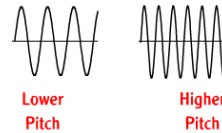
### Session 2 - I am leaning to recognise the vibrations from sounds travel through a medium to the ear.

Chn to discuss the concept cartoon. Then explore sounds in different mediums, through making string tin phones and investigating how sounds travel.



### Session 3 - I am learning to find patterns between the pitch of a sound and features of the object that has produced it.

Chn investigate various musical instrument and objects to explore the pattern, between the pitch of the sound and the instrument features.



### Session 4- I am leaning to recognise the vibrations from sounds travel through a medium to the ear.

Chn to consider how they can muffle the sound of a drill. Plan and complete a comparative test.

Materials	Decibels	The Year was the least noisy
Tin foil	75.6	
Scissors	74.8	
Knitwear	74.4	
Shawl	64.5	
Shawl	64.3	
Shawl	73.3	

### Session 5- I am learning to recognise that sounds get fainter as the distance from the sound source increases.

Chn to investigate how distance effects the volume of the sound.

Distance (m)	Sound
1	77 decibels
2	65 decibels
4	56 decibels
8	48 decibels
10	33 decibels

### Session 6- I am learning to find patterns between the volume of a sound and the strength of the vibrations that produced it.

Chn to discuss concept cartoon. Then investigate changing the volume of a drum.



### Session 7- I am learning to find patterns between the pitch of a sound and features of the object that has produced it.

Chn to find patterns between the volume of the sound and the strengths of the vibrations. Investigate through stringed instruments.



## RE

Hinduism - inspirational people.

How does the story of Rama and Sita inspire Hindus to follow their dharma?

## PE

Children will be learning

- Unit 5 (Real PE) - Developing physical skills
- High 5 Netball

*(Children in Year 3 will continue with their swimming lessons this half term)*

## PSHE

Healthy Lifestyles

## French

### Rigolo 1

Unit 5: La famille

## Computing (following the Purple mash scheme of learning):

Year 3: Unit 3.5 Email

Year 4: Unit 4.5 Logo

## Music

(Charanga music)

Year 3: Bring us together

Year 4: Balckbird