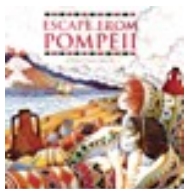


Lower Key Stage 2— When in Rome (Summer 1st 2022)

Core Texts:



Year 3



Year 4

Immersion Day: Making Roman pop up books.

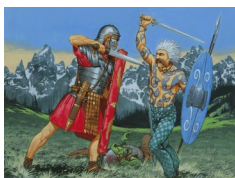
- Learning about Roman life in Britain.
- Learning about how to create different pop-up book features.
- Creating illustrations based on our learning.



Session 1 - I am learning 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 2 - I am learning 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 3 - I am learning to enquire why some tribes did not welcome the Romans and some did. Assess sources for accuracy and bias, developing my historical interpretation skills.

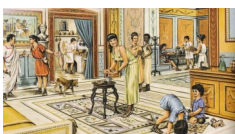
Discover who the Iceni were. Read through the description of Boudicca by Cassius Dio—how reliable was this?



Session 4 - I am learning 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.



Jubilee Week

History: Why did the Queen become the Queen?
Who are the royal family?

PE: The Royal, Regal, Racing Regatta.

Art: Queen Elizabeth portraits

Music: The Royal concert



Enrichment Opportunities

- Suffolk Farm and Country Fair
- Colchester Castle
- French Café (Yr4)



Art—Summer 1st—Printing mosaics.

Session 5 - I am learning 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 using two or three colours.



Session 6 - I am learning 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 7 - I am learning to design a central motif for a printed 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.



P.E.

Year 3: Athletics, Dodge-ball

Year 4: Gymnastics, Tennis

ICT: PurpleMash

Year 3: Unit 3.5 Email

Year 4: Unit 4.5 Logo

Music Charanga

Year 3: How does music make a difference to us every day?

Year 4: Ukulele

RE: Emmanuel

Islam—Why do Muslims call Muhammad the 'Seal of the Prophets'?

PHSE: Cambridgeshire

Year 3: Digital Lifestyles

Year 4: Personal Safety

French (Rigolo 1):

Year 3: Unit 5: La famille

Year 4: Unit 11: En Mange

Science - Forces and Magnets

Session 1: I am learning to compare how things move on different surfaces

Children will test how far a toy car is able to travel on different surfaces, predicting which surface will be the most and least effective.

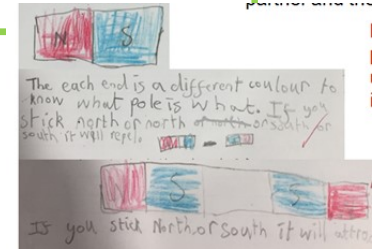
Car	Type of surface			
	A	B	C	D
Test 1				
Test 2				
Test 3				
Average	(2.9)	(9)	(16)	(17)

Session 2: I am learning to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet.

Children will use different types of magnets to test a range of materials making predictions about whether or not they will be magnetic.

Session 3: I am learning to describe magnets as having two poles and predict whether two magnets will attract or repel each other.

Children discuss the magnetic poles and investigate what happens when same or opposite poles are



Session 4: I am learning to notice that some forces need contact between objects but magnetic forces can act at a distance through attracting or repelling.

Children to look at a range of games and investigate whether they require the contact of a push or pull to act or not.

