

	<b>WEEK 1</b> <b>10.9.18</b>	<b>WEEK 2</b> <b>17.9.18</b>	<b>WEEK 3</b> <b>24.9.18</b>	<b>WEEK 4</b> <b>1.10.18</b>	<b>WEEK 5</b> <b>8.10.18</b>	<b>WEEK 6</b> <b>15.10. 18</b>
<b>Maths</b>	<p>Recognise the PV of each digit in a threedigit number (hundreds, tens and ones). Find 10 more and 10 less than a given number.</p> <p>Count on in multiples of 2,3 and 4 Count up and down in tenths using a number line. Identify, represent and estimate numbers using different representations ( 100 is double 50 ~ show on a bar ~ so half of 100 is</p>	<p>Add and subtract mentally using ‘nearly numbers’ and patterning 15+15=30 16+15=31 16+16=32 16+17 = ? Solve problems involving money, length and mass.</p> <p>True or false: 34 is a multiple of 4 use a number line to count in 2s and then find the 4s) What is the value of the 7 in these three-digit numbers ~ 371,507, 735 Explain how you know (use Dienes)</p>	<p>Addition and Subtraction Add and subtract numbers mentally (with jottings): Three-digit number and ones (362+7) Three-digit number and hundreds (362+700) ~ use base 10 materials to support and reason Use inverses to check answers (part-whole bar model) Estimate answers using ‘nearly numbers’ 51+48 is nearly 50+50</p>	<p>Geometry Draw simple 2-D shapes accurately. Identify right angles. Identify horizontal and vertical lines. Make 3-D shapes using modelling materials.</p> <p>Multiplication and Division Recall and use multiplication and division facts for 3x and 4x tables (use arrays and repeated addition to spot patterns to generate new facts from known facts)</p>	<p>. Measure the perimeter of simple 2-D shapes Measure, compare , add and subtract lengths and mass in standard units Add and subtract amounts of money</p> <p>Measure Measure, compare , add and subtract volume/</p>	<p>Fractions Recognise that tenths arise from dividing an object into ten equal parts (bar model) Compare and order unit fractions, and fractions with the same denominator (bar model)</p> <p>Statistics Interpret and present data using bar charts, pictograms and tables: Given a bar chart ; true or false “Twice as many people like plain crisps as like salt and vinegar”</p>
<b>English-</b>	<p><b>Experience LI: Draw plausible inferences.</b></p> <p>. Chn close their eyes and think of what they can see behind their closed eyes. Use the senses. Show a picture of a dark night. Write words and phrases around still using the 5 senses. Talk Partners – Tell your partner what you wrote. How do you feel? Why do you</p>	<p><b>LI: Develop fluency when reading aloud.</b></p> <p>Reread the story up to page 4 - focus on fluency. Share fluency success criteria – what do I need to do in order to achieve this? Chn to be split into 6 mixed groups and</p>	<p><b>Site of Application Write:</b> Read the children “Darkness” a child’s description of what it is like when the light goes off in their room” Chn are to use negative vocabulary collected on working walls to describe their own experience of being</p>	<p><b>LI Using a variety of sentence structures for effect</b></p> <p>Look at examples of simple compound and complex sentences in the story. Identify the key features of these sentences. Using out vocabulary on the</p>	<p><b>Apprentice Write: LI: Discuss and record ideas when planning Look at Wagoll Persuasive letter annotate key features. Discuss why they are important and how they work to persuade the reader.</b></p>	<p><b>LI: Discuss and record ideas when planning</b></p> <p>Look at play script extracts in small groups. Read through plays. Make notes as a group what you notice about the play script. How do you know who is talking? How do you know how they feel? Etc</p>

	<p>feel that way? What would change how you feel? Show the same picture in the day—children generate vocabulary with talk partners and annotate key words or phrases. Now Compare. Discuss and make link to visualisation and inference when reading.</p> <p><b>LI: Justify responses to a text.</b> Show children the front cover of the book. Make predictions as a class for working wall. Read the first 2 pages of the book - until the stairs. Discuss why Laszlo may be afraid of the dark – draw on own feelings. ‘Conscience Alley’ to explore ideas/reasoning – split class in half. Each side has to convince them if the dark is scary or not. Each child must give justification for their thoughts. Model and lead in to writing an explanation as to whether you agree or disagree if the dark is frightening.</p>	<p>given a section of the story to focus on. Practice and rehearse with an emphasis on fluency – chn choose approach. Each group to perform in the correct order – 1 child to comment on their performance using the success criteria. Look at the pictures of the cupboard and bathtub, add the reason Laszlo is scared. Collect key ideas on working wall.</p> <p><b>Spelling Link Using a dictionary to help spell words. Discuss the effect of language on the reader.</b></p> <p>Read up to where the dark wants to show Laszlo something. Explore the words used throughout the story so far to describe dark e.g. creaky, cold, smooth, damp</p>	<p>in the dark. Extension – To complete their description use the positive vocabulary to describe morning coming. Discuss, plan and write</p> <p><b>LI: Discuss the effect of language on the reader. Justify responses to a text.</b> Complete the story. Complete a comprehension focusing on the emotion and language used within the story.</p> <p>Introduce outcome of the unit – reinvent ‘The Dark’ as a play script. What is a play script? How is it used? How is it structured? Where is it used? Explore and annotate playscripts in groups Generate success criteria for a play script.</p>	<p>working walls create sentences and identify which type of sentence it is. <b>Skills Response Session.</b></p> <p><b>LI: Punctuate direct speech using inverted commas.</b> Show punctuated speech in the text and explore through reading aloud, with reference to fluency session. Explore rules of speech punctuation and model punctuating dialogue between two animals with a focus on the reporting clause at the end. Roleplay and deliberate practice in context. <b>Skills Response Session.</b></p> <p><b>LI: Use a wider range of conjunctions.</b> Use outcome from previous learning journey to inform flexible groupings. Use the <i>Explain, Change, Create</i> model alongside deliberate practice in context to teach and deepen subordinating</p>	<p><b>LI: Discuss and record ideas when planning</b> Create success criteria with children, referring to working wall, and shared planning of persuasive writing from yesterday. Children to plan their letter using appropriately levelled planning grids.</p> <p><b>LI: Create a persuasive letter</b> Shared write of an opening paragraph to support with reference to organising persuasive</p> <p><b>LI: Create a persuasive letter to the dark ( Please don’t come in my room) – writing session</b></p> <p><b>LI: Edit and refine written work</b> Teach editing strategies as in ‘editing toolkit’. Put into practice.</p>	<p>Feedback to class use on working wall.</p> <p><b>LI: Discuss and record ideas when planning</b> Create success criteria with children, referring to working wall, and shared notes on play script from yesterday. Children to plan their script using appropriately levelled planning grids.</p> <p><b>LI: Create a play script</b> Shared write of a play script – Children use knowledge and working wall to aid.</p> <p><b>LI: Create a play script</b></p> <p><b>LI: Edit and refine written work</b> Teach editing strategies as in ‘editing toolkit’. Put into practice.</p> <p><b>Use outcomes to inform personal targets for next piece.</b></p>
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		<p>etc and collect on working wall. How do these words make you feel? Use a dictionary to find definitions and word types. Create word mind maps exploring the words and using them in your own sentences.</p> <p>Predict what the dark wants to show Laszlo.</p>		conjunctions.		
(Mr Bosworth)	<u>SPaG</u>	<u>SPaG –</u>	<u>SPaG</u>	<u>SPaG</u>	<u>SPaG -</u>	<u>SPaG</u>
<b>Science- Light</b>	<p><b>Light and Dark</b> To recognise that we need light in order to see things and that dark is the absence of light by taking part in a ‘feely bag’ investigation. • I can recognise that I need light to see things, and that dark is the absence of light</p>	<p><b>Reflective Surfaces</b> To notice that light is reflected from surfaces by choosing the most reflective material for a new book bag. • I can investigate which surfaces reflect light</p>	<p><b>Marvelous Mirrors</b> To notice that light is reflected from surfaces by playing mirror games. • I can use a mirror to reflect light and explain how mirrors work</p>	<p><b>Sun safety</b> To recognise that light from the sun can be dangerous and that there are ways to protect our eyes by designing and advertising a pair of sunglasses or a sun hat. • I know that light from the sun can be dangerous and that there are ways we can protect our eyes.</p>	<p><b>Making Shadows</b> To recognise that shadows are formed when the light from a light source is blocked by a solid object by investigating the best material for curtains for a baby’s bedroom. • I can investigate which materials block light to form shadows.</p>	<p><b>Changing Shadows</b> To find patterns in the way that the size of shadows change by investigating what happens when you change the distance between the object and the light source. • I can find patterns when investigating how shadows change size.</p>
<b>Computing- Word Processing</b>	<p><u>Screenshots and Passwords</u> Use technology safely,</p>	<p><u>Change Case/Align Text/ Bullets and Numbering/ Advanced Select and Keyboard Shortcuts/ Using Text Boxes and Text Wrap/</u> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and</p>				

<p><b>(Mr Bosworth)</b></p>	<p>respectfully and responsibly.</p> <p>Children will revise basic computer skills from the previous units and learn to use effective passwords and take screenshots.</p> <ul style="list-style-type: none"> <li>• I can use basic computer skills.</li> <li>• Desktop computers or laptops</li> </ul>	<p>information.</p> <p>choose their own context for the content of the writing, but it could relate to the current topic. The lesson focuses on the specific typing and layout skills.</p> <ul style="list-style-type: none"> <li>• I can change the case of text.</li> <li>• Desktop computers or laptops</li> <li>• Word processor</li> <li>• A visualiser or webcam to show the keyboard on screen.</li> </ul>				
<p><b>RE (Mr Bosworth )</b></p>						
<p><b>PSHE- Settling in</b></p>	<p>Children can:</p> <ul style="list-style-type: none"> <li>• contribute to making a classroom charter to enable children to enjoy school</li> <li>• set own personal targets and write own personal page for report</li> <li>• recognise and describe their own ability to share and co-operate</li> </ul> <p>demonstrate awareness of who to approach with a problem.</p>					
<p><b>Art and Design</b></p>	<p><b>Drawing Leaves in Pencil</b> To create sketch books to record observations and use them to review and revisit ideas in the context of recording observations as a drawing.</p> <p>I can draw details carefully. I can use my sketchbook.</p>	<p><b>Drawing Leaves in Colour</b> To improve mastery of art and design techniques in the context of pastel/coloured pencil drawings.</p> <p>I can show colours To learn about great artists, architects and designers in history in the</p>	<p><b>Printing Leaf Patterns</b> To improve mastery of art and design techniques in the context of printing.</p> <ul style="list-style-type: none"> <li>• I can print.</li> </ul>	<p><b>Making Paper Leaves</b> To improve mastery of art and design techniques in the context of paper sculpture and collage.</p> <p>I can make paper leaves.</p>	<p><b>Drawing Pumpkins</b> To create sketch books to record observations and use them to review and revisit ideas in the context of recording observations as a pen drawing.</p> <p>I can use my sketchbook. To learn about great artists, architects and</p>	<p><b>Painting Vegetable Skins</b> To improve their mastery of art and design techniques, including painting in the context of painting vegetable skins.</p> <p>I can paint a vegetable skin. To learn about great artists, architects and designers in history in the context of Paul Cezanne.</p> <p>I can tell you about the</p>

		<p>context of Jackson Pollock, John Constable, Thomas Cole and Claude Monet.</p> <p>I can tell you about some 'Autumn' paintings.</p>			<p>designers in history in the context of Henri Matisse.</p> <p>I can tell you about the artist Matisse.</p>	<p>artist Cezanne</p>
<b>Music</b>	Music is taught by Miss Brown for 1 hour on a Thursday Morning.					
<b>Spanish</b>	Spanish is taught be Senorita Wright for 1 hour on a Thursday afternoon.					
<b>PE</b> <b>(Mrs Parker)</b>	Tag Rugby/Handball/Volleyball					

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
<b>Maths</b>	<p>Partition a 3 digit number to support addition and subtraction. Find 10/100 more/less than a given number.</p> <p>Count from 0 in multiples of 4.</p>	<p>Solve problems involving addition and subtraction ,money and giving change.</p> <p>Solve problems involving multiples of 2,3,4,5,10.</p>	<p>Addition and Subtraction of numbers mentally and with jottings.</p> <p>Addition and subtraction of 3 digit numbers with 1, 10s and 100s.</p>	<p>2x and 4 x table</p> <p>Multiply and divide by 10.</p> <p>Fractions as numbers on a numberline</p> <p>Tenths</p>	<p>Add and subtract money and give change</p> <p>Seconds in a minute minutes in an hour</p> <p>Days of week and months of the year.</p>	<p>Measure and compare length in mm cm and m.</p> <p>Recover perimeter of 2d shape.</p> <p>Horizontal and vertical lines.</p>
<b>English-</b>	<p><b>Experience: LI: Can I write a description from a stimulus</b> . Chn close their eyes and listen to a description of the giants. The children are then presented with a bowl of different sweets with their eyes closed they have to describe what they are feeling. What do they think it is? What does it smell like? Finally what does it taste like?</p> <p><b>LI: Justify responses to a text.</b> Show children the front cover of the book. Make predictions as a class for working wall. Read the first chapter of the book. Discuss how Sophie is feeling -draw on own feelings. Create a zone of relevance – words closest to the centre describe how Sophie feels – words furthest away are the opposite.</p> <p><b>LI: I can find answers in a text</b></p> <p>Read Chapter 2 – Make another prediction</p> <p>Give the children a differentiated reading comprehension on an author other than Roald Dahl. This will support the children’s next step of writing their own biographies About Roald Dahl.</p>	<p><b>LI Can I plan draft and write a biography on Roald Dahl</b></p> <p>Look at another example of a biography. What features does it need to have and why? How do we go about planning and writing those features?</p> <p>Provide the children with differentiated information on Roald Dahl the children are to make notes on his life that they think are necessary for a successful biography.</p> <p>Site of Application Write:</p> <p>Draft/ Write/ Edit Roald Dahl Biography.</p> <p>Read Chapter 3 – Make another prediction.</p>	<p><b>LI: Discuss the effect of language on the reader. Justify responses to a text.</b></p> <p>Make a vocabulary list of words to describe the giants.</p> <p>Use a dictionary to find out what the words mean and to uplevel vocabulary.</p> <p><b>LI can I recognise and use different types of words tp create effect sentences?</b>Investigate Verbs/ Nouns/adjectives/adverbs – revision session.</p> <p><b>LI: Use a wider range of conjunctions.</b> Use outcome from previous learning journey to inform flexible groupings. Use the <i>Explain, Change, Create</i> model alongside deliberate practice in context to teach and deepen subordinating conjunctions.</p> <p><b>LI Using a variety of sentence structures for effect</b></p> <p>Look at examples of simple compound and complex sentences in the story. Identify the key features of these sentences. Using out vocabulary on the working walls create sentences and identify which type of sentence it is.</p>	<p><b>LI: Can I write a non-chronological report?</b></p> <p>Look at an example of non-chronological reports. When do we use them? Why? What features do they have?</p> <p>Explain to the children that they will be using their vocabulary and their knowledge of the story sp far to create a ‘fictional’ non chronological report about giants.</p> <p>As a class do a shared write on a different giant to support the independent learning. Display on working wall.</p> <p>Plan/Draft/write/Edit Non-Chronological report on giants.</p>	<p>Read the Chapter where the BFG and Sophie create and send the dream to the Queen <b>Apprentice Write: LI: Discuss and record ideas when planning</b> Look at Wagoll Persuasive letter annotate key features. Discuss why they are important and how they work to persuade the reader.</p> <p><b>LI: Discuss and record ideas when planning</b> Create success criteria with children, referring to working wall, and shared planning of persuasive writing from yesterday. Children to plan their letter using appropriately levelled planning grids.</p> <p><b>LI: Create a persuasive letter</b> Shared write of an opening paragraph to support with reference to organising persuasive</p>	<p><b>LI: Create a persuasive letter to the Queen from Sophie to support the dream and window ledge conversation writing session</b> <b>LI: Create a persuasive letter to the Queen from Sophie to support the dream and window ledge conversation writing session 2</b></p> <p><b>LI: Edit and refine written work</b> Teach editing strategies as in ‘editing toolkit’. Put into practice.  ( 2 weeks)  <i>Use outcomes to inform personal targets</i></p>

			Skills Response Session.			
<b>Guided Reading</b>	<p>Select and Retrieve Various Roald Dahl books. Who are the main characters in the books?</p> <p>Where are they set?</p> <p>Can you find .... In the text?</p>	<p>Respond and Explain The Witches by R.Dahl</p> <p>Based on what you know, what is your view of the character Sophie?</p> <p>How would you use the text to show your understanding of children and adults?</p> <p>What would you have said/done if you had seen the BFG?</p>	<p>Monitor and Summarise The BFG What are the key events from the first few pages?</p> <p>Describe the relationship between Sophie and the BFG.</p> <p>What do you think it is like to not have a choice?</p>	<p>Clarify</p> <p>Write an example of 2:</p> <ul style="list-style-type: none"> <li>- nouns</li> <li>- verbs</li> <li>- adjectives</li> <li>- adverbs</li> </ul> <p>What do you think about the Characters?</p>	<p>Inference</p> <p>Various R.Dahl books How could you describe the Matilda/Sophie?</p> <p>What approach would you use if you were to meet Matilda/Sophie in real life?</p>	<p>Themes and Conventions Various R.Dahl books Can you find similarities and differences between the R.Dahl books?</p> <p>Are any similar / different to other books you know or have read?</p> <p>Language for Effect The witches by R.Dahl. What language/words have been used to describe the forest/night/dark?</p> <p>What does the writer want us to think/feel about The Owl?</p> <p>In the text, the writer uses the theme of fear. Can you identify another story where the same theme is used?</p>

History	<p><b>1. The Invasions</b></p> <p>Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• I can explain the spread of the Roman empire and recall key facts about the invasion of Britain.</li> </ul>	<p><b>2. Roman Roads</b></p> <p>Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman roads.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• I can understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made.</li> </ul>	<p><b>3. Boudicca's Rebellion</b></p> <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about the resistance of Queen Boudicca and understanding different perspectives.</p>	<p><b>4. Hadrian's Wall</b></p> <p>Construct informed responses that involve thoughtful selection and organisation of historical information by knowing when, how and why Hadrian's Wall was built.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• I can describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features of the wall.</li> </ul>	<p><b>5. Gods and Goddesses</b></p> <p>Construct informed responses that involve thoughtful selection and organisation of historical information by learning about the religious beliefs and the gods and goddesses that the Romans worshipped.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• I can understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped.</li> </ul>	<p><b>6. Roman Baths</b></p> <p>Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman baths.</p> <p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• I can explain what the Roman baths were and know about the different amenities they contained.</li> </ul>
(Mr Bosworth)	<u>SPaG</u>	<u>SPaG –</u>	<u>SPaG</u>	<u>SPaG</u>	<u>SPaG -</u>	<u>SPaG</u>

<p><b>Science- States of Matter</b></p>	<p><b>1. Solid, Liquid or Gas?</b></p> <p>To compare and group materials together, according to whether they are solids, liquids or gases by sorting and describing materials into solids, liquids and gases.</p> <ul style="list-style-type: none"> <li>• I can sort and describe materials.</li> <li>• Access to the Hall or an outside space</li> <li>• Access to this 'Solid, Liquids and Gases' clip</li> </ul>	<p><b>2. Investigating Gases</b></p> <p>To compare and group materials together, according to whether they are solids, liquids or gases by investigating gases and their uses.</p> <ul style="list-style-type: none"> <li>• I can investigate gases and explain their properties.</li> <li>• Plastic bottle of lemonade – 1 per group</li> <li>• 3-5 different fizzy drinks</li> <li>• Digital weighing scales</li> <li>• Beakers or plastic cups</li> <li>• Access to this 'Joseph Priestly - The Discovery of Gases' film</li> <li>• Access to this 'Does Gas Weigh</li> </ul>	<p><b>3. Heating and Cooling</b></p> <p>To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by investigating how heating and cooling can change a material's state.</p> <ul style="list-style-type: none"> <li>• I can investigate materials as they change state.</li> <li>• Thermometers</li> <li>• Foil pie tins</li> <li>• Chocolate broken into equal sized squares</li> <li>• Trays - 3 per group, each tray filled with a different temperature</li> </ul>	<p><b>4. Wonderful Water</b></p> <p>To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) by exploring how water can change its state to a solid, liquid or a gas.</p> <ul style="list-style-type: none"> <li>• I can explore how water changes state.</li> <li>• Container of warm water with cling film stretched over it</li> <li>• Ice cubes</li> <li>• Kettle</li> <li>• Plate</li> <li>• Beakers</li> <li>• Teaspoon</li> <li>• Salt</li> <li>• Access to this 'Changing State' game</li> </ul>	<p><b>5. Evaporation Investigation</b></p> <p>To associate the rate of evaporation with temperature by investigating the effect of temperature on drying washing.</p> <p>To make systematic, careful and accurate observations and measurements and report on findings by displaying results and conclusions by investigating the effect of temperature on drying washing.</p> <ul style="list-style-type: none"> <li>• I can investigate how water evaporates.</li> <li>• Tea towels - 3 per group</li> <li>• Water</li> <li>• Measuring jugs - 1 per group</li> <li>• Weighing scales - 1 set per group</li> </ul>	<p><b>6. The Water Cycle</b></p> <p>To identify the part played by evaporation and condensation in the water cycle by creating a model of the water cycle.</p> <ul style="list-style-type: none"> <li>• I can identify and describe the different stages of the water cycle.</li> <li>• Clear plastic cups - 1 per pair</li> <li>• Compost</li> <li>• Cress seeds</li> <li>• Cling film</li> <li>• Access to this 'The Water Cycle' film</li> </ul>
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		Anything?' film	of water • Stopwatches		<ul style="list-style-type: none"> <li>• Three washing lines in places in different temperatures</li> <li>• Pegs</li> <li>• Thermometers - 1 per group</li> <li>• Clock</li> </ul>	
<b>Computing-</b> <b>(Mr Bosworth)</b>						
<b>RE (Mr Bosworth )</b>						
<b>PSHE</b>	<b>Objectives</b> <b>Children should have opportunities to:</b> <ul style="list-style-type: none"> <li>• <b>develop the language of feelings</b></li> <li>• <b>recognise feelings in different situations</b></li> <li>• <b>be able to express feelings in different ways</b></li> <li>• <b>recognise the impact of feelings on others.</b></li> </ul>					
<b>Art and Design</b> <b>Exploring</b> <b>Mosaics</b>	Children will <ul style="list-style-type: none"> <li>• Explore and discuss mosaics as an art form brought to Britain by the Romans, looking particularly at borders.</li> <li>• Explore and develop different border patterns to</li> </ul>	Children will <ul style="list-style-type: none"> <li>• Develop and practise the technique of printing individual small squares using a printing stick.</li> </ul>	Children will Print a mosaic style border in a repeating pattern of their own design.	Children will <ul style="list-style-type: none"> <li>• Carry out further investigations into Roman mosaics, looking at different types and relating these to their different locations, content and functions.</li> </ul> Select and record some facts about a chosen mosaic, relating these to its content, location	Children will <ul style="list-style-type: none"> <li>• Design and print a central motif for their mosaic using images of real Roman mosaics as a starting</li> </ul>	Christmas art

	<p>use for a large printed mosaic.</p> <ul style="list-style-type: none"> <li>Investigate Roman mosaics, discovering where they have been found and what they depicted.</li> </ul> <p>Understand the role of archaeologists in uncovering remains and how the past can be pieced together.</p>	<ul style="list-style-type: none"> <li>Finalise their chosen border design.</li> </ul> <p>Review knowledge of Roman mosaics from the previous session and consider their importance to historians.</p>		and function..	<p>point.</p> <p>Review knowledge of Roman mosaics and their importance to historians.</p>	
<b>Music</b>	Music is taught by Miss Brown for 1 hour on a Thursday Morning.					
<b>Spanish</b>	Spanish is taught by Senorita Wright for 1 hour on a Thursday afternoon.					
<b>PE (Mrs Parker)</b>	Indoor Athletics and cross country					