

Title of Theme – The Romans

**OVERVIEW:** Short summary of intended aims, outcomes and expectations of unit of work

### **Curriculum Overview: The Romans**

The aim of this sequence of work is to help the children develop an understanding of why Roman's invaded countries and settled and how they influenced the world today

Children will have an opportunity to explore and extend their learning in a variety of contexts, including:

- Explore artefacts and create their own.
- Create a battle piece of music.
- Study archaeology and identify suitable materials
- Research on the internet

Chn will use their study of Romans to stimulate their ability as scientists. They will explore Rocks and Soils in the context of building roads for the Romans, carrying out investigations, making predictions and recording their results. The chn will prepare a selection of investigations to communicate their scientific learning.

Additionally, chn will be encouraged to develop their basic skills by listening to a selection of Historical fiction.

#### Literacy links

#### Maths links

British Values British Values (Mutual Respect, Individual liberty- freedom of choice/ opinion, Rules and laws, democracy, understanding different faiths and beliefs)

#### ICT link

#### Daily maths:

- Soft start - number facts e.g. odd/even numbers, partitioning, times tables, place value etc.
- Bar charts - attendance comparing between classes
- Dates/time/months etc - what will the date be in three days time? End of the month?

Term Autumn 2	English	Maths	Science	History / Geography	Art / DT	Music	ICT	PE	RE & PSHE
Displays	Biographies Diaries Instructions	4 number operations	Rocks and Soils	The Romans	Roman Mosaics		<b>Opinion polling</b>	Roman Army Dance steps	Islam and Say no to bullying
Trips / visitors	Black History Month Roman Soldier visit 14 <sup>th</sup> November								
Safety	Cyber Bullying Say No to Bullying (anti bullying week) Harvest festival assembly Friday 25 <sup>th</sup> November am								
Whole school focus	Black History Month Say No to Bullying (anti bullying week) Remembrance day Friday 11 <sup>th</sup>								
Opening Minds	Setting targets to achieve goals								

	<u>Writing</u>	<u>Grammar</u>	<u>Spelling</u>	<u>Science MW</u>	<u>Computing - KD</u>
	<u>Handwriting Expectations</u> (from rising stars)			Rocks and Soils (A soldier building a road)	<b>Opinion polling</b>
Week 1	<u>Week 1 - assessment week</u>	I can use 'a' or 'an'	HFV	LO: I can observe different rocks  Laptops to research definitions of key vocabulary	I can brainstorm questions for a topic I care about.
Week 2	<u>Biographies (TA) 2 weeks</u>  Context: Julius Caesar Dr Seuss Planning and drafting: 3.2.b.5 Draft and write by: in non-narrative material, using simple organisational devices: e.g. headings and sub-headings Editing: 3.2.c.3 Proof-read for spelling and punctuation errors  Time order - how many years later... how old they were at different events...	I can use 'a' or 'an'	Double letters e.g better	LO: I can make relevant observations about the different purposes of rocks	I can think carefully about the wording of my questions.

Week 3		Past tense	'air' words	LO: I can answer scientific questions in different ways  Venn diagrams to present data - mother, father, child in the centre.	I can understand elements of good survey design, as well as understanding our digital footprint.
Week 4	<p><b>Diaries (IF) 2 weeks</b></p> <p>Context: Diary of a wimpy kid Keep their own diary</p> <p>3.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar</p> <p><b>3.2.c.3 Proof-read for spelling and punctuation errors</b></p>	Changes in verbs in past tense e.g. fight and fought, made and make.	'igh' words	LO: I can write a method Instructional writing  Laptops to research some of the influences in changes throughout evolution.  Describe time intervals - comparing large numbers	I can create a survey online using SurveyMonkey.
Week 5		Prepositional language e.g. lay the bricks on top of the cement. Paste cement between the bricks.	'ai' words	LO: I can make a prediction  Laptops to research MARY Anning and her contribution to evolution.	I can partake in surveys created by my peers.

Week 6	<p><b>Instructions (JQ) 2 weeks</b></p> <p>Context: How to look after your dragon</p> <p>3.2.b.5 Draft and write by: <b>in non-narrative material, using simple organisational devices: e.g. headings and sub-headings</b></p>		'ed' words	<p>LO: I can write a conclusion</p> <p><b>Evolution- Biography</b></p> <p><b>I can describe Mary Anning's life and how she contributed to science.</b></p>	I can analyse the results of my survey.
Week 7		All grammar and spelling taught so far. Teach prefixes and suffixes.	Assess all spellings and HFW taught so far.	<p>LO: I can understand how fossils are formed</p> <p><b>Videos of fossil formation</b></p>	"Big Type" I can independently create a survey.

### Foundation subjects

	<b>History – Romans</b>	<u>Music</u>	<b>Art – Roman Mosaics</b>	<u>RE</u>	<u>PE (Sports Coach)</u> Gymnastics Video recording Outdoor: Invasion games Indoor: Roman army formation	<u>PSHE</u>
Week 1	<b>I can make a timeline of Roman events</b>	<b>I can say how I feel about music using expressive language.</b>	<p>LO- I can research Roman Mosaics</p> <p>Research using lap tops</p>	I can explain that Muslims believe in one God called Allah	<p>LO- I can explain why physical activity is important.</p> <p>Context: Roman exercise</p>	<b>Taught As a block during anti-bullying week- w/c 14<sup>th</sup> Nov</b>

Week 2	I can explain why events happened in the past.		I can collect ideas. Research from various sources	I can identify other names Muslims call Allah and the meanings of these.	LO- I can balance on a beam. Skill: Apply skills with coordination and control. Context: Roman exercise	LO1: I can think about the similarities and differences between people
Week 3	I can ask questions	I can create a repeated pattern (using instruments to create a battle field sound).	I can draw inspiration from the work of Gaudi Symmetry in artwork Translation of shapes/images Communicate ideas with an awareness of different kinds of art.	I can recognise the symbols of Allah	LO: I can travel in different ways. <b>Balancing and travelling</b> Context: developing coordination and directional skills through Roman games Skill: select and use skills and actions appropriately.	LO2: I can design a poster to stop bullying.
Week 4	I can report about a Roman invasion		I can design a Roman mosaic Manipulate a range of materials and processes	I can describe how Muslim people are guided by Allah (Pillar of Zakat)	LO- I can use tactics in a Roman game. Skill: understand tactics	LO3: I can help someone overcome bullying.
Week 5	I can describe reasons for a Roman settlement.	I can change the texture when playing in a group (using instruments to create a battle field sound).	I can develop my colouring technique Adapt and refine my work	I can recall the story of Allah's messenger Muhammad Chn to act out stories and to be filmed.	LO- I can develop coordination and direction skills. Skill: composition by starting to vary response (Using games played so far. Take a photograph of each course for next week)	LO4: I can think and talk about the harm caused by bullying and the good caused by kind words and deeds LO5: I know

Week 6	I can describe the effect of Romans on Britain.		I can make a mosaic (ICT, Paper, Tiles I can use ICT skills to produce a final piece.)	I can explain how Muslims show respect to Allah (Pillar of Salat and Wudu)	LO- I can create my Roman Tortoise Formation.  Context: group work  <b>Using skills and actions learnt throughout the half term.</b>	what cyber bullying is  LO6: I can think and talk about the harm caused by bullying and the good caused by kind words and deeds
Week 7	I can give my opinion using the facts I have learnt.		I can compare similarities and differences  Analyse and comment on methods and approaches used.		LO: I can perform my Roman Tortoise Formation  Context: group work	LO7: I can think about how to stop bullying.