

Key Literacy Texts: Escape from Rome (Caroline Lawrence) Escape from Pompeii (Christina Balit) Visitors' Guide to Ancient Rome (Usborne)		Locality Links: Local study - Roman roads and local settlements (Ermine Street, East Acridge etc) St Peter's Church	Visits/experiences/hooks Roman experience - (Brough) archeological dig	Artist of the term Sonia King	Author of the term Caroline Lawrence					
Writing Outcomes: Narrative, Poem, Play, Letter, Explanation, Journalistic recount			Links to the world of work: Textiles- fashion designers Engineer (construction - DT link) archaeologist			Key artefacts/resources: local maps - historical range of sculptures circuitry equipment				
Writing	Reading	Maths	Science	History	Geography	RE	DT	PE	Computing	Music
<p>Week 1 and 2 To write a descriptive poem (Recounting the events of Vesuvius).</p> <p>Week 3 and 4 To write a journalistic recount. (the eruption of Vesuvius) <i>To record facts and use opinions to show emotion and feeling.</i> <i>To use a range of adverbials and punctuation accurately.</i> <i>To use direct and indirect speech</i></p> <p>Week 5</p> <p>Week 6 and 7 (Tranio's experience in Pompeii before (usual day) and after (eruption) To write a personal recount (letter) <i>To record facts and use opinions to show emotion and feeling.</i> <i>To use a range of adverbials and punctuation accurately.</i> <i>Informal language choices</i> <i>To use expanded noun phrases for description/detail</i></p> <p>Week 7 To write a descriptive of a setting (Pompeii before and Pompeii after) <i>To use figurative language.</i> <i>To use a range of adverbials and punctuation accurately.</i> <i>To use expanded noun phrases for description/detail</i> <i>To use a range of sentence openers, sentence structures and punctuation.</i></p>	<p>To retrieve and record key details from fiction and non-fiction (retrieval).</p> <p>To explain and justify inference with evidence from a text.</p> <p>To summarise ideas from more than one paragraph.</p> <p>To predict what might happen from details stated and implied.</p> <p>To make comparisons within and between texts.</p> <p>To explain how meaning is enhanced through word choices and phrases.</p> <p>To explain the meanings of words in context.</p> <p>To retrieve and record key details from fiction and non-fiction (retrieval).</p> <p>To explain and justify inference with evidence from a text.</p> <p>To summarise ideas from more than one paragraph.</p> <p>To predict what might happen from details stated and implied.</p> <p>To make comparisons within and between texts.</p>	<p>Y5</p> <p>Tbat read and recognise Roman Numerals to 1000 Tbat round any number up to 1,000,000 Tbat interpret negative numbers</p> <p>Tbat mentally add and subtract using place value knowledge Tbat use rounding to estimate answers Tbat solve number problems involving addition and subtraction Tbat solve worded problems by extracting specific information Tbat solve two-step problems by identifying key information</p> <p>Tbat multiply up to 4 digits using formal written methods (short and long) Tbat multiply decimal numbers by a one digit number Tbat use short division to solve problems</p> <p>Tbat convert and order fractions with different denominators Tbat add, subtract and simplify fractions Tbat investigate equivalent fractions, decimals and percentage Tbat convert fractions and decimals to percentages</p> <p>Tbat estimate and compare a range of angles Tbat draw and measure angles to the nearest degree using protractor</p>	<p>Classification (from last term) TBAT classify earthworms TBAT plan and create a suitable graph, and analyse results from suitable information</p> <p>Circuits Week 1 of unit TU and demonstrate how to work safely with electricity. (AB) PR TBAT demonstrate an understanding of the need for a complete circuit. (SB) PR TBAT accurately draw and label a diagram of a circuit. (AB) PR TBAT use recognised symbols when representing a simple circuit in a diagram. (AB) PR <i>Q- Using previous knowledge, what do we need to make a bulb light up?</i></p> <p>Week 2 of unit TBAT discover how to alter the brightness of a bulb and explain the reasons for this - voltage of cells used in the circuit. (SB/AB) CFT TBAT plan and conduct an investigation comparing different properties of wires and the affect they have on the brightness of bulbs. (SB) CFT <i>Q - What impacts the brightness of a bulb?</i></p> <p>Week 3 of unit TBAT explain how electricity works. (SB) COT <i>Q - how can we use knowledge of conductivity properties, to ensure safety?</i></p>	<p>week 1 TBAT place events, people and changes into periods of time (Ancient Rome and concurrent events during the period) - KWL - Timeline</p> <p>week 2 TU features of society 800BC-500AD, including the ideas, beliefs, attitudes and experience of men, women and children in the past, e.g. - Who were the gladiators? - What was life like as a soldier? - What was the role of women in society (comparison)? - How was the army organised? - Why were artists not officially recognised?</p> <p>week 3 TBAT use research skills to understand the significance of Julius Cesar and how he had an impact on society.</p> <p>week 4 To know when the Roman invasion of Britain happened (chronology).</p> <p>week 6 TU the impact of the Roman Invasion and life in Britain (then and now).</p> <p>week 7 To use historical sources to know how the Celts lived and responded to life during the Roman invasion.</p>	<p>week 1 TBAT to use a world map to locate where the Roman Empire began and the countries that were impacted. (Location)</p> <p>week 5 To use secondary sources to understand the size and structure of Hadrian's Wall as it was when it was first built (STEM link).</p> <p>week 7 To use mapwork to identify: (UK, then local study) (Location) - settlements - roads - ports and other transport links in Roman and Celtic Britain.</p> <p>week 9 TBAT carry out a local study (fieldwork) to understand the impact of Roman settlement in Britain (Location) - East Acridge - Glebe Farm - Poor farm - Ermine Street</p> <p>week 9 TBAT use the eight points of a compass, four and six figure grid references, symbols and key (including use of OS maps)(Location)</p> <p>week 10 TBAT observe, measure and record human and physical features in the local area. (sketching maps,</p>	<p>LAS Compulsory Life Journeys- How do Hindus show they belong?</p> <p>How do Muslims show they belong?</p> <p>PSHCE Learning based on Young Leaders</p> <p>National community TBAT research charities who are working to bring about change TBAT organise a fundraiser where we can present findings about a charity in order to raise awareness ad support</p> <p>Global community TBAT explore global issues of injustice through studying the lives of families in India TBAT consider 'who your neighbour is' and explore our responsibility to serve those in need TBAT show empathy with the working life of those in Calcutta</p> <p>Community Action To 'be the change we want to see' in our</p>	<p>(Textiles) Roman Sandals Plan, design and create a roman sandal for a specific audience TBAT research making a product by communicating my ideas through discussion, annotated design diagrams and prototypes. TBAT make a functional and appealing product which is fit for the design purpose TBAT make a product aimed at a specific audience or individual TBAT choose from a wide range of tools and materials to make my product TBAT choose materials based on their aesthetic properties TU how key events/individuals in technology have shaped the world</p>	<p>Summer 1 Year 5 (indoor) Performance Dance To create part of a dance sequence. To refine a performance. To perform part of a dance sequence. To perform a complex dance sequence. Year 6 Performance Dance To create part of a dance sequence. To refine a performance. To perform part of a dance sequence. To perform a complex dance sequence.</p> <p>Year 5 (outdoor) Athletics To explore running and jumping To develop 3 part sequence jump To know how exercise affects health and fitness To explore starting positions To throw using a short run up To throw with accuracy Year 6 Athletics To improve jumping technique. To improve triple jumping technique. To pass a relay baton at speed.</p>	<p>Programming A- Variables in games To define a 'variable' as something that is changeable To explain why a variable is used in a program To choose how to improve a game by using variables To design a project that builds on a given example To use my design to create a project To evaluate my project</p> <p>Data information- introduction to spreadsheets To create a data set in a spreadsheet To build a data set in a spreadsheet To explain that formulas can be used to produce calculated data To apply formulas to data</p>	<p>TBAT discuss starting points which inspire composition - Roman chant Lesson 1 -BBC Romans</p> <p>Tbat organise or change sounds to create a different effect. Link Phil Collins Percussion. Lesson 2 - Boudicca Chariot body percussion and instruments</p> <p>TBAT listen to and discuss composed music Lesson 3 - BBC Romans create music to accompany Roman market scene</p> <p>TBAT compose music to tell a story using staff and notation. Lesson 4 - BBC Romans create music to accompany Roman market scene.</p> <p>Tbat perform as part of an ensemble. Lesson 5 - perform street scene.</p>

<p><u>Week 8</u></p> <p><u>Week 9 and 10</u> To write a narrative; describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Use of direct speech To use a range of sentence openers, sentence structures and punctuation To use figurative language. To use expanded noun phrases for description/detail</p> <p><u>Week 11 and 12</u> To write a non-chronological report (based on volcanoes and Vesuvius)</p>	<p>To explain how meaning is enhanced through word choices and phrases.</p> <p>To explain the meanings of words in context.</p>	<p>Tbat calculate missing angles up to 360 degrees</p> <p>Tbat recognise regular and irregular polygons Tbat investigate volume and capacity Tbat understand volume by using 1cm³ blocks Tbat calculate volume of rectangular prisms by multiplying length x width x height</p> <p>Tbat express times in both the 12 and 24 hour clock Tbat solve problems relating to time Tbat use mental strategies to add/subtract £and pence</p>	<p>Week 4 of unit TBAT use knowledge about circuits and how components function, to predict outcomes and solve problems relating to bulb brightness, buzzer volume and the on/off position of switches. (SB/AB) PR Q - can scientific thought change with experimentation?</p> <p>Week 5 and 6 of unit TBAT to accurately draw a more complex circuit diagram using recognised symbols. (AB) PR TBAT explain observations in terms of knowledge about electrical circuits. (SB) PR TBAT use knowledge of electrical circuits to propose a solution to a problem. (SB) RSS</p>	<p>week 8 To compare coexisting historical societies (Celts and Romans).</p> <p>week 9 To use secondary sources to investigate Boudicca's influence on the Roman invasion.</p> <p>week 11 To know that historical sources may vary in reliability.</p>	<p>graphs, and digital technologies) (Diversity)</p> <p>week 12 TBAT identify how physical and human features of Britain have changed over time as a result of the Roman invasion. (Relationships)</p>	<p>local area through our community action project</p> <p>Y6 To recognise and know how to respond to others' feelings.</p> <p>TU what mental health is and what it refers to.</p> <p>To know that people may have good or poor mental health and that this can change on a regular basis.</p> <p>To consider strategies for coping with change and how to address anxious feelings.</p> <p>To understand the foods people may turn</p>		<p>To run a curve maintaining speed. To run using appropriate pace and tactics. To throw for distance. To throw for distance using techniques for power. <u>Summer 2</u> <u>Year 5 (indoor)</u> <u>Athletics</u> To consolidate jumping technique To develop 3 part sequence jump To pass a relay baton at speed</p>	<p>To create a spreadsheet to plan an event</p> <p>To choose suitable ways to present data</p>	
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To develop a striking and fielding game

Year Group: Year 5/6

Topic Map: Romans

Term: Summer