

Key Literacy Texts: Escape from Rome (Caroline Lawrence) 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		Artist of the term Sonia King Musician of the Term Phil Collins		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 Hospital staff - heart, e.g. cardiac physiologist				Key artefacts/resources: local maps - historical range of sculptures circuitry equipment heart /lungs for dissection		
Writing	Reading	Maths	Science	History	Geography	RE	DT	PE	Computing	Music
<p>Tbat write a narrative poem using descriptive language (Escape from Pompeii) To use figurative language. To use repetition for effect. To select specific vocabulary to create different moods</p> <p>Tbat write a newspaper report (Mount Vesuvius) To use correctly punctuated direct speech To use reported speech To use technical and formal language To record facts and use opinions to show emotion and feeling. To use a range of adverbials and punctuation accurately.</p> <p>Tbat write a first person recount (Escape from Pompeii) To write in an informal tone To use first person to convey character and emotion To select language to build tension</p> <p>Tbat write a scene for a play script (Escape from Pompeii) To use : - and () correctly. To use dialogue convey character and advance action. To use precise vocabulary and punctuation for stage directions</p> <p>Tbat recite and perform a poem (I am a Roman Solider- speaking and listening)</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>Y5</p> <p>TBAT round numbers to the nearest 10, 100, 1000, 10,000 and 100,000</p> <p>TBAT add and subtract whole numbers with more than 4 digits, including formal written methods</p> <p>TBAT divide numbers up to 4 digits by a one digit number using the formal written method for short division</p> <p>TBAT multiply numbers up to 4 digits by a one or two digit number using formal written method</p> <p>TBAT recognise mixed numbers and improper fractions and convert from one form to the other</p> <p>TBAT add and subtract fractions with the same denominator and denominator that are multiples of the same number</p> <p>TK angles are measured in degrees, estimate and compare acute, obtuse and reflex angles</p> <p>TBAT identify: -angles at a point and one whole turn - angles at a point on a straight line</p> <p>TBAT estimate volume</p> <p>TBAT tell the time using the 12 hour clock</p>	<p>Circuits</p> <p>TU and demonstrate how to work safely with electricity. (throughout)</p> <p>Week 1: TBAT construct a timeline of electrical development and key figures involved BQ: What is electricity and how has it developed over time?</p> <p>Week 2: TBAT demonstrate an understanding of the need for a complete circuit. BQ: Why does a circuit need to be complete?</p> <p>Week 3: TBAT accurately draw and label a diagram of a simple circuit using recognised symbols. BQ: What do we need to make a bulb light up?</p> <p>Week 4: TBAT discover how to alter the brightness of a bulb and explain the reasons for this. BQ: What impacts the brightness of a bulb?</p> <p>Week 5: TBAT explain how electricity works. BQ: How can we use knowledge of conductivity properties, to ensure safety?</p> <p>Week 6: (Working Scientifically Investigation)</p>	<p>TBAT place events, people and changes into periods of time (Ancient Rome and concurrent events during the period)</p> <p>- KWL - Timeline</p> <p>BQ: What are significant events in the Roman period?</p> <p>Golden thread: Events</p> <p>TU features of society 800BC-500AD, including the ideas, beliefs, attitudes and experience of men, women and children in the past, e.g.</p> <p>- 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>BQ: Was the life the same for men, women and children in the Roman period compared to today?</p> <p>Golden thread: People</p> <p>TBAT use research skills to understand the significance of Julius Caesar and how he had an impact on society. BQ: Who was Julius Caesar?</p> <p>Golden thread: People</p> <p>To know when the Roman invasion of Britain happened (chronology).</p> <p>BQ: How did Britain become part of the Roman Empire?</p>	<p>Lesson 1: TBAT to use a world map to locate where the Roman Empire began and the countries that were impacted. - Location</p> <p>Lesson 2: To use secondary sources to understand the size and structure of Hadrian's Wall as it was when it was first built (STEM link). Diversity</p> <p>Lesson 3: To use mapwork to identify: (UK, then local study) - settlements - roads - ports and other transport links in Roman and Celtic Britain. - Location</p> <p>TBAT carry out a local study (fieldwork) to understand the impact of Roman settlement in Britain</p> <p>- East Acridge - Glebe Farm - Poor farm - Ermine Street</p> <p>Lesson 4: TBAT observe, measure and record human and physical features in the local area. (sketching maps, graphs, and digital technologies) Location and diversity</p> <p>TBAT use the eight points of a compass, four and six figure grid references, symbols and key (including use of OS maps)</p> <p>Lesson 5: TBAT identify how physical and human features of Britain have changed over time as a</p>	<p>LAS Compulsory Life Journeys- How do Hindus show they belong?</p> <p>Tbat summarise the key Hindu beliefs</p> <p>Tbat understand the Hindu celebration of samsakras (namakarana and jatakarma- birth and naming ceremony)</p> <p>TK features of a Hindu wedding ceremony (vivaha)</p> <p>Tbat understand what Hindus believe about death and reincarnation</p> <p>How do Muslims show they belong?</p> <p>Tbat summarise the key Islam beliefs TK how a muslim birth ceremony is completed</p> <p>TK key features of Islamic weddings and how they are different between cultures</p> <p>TK key features of Islamic weddings and how they are different between cultures</p> <p>TU Muslim death rituals</p> <p>TU Muslim death rituals and what happens for life after death</p>	<p>(Textiles)</p> <p>Roman Sandals</p> <p>Plan, design and create a roman sandal for a specific audience</p> <p>TBAT research making a product by communicating my ideas through discussion, annotated design diagrams and prototypes.</p> <p>TBAT make a functional and appealing product which is fit for the design purpose</p> <p>TBAT make a product aimed at a specific audience or individual</p> <p>TBAT choose from a wide range of tools and materials to make my product</p> <p>TBAT choose materials based on their aesthetic properties</p> <p>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. Year 6 Performance Dance To create part of a dance sequence. To refine a performance. To perform part of a dance sequence. 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.</p>	<p>Programming A- Variables in games</p> <p>To define a 'variable' as something that is changeable</p> <p>To explain why a variable is used in a program</p> <p>To choose how to improve a game by using variables</p> <p>To design a project that builds on a given example</p> <p>To use my design to create a project</p> <p>To evaluate my project</p> <p>Data information- introduction to spreadsheets</p> <p>To create a data set in a spreadsheet</p> <p>To build a data set in a spreadsheet</p> <p>To explain that formulas can be</p>	<p>TBAT discuss starting points which inspire composition - Gladiator battle song.</p> <p>Ed Sheeran - loop TBAT invent symbols to represent the percussion sounds</p> <p>TBAT complete a storyboard score for our class battle song.</p> <p>TBAT perform using our storyboard.</p> <p>TBAT listen and discuss composed music</p> <p>TBAT compose music to represent a cartoon strip</p> <p>Tbat organise or change sounds to create a different effect.</p>

<p>To use intonation, tone and volume To select appropriate language to create a kenning To use figurative to portray a message</p> <p>Tbat write a character description/s (from the bird's perspective- Roman Quests). To use expanded noun phrases. To select appropriate vocabulary for a specific purpose To use a range of parenthesis.</p> <p>Tbat use fact and opinion to debate (Roman Quests) To identify fact and opinion To use persuasive language to verbally debate To use persuasive language to argue reasons for and against To use a range of conjunctions To use parenthesis to add detail</p> <p>Tbat write a narrative (escaping the emperor - Roman Quests) To use inverted commas to correctly punctuate speech To use a range of sentence types for effect To use a range of conjunctions to add detail To use a range of parenthesis to engage the reader</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>Y6</p> <p>Number, place value and rounding (numbers to 10000000, differences between positives and negatives)</p> <p>Adding and subtracting large and small numbers (including missing numbers & estimating)</p> <p>Long multiplication and division (formal written methods to 3-digits by 2-digits)</p> <p>Working with fractions (addition & subtraction, multiplication and division of fractions)</p> <p>Fractions, decimals, percentages</p> <p>FDP equivalences, percentages of money, problem solving)</p> <p>Ratio & Proportion (Problems involving relative sizes of two quantities)</p> <p>Solving problems with larger numbers (using all operations)</p> <p>Algebra (solve possibilities problems and link to formulae, identify unknown numbers in algebraic sentences)</p> <p>Fractions, Decimals, Percentages</p> <p>Use percentages for comparison, multiply proper fractions, reduce fractions to simplest form)</p> <p>Properties of shapes</p> <p>(Parts of a circle, draw and describe properties of triangles & quadrilaterals, use nets to make 3D shapes, estimate & measure angles</p> <p>Problems involving measure</p> <p>(Converting standard units of measurement, converting between imperial and metric units)</p> <p>Using data</p> <p>Construct line graphs from given data</p> <p>Interpret pie charts and connect to fractions and percentages</p>	<p>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.</p> <p>BQ: <i>Can scientific thought change with experimentation?</i></p> <p>Week 7:</p> <p>TBAT plan and conduct an investigation comparing different properties of wires and the affect they have on the brightness of bulbs.</p> <p>BQ: <i>Can the properties of wires affect brightness of bulb</i></p> <p>TBAT to accurately draw a more complex circuit diagram using recognised symbols.</p> <p>TBAT explain observations in terms of knowledge about electrical circuits.</p> <p>Week 8:</p> <p>TBAT use knowledge of electrical circuits to propose a solution to a problem.</p> <p>BQ: <i>Is there only one way to connect a circuit?</i></p>	<p>Golden Thread: Place and Events</p> <p>TU the impact of the Roman Invasion and life in Britain (then and now).</p> <p>BQ: <i>What impact did the Romans have on Britain today?</i></p> <p>Golden thread: Events</p> <p>To use historical sources to know how the Celts lived and responded to life during the Roman invasion.</p> <p>To compare coexisting historical societies (Celts and Romans).</p> <p>BQ: <i>How did the Celts live during the Roman invasion?</i></p> <p>Golden thread: People and events</p> <p>To use secondary sources to investigate Boudicca's influence on the Roman invasion.</p> <p>BQ: <i>What was Boudicca's influence on the Roman invasion?</i></p> <p>Golden Thread- People & Events</p> <p>To know that historical sources may vary in reliability (throughout)</p>	<p>result of the Roman invasion. Relationship</p>	<p>Tbat compare Rites of passage from different religions studied (Christian, Islam and Hindu)</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 local area through our community action project</p> <p>Y6</p> <p>Recognising me</p> <p>Safety with online communities</p> <p>Being in an online community</p> <p>Power and control</p> <p>Being online - real or fake? Safe or unsafe?</p> <p>Using technology responsibly Assessment</p> <p>My self image</p> <p>Puberty</p> <p>Contraception</p>	<p>ART- Mosaic</p> <p>TBAT question and make thoughtful observations about why and how artists improve the quality of an environment</p> <p>TBAT record from first-hand observation and collect visual and other information to help them develop their ideas, including using a sketchbook.</p> <p>TBAT investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of their work</p> <p>TBAT develop control of tools and techniques</p> <p>TBAT compare ideas, methods and approaches in their own work</p> <p>TBAT evaluate own work</p> <p>TBAT adapt their work according to their own and others views</p>	<p>To improve triple jumping technique. To pass a relay baton at speed. 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. Summer 2 Year 5 (indoor) Athletics To consolidate jumping technique</p> <p>To develop 3 part sequence jump</p> <p>To pass a relay baton at speed</p> <p>To apply sprinting to a track relay</p> <p>To throw using a short run up</p> <p>To apply techniques to competitions</p> <p>Year 6 Athletics To improve jumping technique. To improve triple jumping technique. To know how exercise affects fitness and wellbeing. To throw for distance using different techniques. To communicate knowledge. To throw for distance using different techniques. To know how exercise affects fitness and wellbeing</p> <p>Year 5 (outdoor)</p> <p>Striking and fielding</p> <p>To throw accurately in different ways</p>	<p>used to produce calculated data</p> <p>To apply formulas to data</p> <p>To create a spreadsheet to plan an event</p> <p>To choose suitable ways to present data</p>	<p>MFL</p> <p>Year 5/6 following scheme of work</p>
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Construct pie charts and relate them to angles

Careers and economic well-being. Identifying the skills that may make somebody enterprising. Weighing up risk. Understanding banking and money and maths in real-life.

Babies: Conception to birth

Real self and ideal self

The year ahead

To catch consistently

To use fielding skills consistently

To hit a bouncing ball

To understand principles of a game

To apply skills to a game situation

Year 6 Striking and Fielding

To consolidate fielding skills

To consolidate striking skills

To understand principles of a game

To apply skills to a game

To develop a striking and fielding game

Year Group: Year 5/6

Topic Map: Romans

Term: Summer