



| Roman Rule  |  |
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| By the end of this unit children will know...   |  |
| <ul style="list-style-type: none"> <li>• That primary and secondary sources of information aid in learning about whom the Romans were and where they came from</li> <li>• The key concepts related to 'invading' and 'settling'</li> <li>• What made the Roma Army so powerful and formidable</li> <li>• Use their design and technology skills to make their own Roman Groma</li> <li>• Understand the factors that led to the fall of the Roman Empire</li> <li>• Identify how the Romans have influenced our lives today</li> <li>• Investigate the significance of Mosaic Art in Roman times and have experimented with this technique</li> </ul> |  |

| Intent  | Implementation  | Impact   | Celebrate  |
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| <p>To develop chronological knowledge with reference to the Roman Empire and where it sits on a timeline. Drawing on the children's previous knowledge and understanding of past events in history. Through scientific enquiry, the children will be able to answer how gromas are used, designing and making their own. After investigating artefacts of the period, the children will have an opportunity to design and make their own.</p> | <p>The children will physically place events and artefacts on a timeline using dates. They will draw on previous knowledge of chronology as to where it will sit in the period of Roman Rule. The children will examine groma plans and attempt making their own. The children will design and make their own Roman Mosaic using the skills and methods of those from the period.</p> | <p>The children will begin to have an understanding of the different periods in history and where their place will be on the timeline. The children will evaluate their method used to make their groma. What went well? What would they change next time? The children will have designed and made a historical artefact and made changes along the way as they evaluate their designs.</p> | <p>The children will be able to discuss when Roman Rule of Britain happened making references to the timeline. The children will be able to explain how groma's are made and used. The children will have designed and made a Roman Mosaic having visited some first hand. Then designed and made their own.</p> |

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| <b>Core Subjects:<br/>Links to theme</b>   |
| <b>English</b>   |
| To write an explanation in non-chronological order about animals.  |
| <b>Mathematics</b>   |
| Recognise and show equivalent fractions with small denominators.<br>Addition and subtraction – mental methods.<br>Addition and subtraction – written methods |
| <b>Science</b>   |
| Investigate and compare properties of rocks.<br>Find out about fossils and recognise the differences between these and rocks.                                |
| <b>Computing</b>   |
| To investigate and use Desktop Publishing.   |

| Title of Topic: Year : Knowledge Content                       |   |
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| <b>Personal Development</b>                                    | <b>Foundation Subjects</b>  |
| <b>Spiritual</b>   | <b>History &amp; Geography</b>  |
| Did Jesus perform miracles or is there some other explanation? | <p><b>History:</b><br/>Use evidence to ask questions and find answers to questions about the past<br/>Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children<br/>Place events, artefacts and historical figures on a time line using dates<br/>Use dates and terms to describe events<br/>Use appropriate historical vocabulary to communicate e.g. chronology, era ...</p>         |
| <b>Moral</b>   | <b>Art &amp; Design and Design Technology</b>   |
| Gratitude  | <p><b>Design and Technology:</b><br/>Cut materials with precision and refine the finish with appropriate tools.<br/>Select appropriate joining techniques.<br/>Design with purpose by identifying opportunities to design.<br/>Make products, refining the design as work progresses.<br/>Refine work and techniques as work progresses, continually evaluating the product design.<br/>Identify some of the great designers in all of the areas of study</p> |
| <b>Social</b>  | <b>Music and Languages</b>  |
| Thinking about who we appreciate in life and why.              | <p><b>Music:</b><br/>Continue to learn to play the recorder with our music teacher.<br/>Learn and remember songs from our German and English lessons<br/><b>German:</b><br/>Unit 11 – Clothes and shopping</p>  |
| <b>Cultural</b>  | <b>Physical Education</b>   |
| Could Jesus really heal people?                                | <p>Recognise what a balance is and how to hold one safely.<br/>Work in a pair to make up and perform a series of balances showing awareness of safety and imagination<br/>Add jumps, twists and turns as needed into their sequence</p>   |

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| <b>Core Subjects:</b>   |
| <b>English</b>  |
| In non-narrative material use simple organisational devices<br>Simple sentences with extra description  |
| <b>Mathematics</b>  |
| Recognise and show, using diagrams, equivalent fractions with small denominators<br>Add and subtract using mental methods<br>Add and subtract using formal written methods  |
| <b>Science</b>  |
| To compare and group rocks and describe the formation of fossils<br>To examine the properties of rocks using various tests  |
| <b>Computing</b>  |
| I can recognise how text and images convey information.<br>I can recognise that text and layout can be edited.<br>I can choose appropriate page settings.<br>I can add content to a desktop publishing publication.<br>I can consider how different layouts can suit different purposes.<br>I can consider the benefits of desktop publishing |

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| <b>Title of Topic: Year : Links to National Curriculum Framework Skills</b>   |
| <b>Foundation Subjects</b>  |
| <b>History &amp; Geography</b>  |
| <u>History:</u><br>Suggest causes and consequences of some of the main events and changes in history<br>Describe changes that have happened in the locality of the school throughout history<br>Place events, artefacts and historical figures on a timeline using dates, use appropriate vocabulary to communicate   |
| <u>Geography:</u><br>Ask and answer geographical questions about the physical and human characteristics of a location<br>Explain own views about locations, giving reasons<br>Use fieldwork to observe and record the human and physical features in the local area<br>Use a range of resources to identify the key physical and human features of a location<br>Describe key aspects of physical and human geography |
| <b>Art &amp; Design and Design Technology</b>   |
| <u>Art &amp; Design:</u><br>Collect information, sketches and resources.<br>Adapt and refine ideas as they progress.<br>Explore ideas in a variety of ways.<br>Comment on artworks using visual language.   |
| <b>Music and Languages</b>  |
| <u>Music:</u><br>Listen with attention to detail and recall sounds with increasing aural memory<br>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy and, fluency, control and expression   |
| <u>German:</u><br>Listen attentively to spoken language and show understanding by joining in and responding.<br>Speak in sentences, using familiar vocabulary, phrases and basic language structures.   |
| <b>Physical Education</b>   |
| Create interesting body shapes while holding balances with control and confidence.<br>Use turns whilst travelling in a variety of ways.<br>Use a range of jumps in their sequences.<br>Link combinations of actions with increasing confidence, including changes of direction, speed or level.   |

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| <b>Core Subjects:</b>  |
| <b>English</b>   |
| Children can write a nonchronological explanation  |
| <b>Mathematics</b>   |
| Recognise equivalent fractions with small denominators<br>Can add and subtract using mental and formal written methods   |
| <b>Science</b>   |
| Children demonstrate an understanding of the differences between different rocks.<br>Children demonstrate that they can describe the processes involved in forming a fossil. |
| <b>Computing</b>   |
| Can the children safely use relevant search engines to aid in research and knowledge in relevant topics  |

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| <b>Title of Topic: Year : Core Skills/Assessment Opportunities</b>  |
| <b>Foundation Subjects</b>  |
| <b>History &amp; Geography</b>  |
| Children can recognise a human and physical feature from a map<br>Children can speak about the local area, expressing their own views and give explanations<br>Children can explain some of the changes to the school and the reasons behind these changes                                      |
| <b>Art &amp; Design and Design Technology</b>   |
| <u>Art &amp; Design:</u><br>Use different harnesses of pencils to show line, tone and texture<br>Sketch lightly<br>Use shading to show light and shadow   |
| <b>Music and Languages</b>  |
| <u>Music:</u><br>Children can play a piece of music on the recorder.<br>Children can learn and remember a song linked to our English<br><u>German:</u><br>Children learn German words for fruits, sing songs about fruit in German<br>Talk about healthy  |
| <b>Physical Education</b>   |
| Create interesting body shapes while holding balances with control and confidence.<br>Use turns whilst travelling in a variety of ways.<br>Use a range of jumps in their sequences.<br>Link combinations of actions with increasing confidence, including changes of direction, speed or level. |

## English

| Text Type                            | Text Structure  | Sentence   | Useful Vocabulary  | Word Classes  |  |
|--------------------------------------|---|--|--|---|--|
| <p>Non-Chronological Explanation</p> | <p>Clear introduction.<br/>Organised into paragraphs shaped around a key topic sentence.<br/>Use of sub-headings.</p> | <p>Simple sentences with extra description.<br/>Some complex sentences using when, if, as etc.<br/>Tense consistent e.g. modal verbs can/will<br/>Adverbials e.g. When the caterpillar makes a cocoon...</p> | <p>The following report<br/>They don't<br/>It doesn't<br/>Sometimes<br/>Often<br/>Most</p> | <p>Noun<br/>Form nouns using prefixes.<br/>Nouns and pronouns used to avoid repetition.<br/>Verbs<br/>Present perfect forms of verbs instead of 'the'<br/>Adjectives<br/>Choose appropriate adjectives.<br/>Connectives/conjunctions<br/>Express time and cause (when, so, before, after, while, because)<br/>Tense<br/>Correct and consistent use of past and present tense.<br/>Adverbs<br/>Introduce/revise adverbs.<br/>Express time and cause; then, next, soon.</p> |  |

## Mathematics

| Number | Calculation   | Fractions  | Shape & Measure | Data |
|--------|---|--|-----------------|------|
|        | <p>Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.</p> | <p>Recognise and show, using diagrams, equivalent fractions with small denominators.</p> <p>Add and subtract fractions with the same denominator within one whole, eg, <math>\frac{5}{7} + \frac{1}{7} = \frac{6}{7}</math>.</p> |                 |      |