



# Journeys: Rotten Romans

Children will be learning about the Romans, and using the theme as a vehicle for all creative, literacy and knowledge and understanding



## KUW

### Science—

To compare everyday materials and objects on the basis of their material properties, including hardness, strength, flexibility and magnetic behaviour, and to relate these properties to everyday uses of the materials

To make comparisons and identify simple patterns or associations in their own observations and measurements or other data  
To use observations, measurements or other data to draw conclusions

To decide whether these conclusions agree with any prediction made and/or whether they enable further predictions to be made

To use their scientific knowledge and understanding to explain observations, measurements or other data or conclusions

### Geography -

To identify and describe what places are like

To include the location of places and environments they study and other significant places and environments  
To describe where places are

### History -

To know to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources

To ask and answer questions, and to select and record information relevant to the focus of the enquiry.

To recall, select and organise historical information

To use dates and historical vocabulary to describe the periods studied

To communicate their knowledge and understanding of history in a variety of ways

**RE—** See separate planning

KUW— Skills based objectives to focus on:

### History:

Causes and consequences:

- Identify and give reasons for historical events, situations and changes
- Identify some of the results of historical events, situations and changes

### Chronology:

Historical terms:

- Develop use of appropriate subject terminology, such as: empire, civilisation, monarch

ONGOING MUSIC learning to play the djembe drums

**NB: Week 1 is providing week 6 of last term's Space Topic.**

Y3 DT -How can we use paper Mache to create a helmet?

## Week 2 and 3

**Literacy - Stories that raise issues and dilemmas (3 weeks)**

ICT— How can we use the internet to help us research the facts for our comic?

History/ Art — How can we design a roman mosaic?

History/ Art — How can we create a roman mosaic ?

ICT— How can we use the internet to help us research the facts for our comic?

History— How was the roman empire founded?

History— How was Rome ruled?

## Week 4 and 5

ICT— How can we use the internet to help us research the facts for our comic?

History— How did a Roman soldier dress for battle?

Geography— What areas were ruled by the Roman empire?

24/06/19 Y3 Lifepath at Brinkburn Priory

### Literacy— Persuasive Texts (3 weeks)

ICT— How could we collect our own information for a Roman comic?

Science — How does a catapult work?

Science— How strong are different materials ?

02/07/19 KS2 Djembe drum performance

## Week 6 and 7

ICT— How can I use morfo to present roman facts?

ICT— How can I alter facial expressions for my imported

Roman warrior picture?

DT — How can we design and make a catapult?

History — How did Claudius invade?

### Literacy—(Apprentice Literacy task week)

ICT— How can you use expression to make your script interesting to podcast?

ICT—How can I add titles, credits and transitions to my animation?

History— How was Boudicca special?

History — What do you now know about the Romans ?

## Mathematical Development

Measurement: Time

Read, write & convert time between analogue and digital 12 and 14 hour clocks.

Convert between different units of measure eg hour to minute.

Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

Geometry: Properties of Shapes

Identify acute and obtuse angles and compare and order angles up to two right angles by size.

Identify lines of symmetry in 2D shapes presented in different orientations.

Complete a simple symmetric figure with respect to a specific line of symmetry.

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

Measurement: volume and capacity (Y3)

Measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml).

Co-ordinates (Y4)

Describe positions on a 2D grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/ right and up/ down.

Plot specified points and draw sides to complete a given polygon.

## FOREST SCHOOL -

How did the Romans create their own medicines?

How do pests & diseases effect growth in the forest?

How can you tell the difference between weeds and plants?

What pollinators are present in the raised beds?

What food and drink was used by the Romans?

How can a catapult be used to fling objects ?

## Creative Development

Art -

To investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work

To apply their experience of materials and processes, including drawing, developing their control of tools and techniques  
To use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

DT -

To select appropriate tools and techniques for making their product

To suggest alternative ways of making their product, if first attempts fail

## Physical Development

Monday—multi skills (Alnwick Bears)

If possible: Games - Olympic Sports practise for sports day

To develop skills of throwing and aiming (quoits/ howlers/ javelins)

To develop skills of jumping and running (hurdles, long jump, triple jump, skipping, sprint, sack race, baton relay)

## Mastery opportunities for maths:

- To use rulers accurately to measure lengths of their catapult throws
- to read and compare times for daily events
- to read and interpret charts
- to use shapes, symmetry and pattern for shield designs
- to present findings in graphs and charts and analyse / compare results
- to plot routes on maps for Roman invasions

## PSED (SEAL) - Changes

To know that change can be really good  
To identify things that have changed their lives

To understand changes can feel uncomfortable

To know strategies for dealing with feelings that arise from changes

## Discrete Learning

French - Petit chaperon rouge

PSHE - SEALS: Changes

RE: Kingdom of God:

When Jesus left, what was the impact of Pentecost?

## Key

Outside environment

Multiculturalism

Arts

## Esafety:

Y4 "Whose is it anyway?"

Students will be able to ..

- know the dangers of social networking
- understand the importance of not sharing passwords and private information
- Know strategies and ways in which to deal with cyber bullying.

JIGSAW VIDEO



## Communication Language and Literacy

### Communication Language and Literacy

**Stories that raise issues and dilemmas** —reading, studying and then writing own stories

**Persuasive Texts**—reading, studying and then writing own persuasive texts

Using a range of media to create oral and visual versions of persuasive texts

**Big writing**—working on target : To write imaginative and thoughtful texts.

SPAG: Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)

ICT- Comic Life / Morfo/ Tellagami

To develop and refine ideas by bringing together and organizing text, images and sound as appropriate

To be sensitive to the needs of the audience and think carefully about the content

To talk about what they could improve in future work

MFL-

To listen carefully and identify familiar words in a French traditional tale

To use knowledge of vocabulary to sort, identify and retell the traditional tale in French

## Mastery opportunities for Literacy:

-To use ambitious vocabulary to write up their findings

-To design and evaluate their catapult and shield

-To use talk for writing

language to predict,

reason and explain

Facts

-To use descriptive

language to describe how

a Roman Battle would

commence

- to write persuasively to

perform a Battle Cry

- to record their dialogue

as a life of a Roman

Soldier

- to evaluate their shield,

catapult and mosaic

