



22-23 Spring 1: The Romans

Synopsis:

In **English**, children will be learning about the features of newspapers in order to write their own recounts.

In **History**, children will be learning about the impact that the Romans had on British history.

In **Geography**, children will be exploring different settlement types and what makes a good place to settle.

In **Science**, children will learn about the human body, especially digestion and teeth.

In **Art**, children will learn about how art changes over time and create designs for mosaics.

In **D&T**, children will learn about healthy, balanced diets and use this information to plan and cook a healthy meal.

In **Music**, children will continue to develop knowledge of notation as well as their understanding of performing music.

In **PE**, children will explore how their body moves in a combination of dance and gymnastics lessons.

In **PHSE**, children will continue to learn about their relationships with their bodies, other people and God.

In **Computing**, children will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

History

Learning Sequence:

What did the Romans ever do for me?

1. Pre info – Romulus and Remus

LO. Can I explain the story of Romulus and Remus and the beginning of the Roman Empire.

2. Time Line Chronological learning.

LO to Show understanding of Where the Romans fit within the History of Britain.

Provide Key dates from year 3 (prehistorical Britain) and the arrival of the Romans.

3. The Invasions

LO To explain the spread of the Roman empire and recall key facts about the invasion of Britain. learning about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius.

Using time line cards show understanding by construction of a time line setting out Roman history to include the invasion of England.

4. Roman Roads

LO To investigate why the Romans built new roads in Britain.

Use an atlas to find and label where some of the main roads ran from and to and know how the roads were made.

??? How did the Romans Construct their Roads - why have they lasted so long??

5. Boudicca's Rebellion.

LO - To select relevant information from a wider range of sources to answer a historical question.

How did the Boudicca's rebellion affect the lives of people in Britain.

Select and organise relevant information from a wider range of sources to answer a historical question.

KEY VOCABULARY:

era, timeline, chronological order, BC, AD, source, centurion, empire, Boudica, shield, standard, emperor, villa, mosaic, amphitheatre.

Historical Concepts

Order key dates on a timeline to demonstrate chronology of British and world history

	Understand how Britain has influenced and been influenced by the wider world
Stories & Sources	<p>Order key dates on a timeline to demonstrate chronology of British and world history</p> <p>Understand how and why the past is represented in different ways and explain this</p> <p>Select and organise relevant information from a wider range of sources to answer a historical question</p>
Historical Questions	Regularly generate and answer a range of historically-valid questions about similarities and differences
Historical Vocabulary	Develop a range of historical vocabulary eg civilisation, chronology, ancient, legacy

Geography

Learning Sequence:

Can I explain why settlements develop in certain locations. 1. What Did Early Settlers Need?

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the needs of early settlers.

Can I explain why settlements develop in certain locations. 2. Where Would You Settle?

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of the needs of early settlers.

Can I use maps to identify settlements built by invaders 3. What's in a Name?

To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of the origins of settlements.

Can I compare land use in different settlements. 4. How Is Land Used in Settlements?

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of comparing land use in different settlements.

Can I use maps to identify links between settlements. 5. How Are Settlements Linked?

To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world in the context of identifying links between settlements.

Can I create a map of a settlement. 6. An Ideal Place to Settle

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of designing a settlement.

KEY VOCABULARY:

settlement, hamlet, village, town, city, shelter

Locational Knowledge	Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities
Human & Physical Geography	Describe and understand aspects of human geography (settlement/land use, economic activity and distribution of natural resources)

D&T

Learning Sequence:

Healthy Eating.

1. What makes a balanced, nutritious diet.

2. Researching food from Roman Times - availability, home grown delicacies.

3. Planning a healthy meal to make. Researching seasonal availability.
4. Focusing on hygiene and relevant cooking skills, make and eat the meal.
5. Evaluation.

KEY VOCABULARY:

balanced, nutritious, carbohydrates, protein, fat, fibre, nutrients, vitamins

Design

Communicate, generate and develop ideas using a range of strategies eg prototypes, pattern pieces

Use research to inform design and develop design criteria

Evaluate

Evaluate own and others' work suggesting improvements and consider the views of others to improve their work

Investigate a range of existing products in a range of relevant contexts eg culture, industry

Food Technology

Know where and how a variety of ingredients is grown, reared, caught and processed

Art

Learning Sequence:

1. Artistic appreciation - looking at different types of art from Roman times - engaging in class and group discussion about the styles used.
2. Compare and contrast different mosaic designs from Roman times to current date. Understanding how mosaic art has changed / not changed over time and looking at the tools needed.
3. Design a mosaic piece of art and give reasons for the artistic choices made.
4. Make the design as a final product.
5. Review and critique a partner's work giving full reasons for decisions and viewpoints.

KEY VOCABULARY:

mosaic, analyse, critique, tiles, design, draft

Media & Materials

Create sketchbooks to record and revisit observations

In collage, use mosaic and montage

In digital media, use a range of tools to create images, video and sound recordings

Significant Artists

Know about great artists, architects and designers and how their art / design reflected and shaped our history and contributed to the culture of our nation

Vocabulary

Use range of artistic vocabulary to discuss and evaluate work eg reflection, contemporary, convey

Skills

Apply art and design techniques with creativity, experimentation and increasing awareness

Computing

Learning Sequence:

Programming A: Repetition in shapes

1. Programming a screen turtle.

LO: To identify that accuracy in programming is important

- I can program a computer by typing commands
- I can explain the effect of changing a value of a command
- I can create a code snippet for a given purpose

2. Programming Letters

LO: To create a program in a text-based language

- I can use a template to draw what I want my program to do
- I can write an algorithm to produce a given outcome
- I can test my algorithm in a text-based language

3. Patterns and repeats

LO: To explain what 'repeat' means

- I can identify repetition in everyday tasks
- I can identify patterns in a sequence
- I can use a count-controlled loop to produce a given outcome

4. Using loops to create shapes

LO: To modify a count-controlled loop to produce a given outcome

- I can identify the effect of changing the number of times a task is repeated
- I can predict the outcome of a program containing a count-controlled loop
- I can choose which values to change in a loop

5. Breaking things down

LO: To decompose a task into small steps

- I can identify 'chunks' of actions in the real world
- I can use a procedure in a program
- I can explain that a computer can repeatedly call a procedure

6. Creating a program

LO: To create a program that uses count-controlled loops to produce a given outcome

- I can design a program that includes count-controlled loops
- I can make use of my design to write a program
- I can develop my program by debugging it

KEY VOCABULARY:

program, coding, algorithm, repeat, function, loops, command, debug

Computer Science

Use logical reasoning to understand how algorithms work

Detect and correct errors in algorithms and programs

Start to use sequence, selection and repetition in programs

Write and debug programs that accomplish specific goals, including controlling or simulating physical systems

Begin to solve problems by decomposing them into smaller parts

Work with variables and various forms of input/output

Music

Learning Sequence:

Pbones- 4F

Over this term we will recap and embed the technical musical terms stave, treble clef, as well as rests and note names and lengths.

We will practice putting the pbones together independently and blowing correctly with cheeks in.

We will look at slide positions for c, d, e and be able to name the notes on the stave.

Pupils will play a variety of styles of simple music at varying tempos.

We will practice listening to and then repeating short 4 beat phrases.

We will listen to short excerpts of famous trombone music and discuss features we hear.

Glockenspiels- 4G

Continuing to learn staff notation and how that sounds when played on an instrument.

Understanding of different rhythms, learning the names for the lengths of the notes and applying them.

KEY VOCABULARY:

crotchet, minim, quaver, tempo, stave, treble clef, position, dynamics, pitch, pulse

Performing

Develop facility in musical instrument over sustained period

Play and perform melodies following staff notation

Introduce and understand differences between minims, crotchets, paired quavers and rests

Follow and perform simple rhythmic scores to steady beat

Composing

Improvise on their chosen instrument, making decisions about structure

Combine, sing and play known rhythmic notation

Listening

Describe and evaluate music using simple musical vocabulary

Listen with increasing concentration to combination of high-quality recorded and live music

Develop understanding of music from range of origins, traditions, historical periods and social contexts

Singing

Continue to sing / perform broad range of unison songs using accurate pitch

Sing range of rounds / partner songs

Begin to sing repertoire with small & large leaps / simple second part

PE

Learning Sequence:

Dance

Children will develop a range of expressive qualities and movement patterns. Such patterns will increase in complexity as the sessions

progress over a 6 week period.

Children will learn and create dance phrases, performing with quality and fluency based around the theme of 'Rivers' and the movement of water. . Children will be encouraged to apply speed, tension and continuity, and develop an understanding of the use of stimuli to create narratives. building on each week to a final performance.

Children will be given opportunities to consider others by working in pairs, and groups.

KEY VOCABULARY:

mirror, canon, beat

Communication

Understand how to improve own and others' performances

Communicate and compete with each other

Competence

Further develop flexibility, strength, technique, control and balance

Performance

Perform dances and gymnastic routines on own and with others using movement patterns

Compare performances with previous ones

Demonstrate improvement to achieve personal best

Science

Learning Sequence:

This unit focuses on the digestive system in humans and animals and the functions of teeth. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs.

1. Eating and Digestion.

- To identify and name parts of the human digestive system.

Digestive System Parts.

To describe the simple functions of the basic parts of the digestive system in humans in the context of identifying the parts of the digestive system.

PPT – about the Digestive system – chn to complete and label a diagram of the Digestive system. Use tracing paper overlays to understand how the organs fit together.

Resources - Scissors • Glue sticks • Model of digestive system - if available

Use visual aids to help chn understand the names of the organs.

https://www.sheppardsoftware.com/health/anatomy/digestion/digestion_game_1.htm

2. Eating and Digestion

LO - To explain the functions of the digestive system?

Digestive System Functions.

To describe the simple functions of the basic parts of the digestive system in humans by explaining the functions of the different parts of the digestive system. To use straightforward scientific evidence to answer questions by reading an explanation text and answering questions.

Building on previous lesson chn will learn about the different functions of the organs of the digestive system. Labeling diagrams with functions.

Ext – chn to work in groups learning about specific functions then sharing knowledge through feed back sessions.

Resources - Scissors • Glue sticks

3. Eating and Digestion.

- To identify the types and functions of teeth.
- To identify similarities and differences related to scientific ideas.

Types and Functions of Teeth.

To identify the different types of teeth in humans and their simple functions by learning about different types of teeth. To identify differences, similarities or changes related to simple scientific ideas and processes by comparing human and animal teeth.

Comparison activity for animal and human teeth. Use models and skulls etc to emphasis the difference.

Use teeth model from science cupboard.

4. Eating and Digestion.

- Can I ask scientific questions and choose a scientific enquiry to answer them.
- Can I create an enquiry or test.

4. Tooth Decay Enquiry Part 1.

To ask relevant questions and use different types of scientific enquiries to answer them by distinguishing between scientific and non-scientific questions and choosing between types of scientific enquiry. To set up simple practical enquiries, comparative and fair tests by setting up an enquiry or test to understand what causes tooth decay.

Activity – conduction erosion /decay experiment on eggs over a 7 day period.

Chn to predict the results before undertaking the experiment.

Check class for egg allergies or use chicken bones or similar.

Resources - Strips of paper Sticky notes, Felt tips or markers, Examples of equipment such as jars, toothpaste, types of drinks to be used to support the LA group to write instructions.

5. Eating and Digestion.

- I can make careful observations, appropriately record my result

Tooth Decay Enquiry Part 2

To make systematic and careful observations by observing the changes that occur in their enquiry or test.

Chn to log results and present their findings – what did they predict? Were they correct? Discuss as a class

To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions By presenting findings, making predictions and raising questions about results.

6. Eating and Digestion.

- I can construct and interpret food chains.

Food Chains

To construct and interpret a variety of food chains, identifying producers, predators and prey by understanding food chains and the role of different plants and animals within them.

chn to find relevant food chain animals and collect by writing them down in the correct food chains.

KEY VOCABULARY:

digestion, system, mouth, tongue, saliva, teeth, molars, incisors, canines, oesophagus, stomach, acid, enzymes, intestines, absorb, carnivore, herbivore, omnivore, food chain, prey, predators

Make Observations

Make systematic observations

Perform Tests

Suggest, set up and carry out simple practical enquires

Understand comparative and fair tests

Ask Questions

Generate and answer scientific questions using evidence

Select most appropriate type of scientific enquiry

Gather Data

Gather, record, classify and present data in a wide variety of ways eg drawings, labelled diagrams, charts

Report on findings orally and in writing using scientific language to answer questions

Animals Including Humans

Describe the simple functions of the basic parts of the digestive system in humans

Identify the different types of teeth in humans and their simple functions

Construct and interpret a variety of food chains, identifying producers, predators and prey

Writing

Learning Sequence:

Talk for Writing to learn and write newspapers.

1. Imitation- learn the model text and create a text map for it. Short burst writing focusing on grammar features such as reported and direct speech.

2. Innovation- Writing a shared write as a class to understand how to include the features of a newspaper into an actual newspaper article.

3. Independent Application- Using a given focus, children will use the skills they have learnt to create their own newspaper articles.

KEY VOCABULARY:

headline, introduction, indirect speech, direct speech, passive, caption, witness

Language & Vocabulary

Understand the following terminology: determiner, pronoun, possessive pronoun, adverbials

Plan, Draft, Edit & Evaluate	<p>Draw on examples of writing (structure, vocabulary and grammar) when planning their own work</p> <p>Discuss and record ideas</p> <p>Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure</p> <p>Organises paragraphs around a theme: Use paragraphs/ sections help to organise content.</p> <p>Assess own and others' writing, suggesting improvements</p> <p>Suggest changes to grammar and vocabulary</p> <p>Proof-read work for spelling and punctuation errors</p> <p>Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>
Grammar & Punctuation	<p>Choose nouns/pronouns accurately for clarity and cohesion</p> <p>Use fronted adverbials (adverbs, phrases and subordinate clauses)</p> <p>Use commas after fronted adverbials</p> <p>Punctuate direct speech using inverted commas and other punctuation (for example, a comma after the reporting clause)</p> <p>Know the difference between Standard/non-Standard English</p>
Text Structure & Features	<p>Write for a range of purposes</p> <p>Identify how language, structure, vocabulary, grammar and presentation contribute to meaning</p> <p>Build cohesion within a paragraph, choosing appropriate pronouns and nouns to avoid repetition</p> <p>Locate information using contents, index and glossaries</p> <p>Use simple organisational devices eg headings, sub-headings</p>
Reading	
<p>Learning Sequence:</p> <p>Reading Book - Escape from Pompeii</p> <p>Following Vipers from Literary Shed - reading a section of the book at a time.</p> <p>Comprehensive tasks from Cracking comprehension and set Roman Texts.</p>	
Word Reading	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words</p> <p>Read further exception words</p> <p>Note unusual correspondence between spelling and sound and where these occur in the word</p> <p>Identify further word families based on common root words</p>
Comprehension	<p>Use dictionaries to check meanings</p> <p>Read books that are structured in different ways and read for a range of purposes</p> <p>Identify themes and conventions and summarises these accurately and concisely</p> <p>Ask relevant questions and discuss their understanding and explaining the meaning of words in context</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Makes reasoned predictions of what might happen clearly derived from details both stated and implied.</p> <p>Identify main ideas across paragraphs and summarise these</p>

Independently retrieves and confidently records information from non-fiction

Confidently retell some stories orally

Discuss words and phrases that capture the reader's interest

Infer characters' feelings, thoughts and motives and justify using evidence