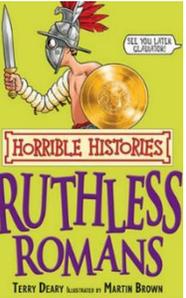
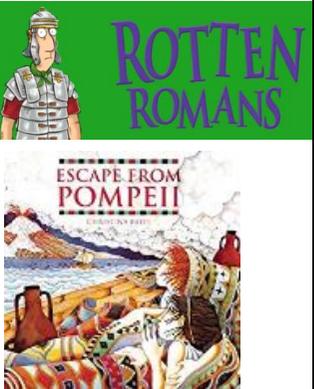


<p>Inspiration/Theme: History – The Romans What happened on 24<sup>th</sup> August AD79?</p>	<p>Curriculum Driver: History</p>	<p>Outcome of learning: Diary entry to share with another year group</p>	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
 	<p><b>Hook/Super Starter</b> The children will enter the classroom where a volcano eruption is taking place on the screen. We will then discuss; what happened on the 24<sup>th</sup> August 79AD?</p> <p><b>Trips/Visitors/Marvellous Middle</b> The children will visit the Roman Baths on Wednesday 9<sup>th</sup> May at a cost of £17.61.</p> <p><b>Celebration/Fabulous Finish</b> Parents will be invited to attend a Roman Art afternoon where there will be performances and Art work to view.</p>	<p><b>Roman Art Gallery</b> – our art work will be display at the end of the term.</p> <p><b>Reading Corner</b>- Children will use magnifying glasses to ‘uncover’ Roman artefacts (Wiltshire Learning Resources). Reading corners will contain non-fiction and fiction books related to the Romans, Rome and the Roman Baths.</p>	<p><b>The Language of Comparison</b> ..... and ..... are both..... ..... and ..... are alike .....</p> <p>..... Is ..... but .....</p> <p>One similarity between ..... and ..... is that.....</p> <p><b>Language of Description</b> It appears to be ..... because..... It seems to be ..... as .....</p> <p>I think it looks like ..... due to .....</p> <p><b>Language of Explanation</b> Where, What, When, After, How, Why, As a result, Later I know ..... because .....</p> <p>.... and ..... are alike in that .....</p> <p><b>Language of retelling</b> As a result of .....</p> <p>Meanwhile....</p>
Topic Table	Reading	Maths Challenge Questions	Home School Links
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>Who were the Romans?</li> <li>How have the Romans impacted on our lives?</li> <li>Are there similarities between ‘Roman’ Rome and England (Bath)?</li> <li>If you could ask a ‘Roman’ a question, what would it be?</li> </ul> <p><b>Key images/artefacts</b></p> <ul style="list-style-type: none"> <li>Roman coins, numerals, images of Rome past and present,</li> </ul> <p><b>Key vocabulary</b> Romans, Rome, Colosseum, gladiator, chariot, emperor, Caesar, amphitheatre, sewer, road, history, BC/AD, Pompeii, volcano, Vesuvius, photosynthesis, sunlight</p>	<p><b>Read, Write, Inc</b> to continue throughout the term. Children will focus on a new sound each week and will begin to apply this to reading, handwriting, spelling and comprehension.</p> <p><b>Whole Class Reading</b>- Escape from Pompeii by Christina Balit. Children will be focusing on: making inferences and predictions, language, structure and presentation and comprehension.</p>	<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>What is the difference between analogue and digital clocks?</li> <li>How could you use time to check your fitness?</li> <li>How much change would you get if...?</li> <li>Which coins could you use to pay for something that costs...?</li> </ul> <p><b>Key images/artefacts</b></p> <ul style="list-style-type: none"> <li>Stopwatches and clocks.</li> <li>Fake coins/notes.</li> </ul> <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>Time, minute, second, hour, pound, pence, cost, price, change.</li> </ul>	<p><b>Weekly Home Learning:</b> Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don’t forget to record your reading in your Reading Log.</p> <p>Log on to Maths Facts in a Flash or Maths Rock-Stars and have a practise. The children will continue to be tested each week.</p>

English	Maths	Science	PE
<p><b>Outcome of learning:</b> Children will publish a diary entry based on the events at Pompeii. Children will write and perform a persuasive script, advertising The Roman Baths.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Analyse key words and phrases from a text.</li> <li>Sequence and organise ideas into paragraphs around a theme.</li> <li>Edit and evaluate our writing for an audience, with a particular focus on; spelling and punctuation errors.</li> <li>Compose and rehearse sentences orally.</li> </ul>	<p><b>Outcome of learning:</b> Children will be able to tell the time using analogue and digital clocks. Children will begin to apply understanding of money to solve increasingly complex written problems.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Be able to recognise different monetary coins and notes.</li> <li>Understand how to tell the time to the nearest five minutes.</li> <li>Measure time in seconds, minutes and hours.</li> <li>Understand how to solve word problems relating to money and time.</li> </ul>	<p><b>Outcome of learning:</b> Children will be able to describe the functions of different parts of flowering plants Children will explore water transportation within plants and the life cycle of flowering plants.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Ask relevant questions</li> <li>Make careful observations</li> <li>Gather, records and classify in a variety of ways</li> <li>Report on findings from investigations</li> </ul>	<p><b>Outcome of learning:</b> Children will learn Athletics skills and be able to apply them at Sports Day. Children will be able to swim 25metres using front crawl and back stroke.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Be able to congratulate a winner.</li> <li>Perform correct arm and leg action for a sustained run.</li> <li>Perform accurate throwing and catching techniques, using one and two hands.</li> <li>Compete against others at the same time to beat each other's time/score/distance.</li> </ul>
Art	DT	Music	Geography
<p><b>Outcome of learning:</b> Children will create a Roman pot or amphora engraved with patterns from the time.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Constructing a 3D model using clay, including sculpting and bonding techniques.</li> <li>Making marks using a range of tools and patterns.</li> <li>Designing and evaluating our final piece.</li> </ul>	<p><b>Outcome of learning:</b> Children will use mechanical systems such as levers and linkages or pneumatic systems to create movement.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Make design decisions that take account of the availability of resources.</li> <li>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</li> <li>Identify the strengths and areas for development in their ideas and products.</li> </ul>	<p><b>Outcome of learning:</b> Children will develop their skills playing the descant recorder. Children will enjoy singing songs from the BBC radio musical entitled 'Rocking Romans'.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Read musical notation playing with clear intonation and tonguing.</li> <li>Play tunes in 2 simple parts using the notes B A G and E.</li> <li>Play to an audience; melodies in two parts on the recorder to showcase skills.</li> </ul>	<p><b>Outcome of learning:</b> Children will create a leaflet about either Bath or Rome detailing its physical geography and famous landmarks.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Use maps including digital mapping to locate places on a world map.</li> <li>Identify significant landmarks on a map.</li> <li>Describe significant landmarks.</li> <li>Identify similarities and differences between Bath and Rome and explain their thinking.</li> </ul>
Computing	RE	History	PSHE
<p><b>Outcome of learning:</b> Children will be able to use search engines effectively and be discerning in evaluating digital content</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Appreciate how results are selected and ranked.</li> <li>Understand that not all information on the internet is true</li> </ul>	<p><b>Outcome of learning:</b> Children will make links between beliefs and sources, including religious stories and sacred texts.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Ask important questions about religions and beliefs.</li> <li>Make links between our own and others responses.</li> <li>Discuss 'does a beautiful world mean a wonderful God?'</li> </ul>	<p><b>Outcome of learning:</b> Children will be able to describe the impact the Romans have had on Britain.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Understand the role of archaeologists in finding out about the past.</li> <li>Understand AD/BC and place events on a timeline.</li> <li>Understand the impact of an Ancient civilisation to the modern world.</li> </ul>	<p><b>Outcome of learning:</b> Children will understand changes</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>To understand that changes happen all the time</li> <li>To manage feelings surrounding change</li> <li>To know how to keep myself safe</li> <li>To know who to go to for help</li> </ul>
MFL			
<p><b>Outcome of learning:</b> Children will be able to have a simple conversation ordering Roman food.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>Vocabulary for different items of food.</li> </ul>			