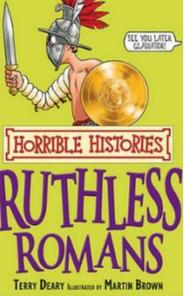
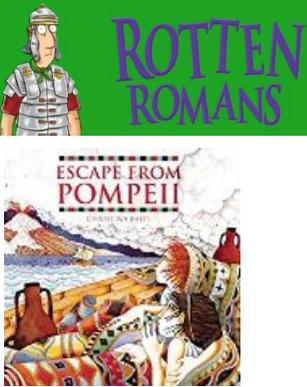


<p>Inspiration/Theme: History – The Romans What happened on 24th August AD79?</p>	<p>Curriculum Driver: History</p>	<p>Outcome of learning:</p> <ul style="list-style-type: none"> • Diary entry to share with parents. • Advert to be performed. 	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
 	<p>Hook/Super Starter The children will enter the classroom where a volcano eruption is taking place on the screen. We will then discuss; what happened on the 24th August 79AD?</p> <p>Trips/Visitors/Marvellous Middle The children will visit the Roman Baths-</p> <p>Celebration/Fabulous Finish Parents will be invited to attend a Roman Art afternoon where there will be performances and Art work to view.</p>	<p>Roman Art Gallery – our art work will be display at the end of the term.</p> <p>Reading Corner- 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>The Language of Comparison ...and ... are both... ... and ... are alike Is ... but ... One similarity between ... and ... is that...</p> <p>Language of Description It appears to be ... because... It seems to be ... as ... I think it looks like ... due to ...</p> <p>Language of Explanation Where, What, When, After, How, Why, As a result, Later I know ... because... ... and ... are alike in that ...</p> <p>Language of retelling As a result of ... Meanwhile...</p>
Topic Table	Reading	Maths Challenge Questions	Home School Links
<p>Key questions</p> <ul style="list-style-type: none"> • Who were the Romans? • How have the Romans affected us? • Are there similarities between ‘Roman’ Rome and England (Bath)? • If you could ask a ‘Roman’ a question, what would it be? <p>Key images/artefacts</p> <ul style="list-style-type: none"> • Roman coins, numerals, images of Rome past and present, <p>Key vocabulary Romans, Rome, Colosseum, gladiator, chariot, emperor, Caesar, amphitheatre, sewer, road, history, BC/AD, Pompeii, volcano, Vesuvius, photosynthesis, sunlight</p>	<p>Read, Write, Inc 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>Whole Class Reading- Escape from Pompeii by Christina Balit. Children will be focusing on; making inference and prediction, language, structure and presentation and comprehension.</p> <p>SPAG-</p>	<p>Key questions</p> <ul style="list-style-type: none"> • What is the difference between analogue and digital clocks? • How could you use time to check your fitness? • How much change would you get if...? • Which coins could you use to pay for something that costs...? <p>Key images/artefacts</p> <ul style="list-style-type: none"> • Stopwatches and clocks. • Fake coins/notes. <p>Key vocabulary</p> <ul style="list-style-type: none"> • Time, minute, second, hour, pound, pence, cost, price, change. 	<p>Weekly Home Learning: 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>Outcome of learning:</p> <ul style="list-style-type: none"> Children will publish a diary entry based on the events of Pompeii. Children will perform a persuasive script, advertising The Roman Baths. <p>Key Skills:</p> <ul style="list-style-type: none"> Analyse key words and phrases from a text. Sequence and organise ideas into paragraphs around a theme. Edit and evaluate our writing for an audience, with a particular focus on; spelling and punctuation errors. Compose and rehearse sentences orally. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> 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>Key Skills:</p> <ul style="list-style-type: none"> Be able to recognise different monetary coins and notes. Understand how to tell the time to the nearest five minutes. Measure time in seconds, minutes and hours. Understand how to solve word problems relating to money and time. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> 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>Key Skills:</p> <ul style="list-style-type: none"> Ask relevant questions and with support use different types of scientific enquiry to answer them. Make systematic and careful observations and, where appropriate, take measurements using standard units, using a range of equipment. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> 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>Key Skills:</p> <ul style="list-style-type: none"> Be able to congratulate a winner. Perform correct arm and leg action for a sustained run. Perform accurate throwing and catching techniques, using one and two hands. Compete against others at the same time to beat each other's time/score/distance.
Art	DT	Music	Geography
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will create a Roman pot or amphora engraved with patterns from the time. <p>Key Skills:</p> <ul style="list-style-type: none"> Plan, design and make a sculpture in clay from observation. Use tools to create surface patterns and textures in a range of malleable materials. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will use mechanical systems such as levers and linkages or pneumatic systems to create movement. <p>Key Skills:</p> <ul style="list-style-type: none"> Make design decisions that take account of the availability of resources. Explain their choice of tools and equipment in relation to the skills and techniques they will be using. Identify the strengths and areas for development in their ideas and products. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will develop their skills playing the descant recorder. Children will enjoy singing songs from the BBC radio musical entitled 'Rocking Romans'. <p>Key Skills:</p> <ul style="list-style-type: none"> Read musical notation playing with clear intonation and tonguing. Play tunes in 2 simple parts using the notes B A G and E. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will create a leaflet about either Bath or Rome detailing its physical geography and famous landmarks. <p>Key Skills:</p> <ul style="list-style-type: none"> Use maps including digital mapping to locate places on a world map. Identify significant landmarks on a map. Describe significant landmarks. Identify similarities and differences between Bath and Rome and explain their thinking.
Computing	RE	History	PSHE
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to use search engines effectively and be discerning in evaluating digital content <p>Key Skills:</p> <ul style="list-style-type: none"> Appreciate how results are selected and ranked. Understand that not all information on the internet is true 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will make links between beliefs and sources, including religious stories and sacred texts. <p>Key Skills:</p> <ul style="list-style-type: none"> Ask important questions about religions and beliefs. Make links between our own and others responses. Discuss 'does a beautiful world mean a wonderful God?' 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to describe the impact the Romans have had on Britain. <p>Key Skills:</p> <ul style="list-style-type: none"> Understand the role of archaeologists in finding out about the past. Understand AD/BC and place events on a timeline. Understand the impact of an Ancient civilisation to the modern world. 	<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will understand the impact of changes and how changes can effect them. <p>Key Skills:</p> <ul style="list-style-type: none"> To understand that changes happen all the time To manage feelings surrounding change To know how to keep myself safe To know who to go to for help
MFL			
<p>Outcome of learning:</p> <ul style="list-style-type: none"> Children will be able to have a simple conversation ordering Roman food. <p>Key Skills:</p> <ul style="list-style-type: none"> Vocabulary for different items of food. 			