

Questions

Week 1: Who were the Romans? Who were the Celts?

Week 2: Why did the Romans invade Britain?

Week 3: What was Boudicca like?

Week 4: What did the Romans leave behind?

Week 5: Were the British happy under Roman rule?

Week 6: Can we live like Romans?

Texts: Roman Mysteries, non fiction information books.

Writing outcomes:

Fiction: *Personal Response* Narrative Writing In Role
Character Study Description

Non Fiction: Recount *Information* Journalism

Explanation

Maths

Number: Roman Numerals (1 week)

Geometry: Angles (1 week), Shape and Symmetry (2 weeks)

Position and Direction (2 weeks)

Computing

We are HTML editors: know and use html safely, respectfully and responsibly. **UNCRC Articles: 13, 17, 29, 31.**

Enrichment

Roman class invasion
Make a mosaic
Roman Numeral Maths
Plan a Roman banquet
Roman [dress-up] day with Roman
Gladiator workshop
Roman Crofton Villa Trip
Library Visit

Assessment Foci

Science: Asking relevant questions & using different types of scientific enquiries to answer them. Use results to draw simple conclusions and make predictions for new values, suggest improvements & raise further questions.

RE: Show that I understand why Holy books are important to believers

PE: Gym: Begin to perform & link gymnastic sequences using the floor & apparatus. / Dance: Perform dance actions with increasing skill and create sequences.

History: The Roman empire and its impact on Britain. Begin to give reasons for the different ways the past is represented. Ask & answer their own questions using enquiry & research skills.

Art: I can develop sketching techniques.

PSHE: I understand that making good choices keeps me safe and healthy.

Music: Identify character in a piece of music.

Science: 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

Foundation Skills

PE: *Tennis:* focus on hitting a ball accurately with control.

Gymnastics: Begin to perform and link gymnastic sequences using the floor and apparatus *OR*

Dance: Perform dance actions with increasing skills and create sequences.
UNCRC Articles: 13, 29, 31.

RE: To understand why Holy books are important to believers **UNCRC Articles: 2, 12, 13, 14, 30.**

Art: To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques including drawing, painting and sculpture with a range of materials [e.g. pencil, charcoal, paint and clay] **UNCRC Articles: 13, 29.**

History: *The Roman Empire and its impact on Britain.* Use sources of information including ICT to discover events, people and changes helping to build a picture of life in the past. Learn about how events from the past have shaped our life today. **UNCRC Articles: 17**

French: To understand a range of familiar spoken phrases. To answer simple questions and give basic information.

PSHE/ British Values: *Stay Safe and Healthy*—understanding the benefits of a balanced lifestyle and developing a proactive and responsible approach to safety. **UNCRC Articles: 2, 3, 12, 13, 14, 30, 42.**

Music: Listen to a range of music and identify the character (feelings the music creates). Identify the purpose of silence within a piece of music. **UNCRC Articles: 13, 29, 31.**