

## Enrichments

A day in the life of a Roman Soldier (make armour, mock battle and Roman feast) – Sept 2022

Present model city of Rome to Pre-school

# Radical Romans

## Key texts

Escape from Pompeii- Christina Balit

The Firework Maker's Daughter- Philip Pullman

Word of the week Autumn 1 Autumn 2						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
plunge	tension	texture	redirect	hoist	suffering	typically
vigorous	drastic	elapse	inappropriate	breath-taking	sarcastic	irreplaceable

	What will I know?	How will I learn it?	Vocabulary
<p><b>History</b></p> <p><i>How did the Romans make a difference to our lives now?</i></p> <p><b>Golden Thread:</b> <b>Travel and Transport</b></p>	<p>-to name and place dates of significant events from the past on a timeline (CU)</p> <p>-to use dates and terms correctly (OC)</p> <p>- to ask questions (HE)</p> <p>-to show knowledge and understanding by describing features from past societies and periods (KU)</p> <p>-to identify beliefs and attitudes and experiences of men, women and children from the past (KU)</p> <p>-Give reasons why changes occurred during a time period (KU)</p> <p>-Give reasons why there may be different accounts of history (HI)</p>	<p><b>Where do the Romans fit on a timeline?</b> Place historical events from Stone Age until Present day into chronological order- placing Romans into it. Group task in forest area using natural materials to create timeline.</p> <p><b>What was daily life like for a Roman soldier in Britain?</b> During Roman Day, experience life as a Roman soldier- children 'apply' for the job of a soldier- at least 25years old, male, unmarried, sign up for at least 20 years, duties, discipline, punishments, rewards, battle formations and training.</p> <p><b>Why did the Romans build an empire?</b> Transition of Rome from a republic to an empire in 27BC when Julius Caesar's adopted son, Augustus became the ruler of Rome. Children to ask questions about the emperors and the growth of the empire- groups research facts on ipads and present to class. Why might there be different accounts of what happened? Look at primary, secondary sources and discuss reliability of these. Discuss bias, hearsay, bribery, recording of facts compared to how we record news events in modern times.</p> <p><b>What did the Romans change and why?</b> True/false quiz on Roman inventions and technology. Children given an invention/technology in small groups- present their findings using non-fiction books, internet and QR codes for a Dragon's Den</p>	<ul style="list-style-type: none"> <li>● recent history</li> <li>● time difference</li> <li>● shape our lives</li> <li>● accurate picture of the past</li> <li>● version</li> <li>● historical argument</li> <li>● point of view</li> <li>● empire</li> <li>● settlers</li> <li>● invasions</li> <li>● achievements</li> <li>● infer</li> <li>● invasion</li> <li>● migration</li> <li>● kingdoms</li> <li>● resistance</li> <li>● legacy</li> <li>● effects</li> <li>● continuity</li> </ul>

		<p>style presentation of their invention. Include details of invention as well as advantages/disadvantages to Roman Britain. <a href="#">(link to Golden Thread of Travel and Transport)</a></p>	<ul style="list-style-type: none"> <li>● archaeologist</li> <li>● civilisations</li> <li>● settlements</li> <li>● culture</li> <li>● democracy</li> <li>● consequences</li> <li>●</li> </ul>
<p><b>Geography</b></p> <p><i>How did the Romans make a difference to our lives now?</i></p>	<ul style="list-style-type: none"> <li>● identify where countries are within Europe, including Russia</li> <li>● recognise the different shapes of the continents(LK)</li> <li>● describe how people have been affected by changes in the environment( HP)</li> <li>● Understand and use a widening range of geographical terms( GSF)</li> <li>● Understand the effect of landscape features of the development of a locality (HP)</li> <li>● Know about the wider context of places – regions – countries(PK)</li> </ul>	<p><b>Where did the Romans come from?</b> Map of Italy- children to identify/label Rome, Mediterranean sea, Sicily. Learn that it is a country in Europe and notice neighbouring countries.</p> <p><b>Where did the Romans invade?</b> Show spread of the Roman empire throughout their power- use a key on a map of Europe and North Africa to show the spread of the Empire over time. <a href="#">(link to Golden Thread of Travel and Transport)</a></p> <p><b>How did the Roman invasion change the human landscape of the UK?</b> – link with history lesson on inventions and technology- include sanitation, sewage system, laws, the Julian calendar, animals, food, religion, language of Latin, numbers, currency. <a href="https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z49jjsjg">https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z49jjsjg</a></p> <p><b>How did the Roman invasion change the physical landscape of the UK?</b> Identify Roman cities on map of Britain- Londonium, Bath, York, Colchester, Chester as well as Hadrian's wall. Can children find any other place names on map (the suffix -chester comes from the Latin castrum meaning encampment). Compare modern map of Britain with Roman map of Britain- reasons why Romans chose places to settle. Focus on building of Roman roads- why? how? <a href="#">(link to Golden Thread of Travel and Transport)</a></p> <p><b>Why did the Romans settle in Chester?</b> Look at Chester on map- children to think why the Romans may have chosen to build a fort here (The Romans built Chester as a strategic position at the centre of Roman Britain, with plans to sail from the River Dee to invade Ireland and North Wales). Enlarged map of Roman Chester (Deva)- identify River Dee, Wales. Zoom call with Chester Grosvenor museum to learn about Deva. Create a Roman advertisement for recruiting soldiers in Chester. <a href="#">(link to Golden Thread of Travel and Transport)</a></p>	<ul style="list-style-type: none"> <li>● country</li> <li>● region</li> <li>● county</li> <li>● British Isles</li> <li>● Italy</li> <li>● Rome</li> <li>● invade</li> <li>● settle</li> <li>● settlement</li> <li>● Europe</li> <li>● empire</li> <li>● continent</li> <li>● landscape</li> <li>● Mediterranean sea</li> <li>● climate</li> </ul>

<p><b>Art / DT</b></p>	<p><i>Drawing</i>  <i>Collage</i>  <i>Sculpture</i>  <i>3D Art</i>  <i>DT (structures)</i></p>	<ul style="list-style-type: none"> <li>● <b>Focus: Drawing</b> <ul style="list-style-type: none"> <li>- Sketching of Roman objects and items of technology</li> </ul> </li> <li>● <b>Focus: Collage</b> <ul style="list-style-type: none"> <li>- Mosaic pictures</li> </ul> </li> <li>● <b>Focus: DT - Structures</b> <ul style="list-style-type: none"> <li>- Design and make mini model Roman city for FS1 children (What the Romans did for us - done through unit of work.</li> </ul> </li> </ul> <p><b>Focus artist/designer:</b> Classical Greek/Roman art inspired by the Roman architecture</p> <p><b>Craft Makers:</b> Mosaicist</p>	<p><b><u>Drawing:</u></b> thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, mirror image, natural, man-made, environment, comparison, still life, observation, charcoal, coloured pencil, drawing pencil, felt tip pen, marker, frame, position, boundary, label, line, symbol, practical, impractical, change, improve, plan, distance, direction, weight, pressure, portrait, past, present, appearance, character, personality</p> <p><b><u>Collage and Textiles:</u></b> fabric, colour, pattern, shape, texture, glue stick, scissors, sew, needle, felt, hessian, scraps, wool, yarn, thread, fur, tweed, silk, satin, net, weave, mixed media, collage, applique, layers, combine, opinion, tie-dye, natural, synthetic, bunching, dip, soak, resist, stitching, embroidery, cross stitch, running stitch, stem stitch, shrunken, matting, daub, emblem, motif, ornamentation, geometric, stylised, abstract</p> <p><b><u>Sculpture:</u></b> sculpture, structure, assemble, construct, model, cut, stick, fold, bend, attach, assemble, statue, stone, shell, wood, metal, curve, form, clay, impress, texture, viewpoint, detail, decoration, natural, two dimensional, three dimensional, tiles, brick, slate, bronze, iron, composition, profile, stylised, proportion, ornate, symbolic, perspective</p> <p><b><u>DT Structures:</u></b> structure, stiffen, strengthen, reinforce, stability, shape, join, temporary, permanent, design brief, design specification, annotated sketch, purpose, user, research, functional. cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved</p>
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<p><b>Computing</b></p>	<p><b>E-safety</b></p> <p>Understand that Seesaw is a safe, enclosed environment.</p> <p>Know that the internet has potential dangers and know how to stay safe online.</p> <p><b>Word Processing</b></p> <p>When typing, begin to hold two hands over different halves of the keyboard and use more than two fingers to enter text Be able to evaluate a range of electronic multimedia, appropriate to task e.g website, photostory, leaflet, and recognise key features of layout, design and presentation With support, plan the structure and layout of document/ presentation</p> <p><b>Digital video</b></p> <ul style="list-style-type: none"> <li>• To capture video clips to communicate ideas</li> <li>• to cut and reorganise digital video</li> <li>• to use a timeline to organise frames of video footage</li> <li>• to add text, sound effects and other graphic effects</li> <li>• To use an on-screen animation package or digital camera with stop-frame animation software, to create an animation</li> </ul> <p>Evaluate and improve work with a view to audience and purpose</p>	<p><b><u>How can we use the Internet safely?</u></b></p> <p>Why do we need to keep safe online?</p> <p>What does a safe site look like?</p> <p>How can we share information safely about ourselves?</p> <p>Why are there age restrictions in place online?</p> <p>What makes Seesaw a safe learning platform?</p> <p>Can I use Dancemat to type more efficiently?</p> <p>Can I evaluate and recognise key features of layout, design and presentation?</p> <p>Can I use this to present my learning in a powerpoint?</p> <p>Can I use video clips to communicate my ideas, organising this chronologically?</p> <p>Can I identify appropriate effects to add?</p> <p>Can I create an animation to communicate my learning?</p>	<p>learning platform, potential dangers, research, digital devices, audience and purpose, import.</p> <p>Key, space bar, escape, back space, delete, capital, control key, slide, insert, animation, layout</p>
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<p><b>Music</b></p>	<p><b>Singing</b> – range of an octave, following tempo directions and holding a melody in a two-part song. Sing with attention given to breathing and phrasing &amp; staccata/legato.</p> <p><b>Musicianship</b> – find the pulse; listen &amp; copy a rhythmic pattern by ear and notation; copy back melodic patterns using pentatonic scales from C &amp; G; F, G, A &amp; Am natural</p> <p><b>Listening and appraising a variety of music</b> – identify call &amp; response, change in texture, pulse, metre, dynamic changes</p> <p><b>Notation</b> – explore ways of representing high/low, long/short sounds. <b>Read and respond</b> to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p> <p><b>Playing instruments</b> - Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.</p> <p><b>Improvisation</b>- Improvise on a limited range of pitches making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p><b>Composition</b>- Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. Start to use simple structures and dynamics – over a chord</p> <p><b>Performance</b> - Explain song choice, including composer/ historical/cultural context. Communicate meaning of words and use the structure to communicate mood and meaning. Perform from memory or notation. Talk about</p>	<p>Do I know the 9 elements of music?</p> <p>Can I identify some different genres of music and name significant composers?</p> <p>Can I improvise on a glockenspiel?</p> <p>Can I play and perform a melody using staff notation?</p> <p>Can I create rhythm cards to create a sequence?</p> <p>Can I read and understand notation?</p> <p>Can I evaluate, practice &amp; refine my playing?</p> <p>Can I make a melodic pattern, using musical features for effect?</p> <p>Can I fit a melody over a chordal base, memorise it then play it again?</p> <p>Can I choose, research, rehearse and present a song, explain my choice and evaluating my performance?</p>	<p>Pulse, rhythm, pitch, dynamics, tempo, timbre, structure, style, texture</p> <p>unison, octave, crescendo/decrescendo, improvise, melody, harmony, canon, round, compose, perform, notation, time signature, stave, minim, crotchet, semibreve, quaver, bar, duration, key signature, graphic score, orchestra, pop, pentatonic, scale, major, minor</p> <p>20th and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>
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	learning during process & reflect on performance.		
<b>Science</b>	<p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>What are the different properties of solids, liquids and gases? Does melting and freezing change solids, liquids and gases?</p> <p>Do all solids have the same melting point?</p> <p>Where can we observe evaporation and condensation?</p> <p>What is the water cycle?</p> <p>Can we change the speed of evaporation?</p>	<p>solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle</p>

	What will I know?	How will I learn it?
<p><b>Maths sequences</b></p>	<p><u>Arithmetic /Mental/fluency</u></p> <p><b><u>Number and Place Value</u></b></p> <ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1,000</li> <li>find 1,000 more or less than a given number</li> <li>count backwards through 0 to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)</li> <li>order and compare numbers beyond 1,000</li> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1,000</li> <li>solve number and practical problems that involve all of the above and with increasingly large positive numbers</li> <li>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value</li> </ul> <p><b><u>Number - addition and subtraction</u></b></p> <ul style="list-style-type: none"> <li>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>estimate and use inverse operations to check answers to a calculation</li> <li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul> <p><b><u>Number - multiplication and division</u></b></p> <ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers</li> <li>recognise and use factor pairs and commutativity in mental calculations</li> <li>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> <li>solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</li> </ul>	<p>MNP lessons – 5 lessons per week. Chapters 1- 5</p> <p>Daily fluency practice – mornings.</p> <p>Times tables testing – half termly and teaching.</p> <p>Times tables practice daily/weekly.</p> <hr/> <p>Mental methods taught from Year 4 progression document –practise through daily fluency sessions.</p> <p>Booster groups: daily over-learning, off-track, greater depth</p>

<p>English sequences</p> <p>Autumn focus</p>	<p>GPAS</p>	<p>Fronted adverbials, paragraphs, appropriate choice of pronoun or noun, inverted commas and other punctuation to indicate direct speech, apostrophes for plural and possessive 's', determiner, pronoun, possessive pronoun, adverbial, expanded noun phrases, use of Standard English.</p>	<p>Once per week discrete teaching as well as daily application through writing lesson</p>
	<p>Reading</p> <p><i>Escape from Pompeii</i> by Christina Balit &amp; <i>The Firework Maker's Daughter</i> by Philip Pullman</p>	<ul style="list-style-type: none"> <li>• Apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous;</li> <li>• Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.</li> <li>• Ask reasoned questions to improve understanding of a text.</li> <li>• Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.</li> <li>• Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or</li> </ul>	<p>VIPER questions : once per week</p> <p>Reading for pleasure: Daily timetabled reading sessions</p> <p>1:1 Reading: Weekly (more often for less competent readers)</p> <p>Whole class reading for English: Daily reading session</p> <p>GD booster session once per week</p>



textbooks.

- Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.
- Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.
- Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.
- Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.
- Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.
- Understand what he/she reads by asking questions to improve his/her understanding of

texts of increasing complexity.

- Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.
- Understand what he/she reads by predicting what might happen from details stated and implied.
- Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.
- Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.
- Retrieve and record information from non-fiction over a wide range of subjects.
- Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.

	<p><u>Writing</u></p>	<ul style="list-style-type: none"> <li>• Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Plan his/her writing by discussing and recording ideas.</li> <li>• Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures with reference to English Appendix 2</li> <li>• Draft and write by organising paragraphs around a theme.</li> <li>• Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose.</li> <li>• Draft and write non-narrative material, using simple organisational devices.</li> <li>• Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.</li> <li>• Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials.</li> <li>• Proof-read for spelling and punctuation errors,</li> </ul>	<ul style="list-style-type: none"> <li>• Setting description (Escape from Pompeii)</li> <li>• Diary entry in role (Escape from Pompeii)</li> <li>• Writing for Pleasure (free writing)</li> <li>• Narrative (Firework Maker's Daughter)</li> <li>• Character description (Firework Maker's Daughter)</li> <li>• Setting description (Firework Maker's Daughter)</li> <li>• Letter writing in role (Firework Maker's Daughter)</li> <li>• Poetry- kennings (Firework Maker's Daughter)</li> <li>• Poetry- firework and Remembrance Day poetry- read, perform, recite, analyse as well as write poems using poetic devices (onomatopoeia, alliteration and similes/metaphor)</li> </ul>
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		<p>including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.</p> <ul style="list-style-type: none"> <li>• Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</li> </ul>	
	<p>Vocab/Spelling</p>	<p>Use the prefixes in-, im-, il-, ir-, sub-, inter-, super-, anti-, auto-.</p> <p>Understand and add the suffixes -ation, -ous. I can understand and add the suffixes -ation, -ous. Add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, tension, discussion, magician.</p> <p>Spell words ending with the 'g' sound spelt 'gue' and the 'k' sound spelt -que e.g. rogue, tongue, antique, unique.</p> <p>Spell homophones such as accept/except, affect/effect, ball/bawl, berry/bury, knot/not, medal/meddle, missed/mist, rain/rein/reign, scene/seen, weather/whether, whose/who's</p> <p>Spell more complex words that are often misspelt with reference to English Appendix 1.</p> <p>Spell words with the 's' sound spelt 'sc' e.g. science, scene.</p> <p>Place the possessive apostrophe accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.</p>	<p>Word of the Week</p> <p>Scode Spellings 3 x 20 minute sessions per week</p>

		<p>Use the first three or four letters of a word to check its spelling in a dictionary.</p> <p>Write sentences from memory, dictated by the teacher, that include words and punctuation taught so far.</p>	
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