

## Class 4 Year 5 and 6 Italy and The Romans

### Curriculum Overview Summer Term 2 2022

#### English:

Comprehension skills: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identifying how language, structure and presentation contribute to meaning

Daily Individual and paired reading, plus daily group reading texts with teacher/TA continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Roman fact files and record cards for class display.

Features of the Balanced Argument and writing our own.

Persuasive writing skills and language.

Information texts recap writing and presenting PowerPoint from research (precising longer passages then writing up in own words).

Use dictionaries to check the spelling and meaning of words and use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.

Use a thesaurus.

Story writing and poetry composition and performance. In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.. Using a wide range of devices to build cohesion within and across paragraphs

Roman mythology: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions

Grammar revision: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. To using passive verbs to affect the presentation of information in a sentence. To using the perfect form of verbs to mark relationships of time and cause.

#### Writing:

Persuasive leaflets encouraging tourists to visit Italy.

Balanced arguments – Does tourism lead to the careless destruction of ancient historical sites or does it save them?

Story writing in the style of a Roman Myth. Using a thesaurus to up-level our vocabulary.

Poems about the Roman Gods.

Reading: Daily reading experiencing a range of genres and text difficulty, comprehension, learning texts by heart for performance in the school play.

Speaking and listening:

Sharing written and discussion work within class setting.

Developing our performance voices – intonation, volume, expression and clarity of enunciation.

Maths:

Create an Roman themed maths board game

White Rose Maths:

Year 5: Measures: To convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre)

To understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.

To measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. To calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) and estimate the area of irregular shapes. To estimate volume [for example, using 1 cm<sup>3</sup> blocks to build cuboids (including cubes)] and capacity [for example, using water]

To solve problems involving converting between units of time.

To use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.

Geometry: To identify 3-D shapes, including cubes and other cuboids, from 2-D representations. To know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles.

To draw given angles, and measure them in degrees (°).

To identify: angles at a point and one whole turn (total 360°), angles at a point on a straight line and 2 1 a turn (total 180°), other multiples of 90°.

To use the properties of rectangles to deduce related facts and find missing lengths and angles.

To distinguish between regular and irregular polygons based on reasoning about equal sides and angles

Year 6:

To work on consolidation of all KS2 National Curriculum areas in preparation for year 7.

Geometry: Properties of shape:

draw 2-D shapes using given dimensions and angles

recognise, describe and build simple 3-D shapes, including making nets

compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons

illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius

recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Statistics:

interpret and construct pie charts and line graphs and use these to solve problems

calculate and interpret the mean as an average.

Science:

UV beads and sun-cream/ material investigation. To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. To plan investigations with growing independence.

Beach and garden surveys and visit – how has the habitat changed since last month?

Adaptation of animals for Mediterranean environments. To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Mars Balloon follow-up investigations – working scientifically, planning with increasing independence and drawing conclusions.

Forces: Rube Goldberg practical activity. To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Earth and space: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Describe the movement of the Moon relative to the Earth Describe the Sun, Earth and Moon as approximately spherical bodies

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Glasgow Science Musuem trip for y5 and 6.

Newcastle Life Centre and Discovery Centre visit Y6.

### History:

Who Were the Ancient Romans? Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study by learning about where and when the ancient Romans lived.

What Was Life Like in Ancient Rome What were the roles within Roman society? Why was the countryside, sea and their ability to dominate and conquer other countries important? Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance by learning about the daily lives of many ancient Roman people.

Roman society, the role of Cesar and the Senate, the roles of women and children and slavery: Construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning the about the governmental process used by the ancient Romans.

Invasion of Britain: Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of Hadrian's wall and related artefacts.

Writing and culture: Note connections, contrasts and trends over time and develop the appropriate use of historical terms by exploring ancient Roman writing systems and culture.

Roman Gods and Religion and the birth of Christianity: Construct informed responses that involve thoughtful selection and organisation of relevant historical information by distinguishing information about the different gods and religious beliefs. How were differences dealt with

### Geography:

Where is Rome in relation to the other countries and continents, we have studied this year? To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

What is the climate like? To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

What is Italy like today compared to what we know of Roman times? To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. To study 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

### P.E.

#### *Team games, Dance and Athletics:*

To compare their performances with previous ones and demonstrate improvement to achieve their personal best.

To develop flexibility, strength, technique, control and balance

To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.

*Orienteering:* To take part in outdoor and adventurous activity challenges both individually and within a team

French: Je suis le musicien (I am the music man), Le passe et le present (Then and now)

Ici et la (Out and about)

To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.

To understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Vocabulary practise with [French-games.net](http://French-games.net)

### Computing:

Write and test algorithms to program Lego Spike Prime and EV3 coding with Word Blocks and also write simple programs to operate the the BBC Microbit and Raspberry Pi

Design a game and quiz using Scratch and Kodu.

Year 5:

Explore procedures using repeat to achieve solutions to problems with a floor robot.

Talk about procedures as parts of a program

Refine procedures to improve efficiency

Use a variable to replace number of sides in a regular shape

Explore instructions to control software or hardware with an input & using if... then... commands

Explore a computer model to control a physical system

Change inputs on a model to achieve different outputs

Refine & extend a program

Identify difficulties & articulate a solution for errors in a program

Group commands as a procedure to achieve a specific outcome within a program

Write down the steps required (an algorithm) to achieve the outcome that is wanted and refer to this when programming.

Year 6:

Record in some detail the steps (the algorithm) that are required to achieve an outcome & refer to this when programming

Predict the outputs for the steps in an algorithm

Increase confidence in the process to plan, program, test & review a program

Write a program which follows an algorithm to solve a problem for a floor robot or other model

Write a program which follows an algorithm to achieve a planned outcome for appropriate programming software

Control on screen mimics & physical devices using one or more input & predict the outputs

Understand how sensors can be used to measure input in order to activate a procedure or sequence & talk about applications in society

Create variables to provide a score/trigger an action in a game

Link errors in a program to problems in the original algorithm

### Music:

To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

To improvise and compose music for a range of purposes using the inter-related dimensions of music. To listen with attention to detail and recall sounds with increasing aural memory.

To use and understand staff and other musical notations.

To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

To develop an understanding of the history of music of Rome.

### Performance:

#### *Knowledge:*

- *To know and be able to talk about:*
- *Performing is sharing music with an audience with belief*
- *A performance doesn't have to be a drama! It can be to one person or to each other*
- *Everything that will be performed must be planned and learned*
- *You must sing or rap the words clearly and play with confidence*
- *A performance can be a special occasion and involve an audience including of people you don't know*
- *It is planned and different for each occasion*
- *A performance involves communicating ideas, thoughts and feelings about the song/music.*

#### *Skills:*

- *To choose what to perform and create a programme.*
- *To communicate the meaning of the words and clearly articulate them.*
- *To talk about the venue and how to use it to best effect.*
- *To record the performance and compare it to a previous performance.*
- *To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"*

## Religious Education and SMSC:

### Focus Islam

- Use texts, reference books and IT to research the Muslim calendar and in particular Ramadan.
- Explore the stories, customs, food etc. associated with the festival of Eid-ul-Fitr.
- Distinguish between doing something difficult in order to benefit ourselves or in order to help others.
- Participate in a P4C Enquiry focusing on the phrase 'it is better to give than receive'.
- Invite a Muslim visitor to school or watch a film clip to find out about religion in the home and what values are important, fasting, Halal food, attitude to alcohol.
- Use relevant websites to learn about Muslims e.g. Britkids
- Consider values that we have been taught at home and how that influences live in the wider community.
- Make lists of things we really need and things which are extra pleasures. Relate to Zakat.
- Use texts, reference books and IT to research traditions associated with rites of passage - birth, naming of children, marriage and death in Islam.
- Learn the words Muslims use to talk about Hajj and develop the metaphor of 'life as a journey'.
- Discuss feelings about death and whether there is an afterlife.
- Draw meaning from the greeting 'As-salamu alaikum' (Peace be with you).
- Participate in a Community of Enquiry focusing on why we should treat others with respect.

## Art and Design:

To explore Roman Mosaic work and experiment with collage to build up own designs.

Making and using print blocks and rollers (lino cut) and to experiment with a range of media to overlap and layer creating interesting colours and textures and effects using screen printing as a vehicle.

To use graded pencils further develop the understanding of perspective and in sketching famous Roman architecture (including basilicas, baths, amphitheatres, and triumphal arches).

To extend their range of blending techniques to include more sophisticated techniques such as stippling and scumbling. Using wet and dry media alongside drawing with pencil or ink such as transparent water colour work in the style of the Fresco Wall from the House of Livia.

To consider colour mixing for warm and cold colour palettes to create atmosphere..

Pupils will use armatures to provide structures for more sophisticated methods of sculpting figures and busts- Roman gods and heroes.

To continue to create sketch books to record their observations and use them to review and revisit ideas. To find out about great artists, architects and designers in Roman history.

### Design and Technology (Creative afternoon, STEAM activities and making props for the play)

#### Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

#### Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

#### Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

#### Technical knowledge.

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

#### Cooking and Nutrition:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

To use design and technology skills to construct props for the school play.