

# Our topic is **What the Romans Did FOR US**



## English (some key objectives)

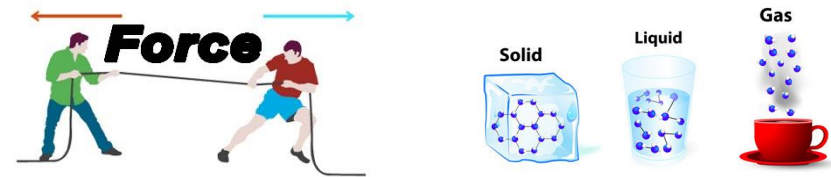
- Learn to spell selected homophones, words ending in '-able' and '-ible' and words containing the 'ough' pattern (Y5). Weekly list will be sent home.
- Revise possessive apostrophe with singular proper nouns. Learn to spell words ending in '-ure', spell selected homophones and words with prefixes 'in-', 'il-', 'im-', and 'ir-' (Y4). Weekly list will be sent home.
- Develop punctuation and grammar skills: devices to build cohesion within and across paragraphs and use relative clauses (Y5); use wider range of conjunctions and choose nouns or pronouns for clarity and cohesion and to avoid repetition (Y4).
- Read 'Roman Diary: Journal of a Young Slave' by Richard Platt.
- Write a descriptive piece in the role of gladiator about the build-up to their arrival in the circus arena.
- Identify features of a non-chronological report and create own piece about a Roman gladiator or legionary.
- Develop reading skills: predicting, drawing inferences, summarising, justifying opinions with evidence.

## Science

- **Let's get moving:** understand that unsupported objects fall because of the force of gravity. Identify effects of air and water resistance and friction between moving surfaces. Recognise that some mechanisms, such as pulleys, allow for a smaller force to have a greater effect.
- **Looking at states:** compare and group materials together. Observe that some materials change state when heated or cooled, and understand evaporation and condensation in the water cycle.

## Mathematics (some key objectives)

- Read Roman numerals to 100 (Y4) and 1000 (Y5)
- Count in multiples of 6, 7, 9, 25 and 1000 (Y4)
- Count backwards and forwards through zero to include negative numbers
- Order and compare numbers and recognise the place value of each digit in a four-digit number and beyond (Y4) or to 1,000,000 (Y5)
- Round any number to the nearest 10, 100 or 1000 (Y4) or 10, 100, 1000 and 100,000 (Y5)
- Establish whether a number up to 100 is prime and recall prime numbers up to 19 (Y5)
- Add and subtract numbers using the formal written method of columnar addition and subtraction
- Estimate, round and use inverse operations to check answers
- Use place value, known facts, factor pairs and commutativity in mental multiplication and division calculations (Y4)
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 (Y5)
- Recognise and use factor pairs in mental calculations (Y4) or find all factor pairs of a number and common factors of two numbers (Y5)
- Use a formal written method to multiply two- and three-digit numbers by a one digit number (Y4) or a four-digit number by a one- or two-digit number (Y5)
- Divide numbers up to four digits long by a single-digit number using short division and interpret remainders appropriately (Y5)
- Recognise and use square and cube numbers (Y5)
- Solve number and practical problems involving all four number operations with increasingly large positive numbers



## History/Geography

- Learn about the Roman Empire and its impact on Britain:
  - Julius Caesar's attempted invasion in 55-54 BC;
  - the Roman Empire by AD42 and the power of its army;
  - successful invasion by Claudius and conquest, including Hadrian's Wall;
  - British resistance;
  - 'Romanisation' of Britain.
- Visit to Fishbourne Roman Palace
- Use maps to explore the Geographical extent of the Roman Empire

## Computing

- We are meteorologists - children take on the role of meteorologists and weather presenters. They will collect, measure, analyse, interpret and present data using spreadsheets, charts and graphs and TV-style weather presentations.

## Art and Design/Design Technology

- Investigate Roman mosaic designs.
- Make tesserae using salt dough mixture and use them to design and create own mosaic.

## RE/PSHCE

- Religion - we will continue to look at Creation. In particular, the story in Genesis 1. Also, children will focus on how Christians care in specific ways before reflecting on what is important about the story today for Christians and non-Christians.
- Feelings - consider children's own personal skills, the importance of making mistakes and the feelings these occasions can provoke

## Music

- The Romans - children will learn a variety of songs exploring the history of Ancient Rome. They will also have opportunities to play classroom instruments, performing body percussion and listening to music.

## Physical Development

- Invasion games - including netball, dodgeball, handball and football. Focus will be on teamwork, possession, scoring and defending.
- Dance - exploring dance and movement through different aspects of the Ancient Romans: the invasion, their towns and buildings, their customs and pastimes.

## French

- Madame Harding - Monday pm

## What can you do at home?

- Use the internet to research the Romans - useful websites:  
<http://www.primaryhomeworkhelp.co.uk/Romans.html>  
<http://www.bbc.co.uk/education/topics/zwmpfg8>  
[http://www.bbc.co.uk/schools/primaryhistory/romans/family\\_and\\_children/](http://www.bbc.co.uk/schools/primaryhistory/romans/family_and_children/)
- Read daily for 20 minutes and talk about it
- Read a newspaper (match reports, world events)
- Learn tables facts, including related division facts ( $7 \times 8 = 56$  so  $56 \div 7 = 8$ )
- Learn spellings together (see ideas in the homework book)
- Practise an objective from the End of Year Expectations booklet distributed at 'Meet the teacher'
- Visit the local library

