

Topic: The Roman Empire

This Romans unit will teach the class about the impact the Roman empire had on life in Britain. They will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. The children will also look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and bathhouses. In addition to this, they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. The children will also investigate Hadrian's Wall, examining how, where and why it was built. They will learn about the different features of the wall and use maps to determine its location. A lesson on gods and Roman religion will help the children to understand more about the culture and beliefs of Roman people, and they will play and design games to consolidate their knowledge about the different Roman gods and goddesses.

English	<p><u>Fiction key writing purpose:</u> To write a new story using some of the characters from The Bogey Men and the Trolls Next Door.</p> <ul style="list-style-type: none"> •write from the point of view of one of the band members •give extra information by including powerful adverbs and adjectives •use at least one of the features of Kaye Umansky's style, e.g. comical images, extra information in brackets, made-up adjectives such as 'trollish'. <p>Grammar:</p> <ul style="list-style-type: none"> •include the first person past tense, because I am writing in role as a character. <p><u>Non-fiction key writing purpose:</u> To write about a pupil's life at stage school based on a radio interview.</p> <ul style="list-style-type: none"> •give clear information about life at stage school •use a title and subheadings to organise the information •use quotations (direct speech) and/or reported speech to explain about life at stage school. <p>Grammar:</p> <ul style="list-style-type: none"> •include reported speech and/or direct speech, which is set out and punctuated correctly.
Maths	<p>Number: multiplication and division. Measurement: length, perimeter and area. Number: fractions.</p>
Science	<p>This Planet Rocks!</p> <p>Content:</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter <p>Working scientifically</p> <ul style="list-style-type: none"> • ask relevant questions and using different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment • gather, record, classify and present data in a variety of ways to help answer questions • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

	<ul style="list-style-type: none"> • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes • use straightforward scientific evidence to answer questions or to support their findings
History	<ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. • Address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. • Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • Note connections, contrasts and trends over time and develop the appropriate use of historical terms. • Understand how our knowledge of the past is constructed from a range of sources.
Languages	<p>French -Going Shopping unit.</p> <ul style="list-style-type: none"> • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help • speak in sentences, using familiar vocabulary, phrases and basic language structures
Religious education	<p>Christianity- Jesus. Investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own.</p> <ul style="list-style-type: none"> • Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities
PSHE Relationship Education	<p>Topic 1: Families and people who care for me , KS2 R5:</p> <ul style="list-style-type: none"> • that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment
Computing	<p>Internet Research and Communication</p> <ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour
Physical education	<p>This Dance Romans unit will teach the class a variety of dance techniques, taking inspiration from the topic of the Romans. Children will draw on their knowledge of the Roman Empire including Roman soldiers, the Colosseum, Pompeii and Roman festivals. The skills are taught in an engaging and motivational manner, with children using dance techniques and styles to represent and communicate ideas about the Roman time period.</p>

	<p>Children will learn to dance in unison and in canon and will discover how to use expression in their dancing in order to fit the mood of a performance.</p> <p>follow instructions to perform actions;</p> <ul style="list-style-type: none"> • perform actions to communicate ideas; • copy an action and explain how it communicates an idea; • put actions together to tell a story; • perform suggested movement phrases to communicate ideas; • perform a number of movement phrases in a longer dance; • perform suggested movement phrases with their group; • perform a number of movement phrases in unison and canon within a group; • show awareness of control when performing; • perform suggested movement phrases to communicate ideas; • evaluate movement phrases ready for performance.
Music	<p>Charanga Music programme</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music • drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
Art and design	<p>Study Roman mosaics; understand why, when and how the Romans created these and their significance in Roman society. Using stick-printing techniques create mosaic pictures.</p> <ul style="list-style-type: none"> • Understand the historical and cultural development of art forms (mosaics). • Explore ideas to improve mastery of art and design techniques (printing). • Begin to evaluate and analyse their work. • Generate a repeating mosaic style pattern of coloured squares on a grid. • Print a neat repeating border design with good technique. • Evaluate and analyse their work and that of others. • Make informed choices on colour and design based on prior knowledge and experience.

Homework folders and spellings are sent home every Friday.

Please return homework folders to school every Thursday.

Spelling and multiplication tests are every Friday morning, please remember your spelling book.

Spellings can also be found on the school website on the Dunstanburgh Class Page.

The Times Tables Challenge and our Homework Policy are also on the school website:

<http://www.hipsburn.northumberland.sch.uk/website>

Useful Links: KS2 Maths <http://www.bbc.co.uk/bitesize/ks2/maths/>

<http://www.topmarks.co.uk/maths-games/7-11-years/times-tables>

National Curriculum <http://www.educationengland.org.uk/documents/pdfs/2013-nc-framework.pdf>