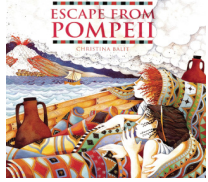
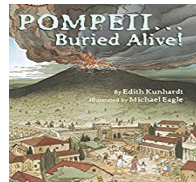


Lower Key Stage 2— *The Romans!* Autumn 1st & 2nd 2020

Week 1 & 2 : Fiction



Week 3 & 4: Non Fiction



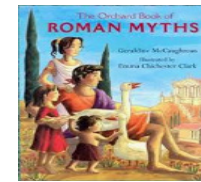
Week 5 & 6: Fiction



Week 1 & 2: Poetry



Week 3 & 4: Myths



Week 5 & 6: Non Fiction



English skills/ Class Reading:

Chn will read during English skills time and complete VIPERS for inference & deduction. skills.



Session 1 Immersion Day— We will be learning all about the Romans and how they went to battle-The chn will then make Roman shields and learn how to do the Testudo formation for battle! We will learn the Roman Numerals/ make our very own Roman coins from clay!



Session 2: History

LO: I am enquiring why the Romans invaded twice. Chn

to examine maps of the Roman empire and explore why they wanted to control these Islands, looking at what minerals and commodities they wanted. Consider the two attempted invasions.



Session 3: History

LO: I am learning to understand why the Roman army was so successful in building up the Roman empire.

Chn to examine images of Roman armour. Draw and label to show their understanding of how these items work so well for the Romans.



Session 4: History

LO: I am learning to explore the ways in which the Romans entertained themselves and others in the Empire. Chn to explore gladiator fights and chariot racing. Design and build their own chariot and then race outside! it!



Session 5: History

LO: am learning to understand how we know about life in Roman Britain, especially Hadrian's wall. Chn to

look at images of the original Vindolanda tablets / why they are important, even today? Use BBC Teach /primary homeworkhelp to create their own



Session 6: History

LO: I am learning to enquire why some tribes did not welcome the Romans and some did. Assess sources for accuracy and bias, developing their historical interpretation skills. Chn discover who the Iceni were. Read through the description of Boudicca by Cassius Dio/ BBC clips and create a line of the events of her rebellion.



Session 7: History

LO: I am learning to investigate how the Roman's influenced the culture of the people already living here. Chn to investigate how Celt tribes lived. How did this change when the Roman's arrived.? Find out about Iceni tribe that were local to Elveden.

Session 8: Art

LO: I am learning to explore and discuss mosaics as an art form brought to Britain by the Romans, looking particularly at borders. Chn will learn about the Roman Art of Mosaics and then design different borders /corners in 2/3 colours for their own template.



Session 9: Art

LO: I am learning to develop and practise the technique of printing individual small squares using a printing stick. To finalise their chosen border design. Chn will learn to print a neat repeating border design with good technique.



Session 10: Art

LO: I am learning to perfect the technique of printing individual squares and review progress, analysing style and technique. Chn will print a neat repeating border design with good technique-Evaluate and analyse their work and that of others.



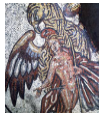
Session 11: Art

LO: I am learning to research and discover information on Roman mosaics and present it effectively. Chn to carry out further investigations into Roman mosaics, looking at different types and relating these to their different locations, content and functions.

Lower Key Stage 2— *The Romans!* Autumn 1st & 2nd 2020

Session 12: Art

LO: I am learning to review knowledge of Roman mosaics and consider their importance to historians. Chn will design and finish printing a large scale mosaic style picture then evaluate the finished work and plan how to exhibit it to a wider audience.



Session 13: Geography-

LO: I am learning to identify the physical features of Italy.

Chn to locate where Romans came from and their geographical reach. Then find Italy on a map of Europe, identify it as a Mediterranean country and a penin-



Session 14: Geography

LO: I am learning to compare the capital cities in Italy and the UK. Chn to research both capitals and find similarities/ differences about their physical and human features.



Session 15: Geography

LO: I am learning to explore the 3 volcanoes in Italy, where they are and how they are formed. Chn

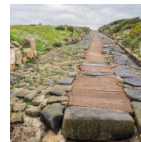
learn about Mount Vesuvius, Etna & Stromboli and how they are formed.



Session 16: Geography

LO: I am learning about the Roman roads and their locality in the UK

Chn to find out about the Roman roads, their purpose and structure and where they are built in the UK.



Session 17: Geography

LO: I am learning about the Location & importance of Roman tourists sites in the UK.

Chn to make a tourist guide to Hadrian's Wall / Roman Baths.



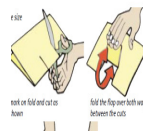
Session 18: DT

LO: I am learning to investigate the concept of a pop up book. Chn explore the 'pop up' concept using examples and then brain storm their groups ideas for their own Roman Pop up book.



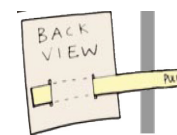
Session 19: DT

LO: I am learning to explore pop up techniques such as the box fold and mouth fold. Chn start to create their front page for their book using either folds.



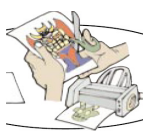
Session 20: DT.

LO: I am learning to explore pop up book techniques such as the slider and lift-up flap fold. Chn design their next page using either techniques with a Roman twist!



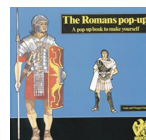
Session 21: DT

LO: I am learning to explore designs for my illustrations. Chn to explore cartoon concept for drawing Romans for their pop up book and finish it.



Session 22: DT

LO: I am learning create a Roman information book with levers and sliding components. Chn complete all pages of their Roman information book ready to read to class.



Session 23: DT

LO: I am learning evaluate my final product. Chn to present their Roman book and its features to peers and discuss their evaluation of this DT task.

Philosophy 4 Children

Session 24: Philosophy for Children

'Good or Bad?'

Chn discuss their own experiences where they could have been viewed as being good or bad. Share views on good/bad behaviour.



Session 25: Philosophy for Children

Respect, what is it?

Chn listen to the podcast about Respect and discuss their viewpoints .<https://p4c.com/respect-childrens-philosophy-radio/>



ICT:

Unit 4 -Coding & online safety
Spreadsheets, Logos &
writing for different purposes



Music:

Charanga R&B, Mototown
& Soul



French:


Rigolo 1:

7 & 8- Time/Describe myself
9 & 10- Parties/Directions



P.E: Invasion games:

Hockey, Tag Ruby &
Football.

Swimming 
in Autumn 2

R.E:

Exploring-Saviour
through Christianity &
Prophets through Islam.

P.H.S.E:

Citizenship Rights, Rules
& Responsibility (8)

Myself, My Relationship & My
Emotion. Anti Bullying day.



Lower Key Stage 2— **The Romans!** Autumn 1st & 2nd

Science

Autumn 1st -Humans- including Animals

Autumn 2nd- Skeleton, Muscles & Movement

Session 2: Science

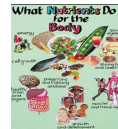
LO: I am learning to explain how living things obtain food and explain why animals/humans need nutrients. Chn to explore how living things obtain food and investigate the different food groups for them.



Session 3: Science

LO: I am learning to compare and group animals by their diet.

Chn learn about similarities/differences between the food groups pie chart/types of nutritional pyramid and explain why nutrients are needed.



Session 1: Science

LO: I am learning to compare Roman diets to modern day diets.

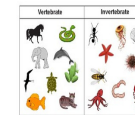
Chn compare the two diets for Romans and the modern day. After taste test, chn must prepare a presentation for/against both diets, explaining what they like and why it would be good to eat as a Roman.



Session 4: Science

LO: I am learning to sort animals based on their skeletons. Chn learn about skeletons and identify if animals are vertebrate/invertebrates.

Vertebrate or Invertebrate?



Session 5: Science

LO: I am learning to identify and name bones and a skeleton functions. Chn learn about the bones in the human body, they will label the skeleton diagrams.



Session 6: Science

LO: I am learning to identify and name bones and a skeleton functions.

Chn learn about the bones in the human body, they will create their own side walk skeleton highlighting the human bone structure.

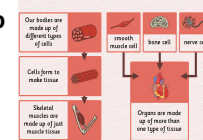


Session 7: Science

LO: I am learning to examine how muscles work and why we need them

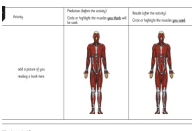
Chn to learn about muscles in the body and why they are vital to animals including humans.

What are Muscles?



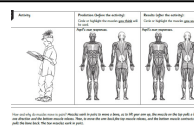
Session 8: Science

LO: I am learning why we need muscles to move. Chn to identify what muscles are where in the body and what they do- set up Mighty Muscle practical enquiry.



Session 9: Science

LO: I am learning to carry out a practical enquiry about Muscles and their function in the body. Chn to plan, carry out and record their findings on a practical enquiry based on muscles.



Session 10: Science

LO: I am learning to present and evaluate my findings. Chn present and evaluate their scientific findings about their muscle experiment.