# Trimley St Mary Primary School Medium Term Plan - Key Stage 2

**Year Group:** ☑3 ☑4 ☐5 ☐6    **Term:** ☐Autumn ☑Spring ☐Summer    **Calendar Year:** 2022

**Topic Title:** Revolting Romans

**Sparkling Starter:** Drama Romulus and Remus

**Fabulous Finisher:** A Roman day trip to Colchester Castle

**Curriculum Drivers:** ☑Community ☑Diversity ☑Emotional Awareness ☑Enquiry ☐Enterprise ☑Knowledge of the World ☐Music ☑Possibilities ☐Spirituality ☐Sports ☑The Arts ☑The Environment

| As Readers we will: | As Writers we will: | As Communicators we will: | As Scientists we will: |
|---|---|---|---|
| ✓ Continue to encourage a life-long love of books where the emphasis is on depth of understanding through discussion. <br> ✓ Read from a selection as the basis for guided reading and/English: Romulus and Remus, The Celtic Chronicles, The Roman Mysteries, The Ruthless Romans (Horrible Histories), The Rotten Romans (Horrible Histories), The Orchard Book of Roman Myths, Escape from Pompeii by Christina Balit, | Develop spelling, punctuation and grammar skills. Create non-fiction text booklets for our museum. Retell the story of Romulus and Remus with active literacy, story mapping, story writing and re-writing as a playscript to be dramatised iin groups. Performan the book 'Escape from Pompeii' as earthquake poetry Recount a volcanic eruption. Record diary entries for the day in the life of a Roman soldier. Write newspaper reports about the sacking of Colchester. Summarise newspaper reports from the Celtic Chronicles. Letter writing; write a letter to the Roman emperor from Boudicca to persuade the Romans to leave Britain. | Discuss and question. <br> ✓ Listen carefully and understand by participating in debates and discussions and making relevant comments. <br> ✓ Ask for specific additional information to clarify. <br> ✓ Understand the meaning of some phrases beyond the literal interpretation. <br> ✓ Role play/hot seating Boudicca and a Roman soldier. | Forces and practical forces skills; <br> ✓ Comparing movement of model Roman chariot on different surfaces. <br> ✓ Observing that some forces need contact between two objects, but magnetic forces can act at a distance. <br> ✓ Observing how magnets attract or repel, and attract some materials but not others. <br> ✓ Comparing and sorting materials based on whether they are magnetic or not. <br> ✓ Identifying magnetic materials and describe the two poles of a magnet. <br> ✓ Predicting whether magnets will attract or repel based on which poles are facing. <br> ✓ Explaining how a trebuchet uses forces to work |

| As Mathematicians we will: | | In computing we will: | As Linguists we will: |
|---|---|---|---|
| As mathematicians we will… <br> ✓ build on calculation skills developed through the use of 'Inspire'. <br> ✓ Learn the 'Beat Its' automatically to support their learning and give confidence in their maths ability. <br> ✓ be taught to apply the skills learned in a range of problem solving situations using manipulatives. <br> ✓ Know the Roman numerals to at least 100 <br> ✓ Apply knowledge of Roman numerals in addition, subtraction and problem solving activities. | ✓ Investigate and solve problems involving Roman roads and calculations of their length. <br> ✓ Covert times from analogue to digital and vice versa. <br> ✓ Introduce 24 hour clock times. <br> ✓ Solve time problems using timetables. | Draw, write and role play examples of risks posed by online communications. Explain that hurtful comments made online can be bullying. Complete stepped coding challenges on Purple Mash to control motion, looks, sound, pen shade, events, proximity sensors, values stored, variables and use reporter operations to perform calculations. Perform and record Roman themed poetry using a greenscreen background. | Modern Foreign Languages: <br> ✓ learn to read French fluently <br> ✓ learn to write in French imaginatively <br> ✓ learn to speak French confidently <br> ✓ learn about France, it's culture, people, places and geography. <br> ✓ Be able to order food in a restaurant. |

| As Artists and Designers we will: | As Design Technologists we will: | As Musicians we will: | In physical education we will: |
|---|---|---|---|
| ✓ Be focussing on 3-dimensional art, research Roman mosaics and pottery. <br> ✓ Directional shading to make objects appear 3D.(learning what numbers and letters mean on pencils <br> ✓ Design and make a Roman bowl or amphora using the coiling method with clay and decorate with Roman patterns (sgraffito) <br> ✓ Construct a 3D Roman villa by following instructions. <br> ✓ Learn about the life and works of famous Italian | ✓ Design and make a mosaic photo frame by using the skills to measure and cut materials accurately. <br> ✓ Design and make Italian pizza using good food hygiene, skills of food technology including weighing mass and capacity of ingredients using weighing scales and measuring jugs. <br> ✓ Design and make a useable pizza box using accurate measuring skills. Evaluate | Perform music by singing in tune, from memory with accurate pitch. Play notes on an instrument (clarinets for y4, glockenspiel Y3) so they are clear with control and awareness of others recognising same basic notes. Compose and perform melodic songs and repeat patterns with a range of instruments. Transcribe by devising non-standard symbols to indicate when to play and rest.(using PM) Describe music and identify likes and dislikes. | ✓ Develop skills in invasion games and gymnastics. |

| As Geographers we will: | As Historians we will: | In religious education we will: | In PSHE and RSE we will: |
|---|---|---|---|
| ✓ Use Google Earth to find where Italy is in relation to The United Kingdom, Europe and the world. <br> ✓ Study maps of Italy to discover where Rome is and important landmarks such as the colosseum, the leaning tower of Pisa etc. <br> ✓ Know where Pompeii is situated and Mount Vesuvius. <br> ✓ Know which countries border Italy | ✓ Use evidence to ask questions. <br> ✓ Be able to evaluate the value of sources, suggest causes and consequences of some of the main events. <br> ✓ Know where the Roman era is on a timeline. <br> ✓ Observe Roman artefacts and secondary sources of information. | Develop understanding of Hinduism – Dharma covers a diverse range of beliefs and practices which describe beliefs and way of life.. <br> ✓ Focus on key messages; doing one's duty properly <br> ✓ Not letting people down <br> ✓ Doing the right thing in each situation <br> ✓ Be aware and don't shirk responsibilities | As social and emotional learners we will <br> ✓ communicate our emotional literacy through the medium of 'Blob' activities. <br> ✓ summarise relationships we have in our lives. <br> ✓ understand the importance of a healthy lifestyle and a positive 'can do' attitude <br> ✓ identify ways to keep ourselves healthy |