



Birkacre Class St. Joseph's Spring Two – Veni, Vidi, Vici



Spring Two Theme – Veni, vid, Vici

Throughout this half term we will be exploring Ancient Rome and investigating the impact the Roman empire and invasion had on Britain. We will explore this through the themes of the Roman Army, roman homes and entertainment.

Learning Challenge Questions:

Why did the Romans invade England?

How do we know so much about Roman life in Britain?

How did the Roman way of life compare with the Celtic/Briton's way of life?

What happened in Pompeii?

How did the Celts/Britons try to stop the Romans?

Core Subjects

READING

This half term we will look at texts around encyclopaedia entries of a variety of carnivores in order to create our own. We will also be reading Beowulf by Michael Morpurgo to explore the themes of evil, heroes and villains.

- Regularly listen to whole novels read aloud by the teacher.
- Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.
- Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
- Orally retell a range of stories.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences
- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes and noun phrases
- Explain the meaning of key vocabulary within the context of the text.
- Use dictionaries real and ipads to check meanings of words in the texts that they read.
- Explain how paragraphs are used to order or build up ideas, and how they are linked.

WRITING

Using the texts we have identified in reading we will use author techniques and skills to write our own narrative stories set in Roman times.

- Explore, identify and use Standard English verb inflections for writing e.g. We were instead of we was. I was instead of I were, I did instead of I done. She saw it instead of she seen it. .
- To analyse a text for purpose, structure and vocabulary
- To analyse a text for characterisation
- To create and use fronted adverbials for where
- To create and use fronted adverbials for when
- To include commas after a fronted adverbial
- To create complex sentences with adverb starters
- To use commas to mark clauses in complex sentences
- To describe a character's thoughts and feelings
- To identify and create similes for effect
- To identify and create noun phrases to describe a setting
- To identify and create noun phrases to describe a character
- To analyse characters and suggest what they might say.
- To discuss and record ideas for planning eg story map, story board, boxing up to create a plan
- To develop settings and characters using vocabulary to create atmosphere and suspense.

COMPUTING

Using the DARES strategy of design, apply, refine, evaluate and share the children will create their own video clip. They will think about the type of content they can add to each slide. Discuss where they can get the content from and how to record their voices. They will explore how to edit the length of each slide.

- To add and edit the length of a video into a slide
- To add a text, image and icon to a slide.
- To record my voice using expression
- To save and upload my project to Seesaw.
- To sequence clips of mixed media in a timeline and record a voiceover
- To evaluate and improve the best video tools to best explain my understanding

<ul style="list-style-type: none"> • Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. • Make predictions based on information stated and implied. • Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust. 	<ul style="list-style-type: none"> • Plan and write an opening paragraph to include a setting and introduce characters. • To organise paragraphs in narrative • Proof read to check for errors in spelling, grammar and punctuation • Improve writing in the light of evaluation • To gather information for non-fiction writing • To discuss and record ideas for planning eg text map, non-fiction bridge to create a plan • To organise paragraphs in a non-chronological report • To generate and select from vocabulary banks eg technical vocabulary, powerful adverbs, adverbial phrases, appropriate for text type. • To proof read and evaluate writing in order to improve it. 	
<p style="text-align: center;">Key Vocabulary:</p> <p>Recognise, analyse, vocabulary. Identify, discuss, inference, retrieve, evidence. Explain, predict, generate, justify, Persuade, persuasion, articles, reports, letters, adverts</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Commas inverted commas, speech marks, apostrophes, fronted adverbials, complex sentences, adverb starters, noun phrases, expanded noun phrases, punctuation, identify explore, tenses, grammar, explore, collect, technical language, paragraphs, non-chronological, encyclopaedia</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Design, project, digital, outcome, achieve, create, plan, produce, explore, refine, modify, evaluate, reflect, add, edit, slide, upload, sequence, improve, record</p>
<p style="text-align: center;">Help me at Home by:</p> <p>Reading stories with me, listening to me read and asking me questions about the story, the characters, their thoughts and feelings and why they might behave in a certain way. Help me to break down unfamiliar words when reading. Check I understand the word – if I don’t help me to find out what the word means. Join a library. Complete AR quizzes at home.</p> <p>Engage in some non- fiction books around animals especially carnivorous ones.</p> <p>Read encyclopaedias with me about animals</p>	<p style="text-align: center;">Help me at Home by:</p> <p>Read stories with me about Roman myths and legends or set in Roman times.</p> <p>Look at encyclopaedias with me to identify information it gives and how it is set out</p> <p>Help me to identify technical language</p>	<p style="text-align: center;">Help me at Home by:</p> <p>Look at video clips with me.</p> <p>Download adobe spark video to help me create my own at home.</p>

<p style="text-align: center;"><u>MATHS</u></p> <p>This half term we focus on Fractions and decimals, we will explore the links between them and the different ways in which they are recorded.</p> <ul style="list-style-type: none"> • To identify what a fraction is • To understand what a unit fraction is • To understand what a non-unit fraction is • To understand that a fraction is an equal part of a whole • To identify parts of a whole • To use and understand the term numerator • To use and understand the term denominator • To understand and identify tenths • To count in tenths • To understand what an equivalent fraction is • To identify equivalent fractions • To add fractions • To add two or more fractions • To subtract fractions • To subtract two fractions • To find fractions of a set of objects • To calculate fractions of amounts • To recognise tenths • To recognise hundredths • To understand a tenth as a decimal • To divide 1 digit by 10 • To divide 2 digits by 10 • To understand a hundredth as a decimal • To divided 1 digit by 100 • To divide 2 digits by 100 	<p style="text-align: center;"><u>SCIENCE</u></p> <p>In Science this half term, children will be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them understand their special functions.</p> <ul style="list-style-type: none"> • To describe the simple functions of the basic parts of the digestive system in humans. • To identify the different types of teeth in humans and their simple functions. • To describe how teeth and gums have to be cared for in order to keep them healthy. • To compare the teeth of carnivores and herbivores. • To suggest reasons for differences [grouping & classifying]. • To find out [testing and/or researching] what damages teeth and how to look after them. • To construct and interpret a variety of food chains, identifying producers, predators and prey <i>(NB Link with types of teeth and eating in this unit but this concept could be developed further in the yr4 Environment / habitats unit).</i> • To use drawing and discussing their ideas about the digestive system. 	<p style="text-align: center;"><u>RE</u></p> <p>The children will explore the theme of self-discipline. They will come to understand how they can be self-disciplined in the choices they make and how self-discipline will help them to grow and to reach their full potential. They will also learn about Holy Thursday, Good Friday and Easter Sunday- what happened on these days and why they are important to their faith.</p> <ul style="list-style-type: none"> • To understand what self-discipline is and that it helps them to grow spiritually • To understand how self-discipline can affect their lives, help them to reach their potential and help them grow in faith. • To retell the stories of Maundy Thursday, Good Friday and Easter Sunday • To make links between these stories and Christian beliefs • To give reasons for Religious Action and symbols connected to Lent and Holy week. • To understand the story and religious significance of Holy Week
<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Fraction, part, whole, equal, numerator, denominator, equivalent, add, subtract, tenth, hundredth, divide, decimal, place value.</p>	<p style="text-align: center;"><u>Key Vocabulary.</u></p> <p>digestive system, humans, animals, producer, herbivore, carnivore, omnivore, prey, predator, habitat, food chain, teeth, incisors, canines, molars, mouth, tongue, oesophagus, stomach and small and large intestine</p>	<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>self-discipline, effort, potential, penance, contrition, Lent, Easter, Resurrection, fasting, alms giving</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p>	<p style="text-align: center;"><u>Help me at Home by:</u></p>	<p style="text-align: center;"><u>Help me at Home by:</u></p>

<p>Chanting my times tables with me</p> <p>Play games with me like hit the button, TTRockstars,</p> <p>Help me to make groups of objects like sweets, toys, then help me to find half of them, a quarter of them</p> <p>Play games with me to help me to understand fractions and decimals</p>	<p>Counting my teeth and visiting the dentist, taking out books from the library on teeth and digestion, discussing food and what happens to it, studying different animals and where they might be in a food chain.</p>	<p>Talking to me about Lent – read the story of Jesus going into the desert</p> <p>Talk to me about fasting, giving something up, doing something extra.</p> <p>Talk to me about the Easter Story</p> <p>Watch films about Jesus’ life – the miracle maker</p>
Foundation Subjects		
<p style="text-align: center;"><u>PHSE</u></p> <p>This half term we will explore the theme of mental health why this is important and how we can keep our mental health – healthy.</p> <p><u>Mental Health</u></p> <ul style="list-style-type: none"> To recognise that feelings can change over time and range in intensity To understand that everyday things that affect feelings and the importance of expressing those feelings To refer back to kid safe and refer to yucky feelings, not bottling them up. To use varied vocabulary when talking about feelings; about how to express feelings in different ways; To develop strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations To sensitively talk about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement 	<p style="text-align: center;"><u>HISTORY</u></p> <p>Here we look at the impact the Romans had on Britain, why they invaded in the first place, how the Britons tried to repel them and how life changed as a result of their invasion. We also focus on entertainment and leisure in Roman Britain.</p> <ul style="list-style-type: none"> Understand how knowledge of the past is constructed from a range of sources Understand how and why the past is represented in different ways and explain this Select and organise relevant information from a wider range of sources to answer historical questions Regularly generate and answer a range of historically-valid questions about similarities and differences Order key dates on a timeline to demonstrate chronology of British and world history Understand how Britain has influenced and been influenced by the wider world Develop a range of historical vocabulary 	<p style="text-align: center;"><u>DT</u></p> <p>This half term we will link our DT to the Romans – we will design and make a healthy pizza using seasonal vegetables and fresh ingredients. We will make the dough, tomato sauce and then choose our toppings. We will then evaluate our recipe and dish.</p> <ul style="list-style-type: none"> To research a variety of recipes that include fresh pizza ingredients. To research which vegetables are at their best in which season. To understand how the seasons may affect the food available To know that food is grown such as tomatoes, peppers, onions, garlic, chilli, mushrooms, etc To create a fresh, healthy pizza from these vegetables. To prepare and cook their recipe using a range of techniques such as peel, chop, slice, grate, fry, boil, knead, bake, rise.
<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Talk, bottling up, intense, conflicted, loss, death, express, grief, bereavement, recognise, emotions, sadness, excitement, happiness, strategies, manage, appropriately</p>	<p style="text-align: center;"><u>Key Vocabulary:</u></p> <p>Romans, Britain, Britons, legacy, invasion, settlement, empire, trade, rebellion, standard, Centurian, repel, source, artefact, mosaic, intention, chronology, entertainment, leisure, iron age. Civilisation, government, enquiry</p>	<p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Recipe, seasonal, vegetables, cut, peel, chop, slice, fry, boil, knead, bake, rise, design, make, evaluate</p>
<p style="text-align: center;"><u>Help me at Home by:</u></p>	<p style="text-align: center;"><u>Help me at Home by:</u></p>	<p style="text-align: center;"><u>Help me at Home by</u></p>

<p>Talking to me about my feelings</p> <p>Talk to me to help me find the best way to express my feelings</p> <p>Talk to me about loss and death to help me deal with it and understand it.</p>	<p>Practise introducing myself at home. Play the games allocated to me on Little Angels website.</p>	<p>Talking to me about different fruits and vegetables</p> <p>where they are grown</p> <p>the season they are grown in</p> <p>Involve me in cooking simple dishes at home</p> <p>Let me help in preparing them</p>
<p style="text-align: center;"><u>PE</u></p> <p>This half term the children will take part in swimming lessons. They will be split into 3 groups and work towards a competent level of swimming without the use of water aids. Children will work towards badges.</p> <p><u>Handball</u></p> <ul style="list-style-type: none"> • To send and receive a ball with increasing accuracy • To use simple tactics in a game • To travel with a ball • To evaluate their own success • To create space to receive the ball • To attack in a 4v 1 formation <p><u>Swimming</u></p> <ul style="list-style-type: none"> • To learn how to enter the water safely • To immerse the face in water and blow out • To learn to float on the back • To use buoyancy aids to kick using straight legs • To use buoyancy aids to use arms stretching forwards • To learn the breaststroke with increasing accuracy and fluidity • To learn the front crawl with increasing accuracy and fluidity • To improve the backstroke, breaststroke and front crawl • To learn to use these strokes in a fluid style and improve my time. • To improve my stamina and technique. 	<p style="text-align: center;"><u>MUSIC</u></p> <p>This half term we will looking a rap focusing on a song called STOP! about bulling. The children will be able to perform the rap as well as composing their own raps.</p> <ul style="list-style-type: none"> • Listen to and appraise different raps including STOP! discussing preferences, instruments heard, style and structure. • Copy rhythms and simple melodies with increasing accuracy. • Find the pulse in a piece of music. • Learn to sing the song STOP! Focusing on keeping in time and following the leader. • Compose and eight line rap. • Perform the song STOP! Including own eight line rap. 	<p style="text-align: center;"><u>MFL</u></p> <p>This half term we will be looking at ways to share personal information about ourselves such as our age and nationality.</p> <ul style="list-style-type: none"> • Read, write and pronounce accurately numbers 1-31. • Ask and answer the question 'How old are you?' • Ask and answer the question 'Where do you live?' • Say own nationality in French. • Use the correct adjectival agreements for nationality.

<p style="text-align: center;">Key Vocabulary:</p> <p>Throw, balance, pass, bounce, space, catch, send, receive</p> <p>Float, kick, front crawl, back stroke, breast stroke, blow, breathe, straight, immerse, enter, safely, safety</p>	<p style="text-align: center;">Key Vocabulary:</p> <p>improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, melody, solo, unison, rhythm patterns, musical style percussion, gospel, evaluate</p>	<p style="text-align: center;">Key Vocabulary</p> <p>Un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un, quel âge as-tu? J'ai ans, où habite-tu? J'habite à, je suis..... anglais/e, indien/ne, espagnol/e, polonais/e</p>
<p style="text-align: center;">Help me at Home by:</p> <p>Take me to the swimming baths to help me practice my strokes</p> <p>Sign me up for swimming lessons</p>	<p style="text-align: center;">Help me at Home by:</p> <ul style="list-style-type: none"> • Talk to me about the music I hear on radio, TV etc. • Listen to different styles of music (hip hop, classical, country). • Share your own musical preferences and why you like them. <p>Use my iPad to log onto Yumu and create my own music.</p>	<p style="text-align: center;">Help me at Home by:</p> <p>Finding books online and at the library on the Romans and Roman Britain. Talk about BC and AD chronology, find suitable children's documentaries about the Romans for me to watch.</p>
<p style="text-align: center;">Visitors, Visits and Outdoor Learning within the theme:</p> <p style="text-align: center;">To visit Ribchester Roman Museum or visit from Lancashire History people. Pizza making at Papa Luigis, visit to Aldi to buy ingredients.</p>		