



'The Ruthless Romans'

Summer Term

Year Groups 5 & 6

Curriculum Year A

**The Ruthless Romans
(Year 5 & 6)**

**Summer Term 2013-2014
Year A**

Brief Overview

Roman empire and the impact of Britain – link to local history – Chester.

Science

- See subject coordinators overview for each year group.

Art and design

- Printing – Prints from other cultures
- Build up layers of colours
- Create an accurate pattern, showing fine detail
- Use a range of visual elements to reflect the purpose of the work
- Collage
- Mix textures (Rough and smooth, plain and patterned)
- Combine visual and tactile qualities
- Use ceramic mosaic materials and techniques

Computing

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller part

Design and Technology

Designing and Planning

- Investigating products/images to collect ideas.
- Sketch and model labelled sketches to communicate the details of my designs types
- Generate ideas by gathering information.
- Plan the sequence of work using a storyboard.
- Make prototypes.
- Give a report using correct technical terms.
- Take users' views into account.
- Draw plans that can be used by others.

Skill – Materials/Structures

- Cut accurately and safety to marked lines.
- Measure accurately to cm and mm.
- Use hand drill to drill tight and loose fit holes.
- I can use sand paper to smooth edges.
- Combine materials create more useful properties.
- Join materials using suitable methods.
- Build frameworks using a range of materials e.g. wood, card, corrugated plastics.
- Use glue gun under close supervision.
- Use a craft knife, vice and drill under supervision.

Skill – Electricals

- Use crocodile clips to join components.
- Use pins to secure fasteners.
- Use a screwdriver to connect wires in a circuit.
- To apply knowledge of electrical circuits and use switches to make e.g. an alarm box or an on / off torch.
- Use circuit diagrams in planning and evaluating work.

Skill – Textiles

- Create 3D products using pattern pieces and seam allowance.
- Understand and follow pattern layout.
- Decorate textiles appropriately often before joining components.
- Pin and tack fabric pieces together.
- Join fabrics using over sewing, back stitch, blanket stitch or machine stitching.
- Combine fabrics to create more useful properties.
- Make quality products.

Skill – Food technology

- Prepare food products taking into account the properties of ingredients and sensory characteristics
- Select and prepare foods for a particular purpose
- Chose equipment independently
- Taste a range of ingredients, food items to develop a sensory food vocabulary for use when designing.
- Weigh and measure using scales

- Cut and shape ingredients using appropriate tools and equipment e.g. grating
- Join and combine food ingredients appropriately e.g. beating, rubbing in
- To follow recipes.
- Work safely and hygienically, showing an understanding of the importance of hygiene.
- Show awareness of a healthy diet from an understanding of a balanced diet

Evaluating processes and products

- Reflect on their designs as these develop, bearing in mind the purposes for which the product is intended.
- Identify what does and does not work in the product.

Geography

- Use maps and digital/computer mapping to name & locate counties, cities, regions & features of UK
- Understand human geography of the areas occupied by the Romans e.g. trade links, distribution of resources
- Use the eight points of a compass and 4- and 6-figure grid references on OS maps
- Use fieldwork to record the human and physical features in the area

History

- Use sources of evidence to deduce information about the past
 - Select suitable sources of evidence giving reasons for choices
 - Use sources of information to form testable hypothesis about the past
 - Understand that no single source of evidence gives the full answer to questions about the past
 - Describe the social, ethnic cultural or religious diversity of past society
 - Describe the characteristic features of the past, including ideas, beliefs, attitudes of men, women and children
 - Use appropriate historical vocabulary to communicate including: dates, time period, era, chronology, continuity, change, century, decade and legacy
 - Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past
 - Use original ways to present information and ideas
- Children will be taught about the Roman Empire and its impact on Britain and will include a detailed study of Roman Chester, significant to the local area.

Languages

- Read and understand the main points and some of the details in short written texts.
- Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words.
- Read and understand the main points and opinions in written texts from various contexts, including present, past or future events.
- Show confidence in reading aloud, and in using reference materials.
- Write short texts on familiar topics.
- Use knowledge of grammar to enhance or change the meaning of phrases.
- Use dictionaries or glossaries to check words.
- Refer to recent experiences or future plans, as well as to everyday activities.
- Include imaginative and adventurous word choices.
- Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty).
- Use dictionaries or glossaries to check words.
- Understand the main points and opinions in spoken passages.
- Give a short prepared talk that includes opinions.
- Take part in conversations to seek and give information.
- Refer to recent experiences or future plans everyday activities and interests.
- Vary language and produce extended responses.
- Be understood with little or no difficulty.
- Give detailed accounts of the customs, history and culture of the countries and communities where the languages are spoken.
- Describe with interesting detail, some similarities and differences between countries and communities where the languages is spoken, and this country.

Music

- Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.
- Read and create notes on the musical stave
- Understand the purpose of the treble and base clefs and use them in transcribing compositions.
- Understand and use the # (sharp) and flat symbols
- Use and understand simple time signatures
- Choose a wide range of musical vocabulary to accurately describe and appraise music including:
 - _ pitch
 - Dynamics, Tempo, Timbre, Texture, Lyrics and melody, Sense of occasion, Expressive, Solo,
 - Rounds, Harmonies, Accompaniments, Drones
 - Cyclic patterns
 - Combination of musical elements
 - Cultural context
 - Describe how lyrics often reflect the cultural context of music and have social meaning.

Physical Education

- Use running, jumping, throwing and catching in isolation and in combination. Develop Athletics skills for athletic awards, district sports and sports day.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Perform dances using a range of movement patterns.

Religious Education

- See subject coordinators overview for each year group.

SEAL

- Summer 1 – Relationships
- Summer 2 – Changes

Enhancement opportunities (visits, visitors, residential etc)

- Use of Chester museum / Chester

Writing opportunities

- Diary of a Roman ...
- Roman menu
- Advertisement – roman soldier

Maths opportunities

- Roman maths
- Chronology

Personal Development (to achieve by the end of year 6)

To try new things

- Enjoy new things and take opportunities wherever possible.
- Find things to do that give energy.
- Become fully involved in clubs or groups.
- Meet up with others who share interests in a safe environment.

To work hard

- Have fun working hard.
- Understand the benefits of effort and commitment.
- Continue to practise even when accomplished.
- Encourage others by pointing out how their efforts gain results.

To concentrate

- Give full concentration.
- 'Tune out' most distractions.
- Understand techniques and methods that aid concentration.
- Develop expertise and deep interest in some things.

To push themselves

- Find ways to push past doubts, fears, or a drop in motivation even in challenging circumstances.
- Push oneself in areas that are not so enjoyable.
- Listen to others who encourage and help, thanking them for their advice.
- Reflect upon how pushing past doubts, fears or a drop in motivation leads to a different outlook.

To imagine

- Generate lots of ideas.
- Show a willingness to be wrong.
- Know which ideas are useful and have value.
- Act on ideas.
- Ask lots of questions.

To improve

- Clearly identify own strengths.
- Identify areas for improvement.
- Seek the opinion of others to help identify improvements.
- Show effort and commitment in refining and adjusting work.

To understand others

- Listen first to others before trying to be understood.
- Change behaviours to suit different situations.
- Describe and understand others' points of view.

To not give up

- Show a determination to keep going, despite failures or setbacks.
- Reflect upon the reasons for failures and find ways to bounce back.
- Stick at an activity even in the most challenging of circumstances.
- See possibilities and opportunities even after a disappointment.
- Consider oneself to be lucky and understand the need to look for luck.

Communication (to achieve by the end of year 6)

To listen carefully and understand

- Understand how to answer questions that require more than a yes/no or single sentence response.
- Recognise and explain some idioms.
- Understand irony (when it is obvious).

To develop a wide and interesting vocabulary

- Use adventurous and sophisticated vocabulary.
- Explain the meaning of words, offering alternatives.
- Use a wide range of phrases that include determiners, modifiers and other techniques to add extra interest and clarity.

To speak with clarity

- Vary the length and structure of sentences.
- Ask questions and make suggestions to take an active part in discussions.
- Comment on the grammatical structure of a range of spoken and written accounts.

To tell stories with structure

- Narrate detailed and exciting stories.
- Use the conventions and structure appropriate to the type of story being told.
- Interweave action, character descriptions, settings and dialogue.

To hold conversations and debates

- Negotiate and compromise by offering alternatives.
- Debate, using relevant details to support points.
- Offer alternative explanations when others don't understand.