

# Spring Term 2024

## Topic: Romans

### Eagles

#### **Novel:**

Percy Jackson and the lightning thief

#### English

**Learning Log** (home learning and presentation skills-linked with ICT)

**Persuasive writing** (linked with our science topic-living things)

-Leaflets

-Formal Persuasive Letters

-Debate

**Narrative writing**

-Story writing

**Explanation and information text** (linked with the idea that Roman believed dreams could give information about past, present, and even future events).

-Information text about the idea of dreams

-Blog entry

**Advert**

-Linked with the leaflet of living things, the pupils will create their own drama advertisement

**Skills:**

**Plan their writing by:**

-identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own

noting and developing initial ideas, drawing on reading and research where necessary

- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

**Draft and write by:**

-selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

-In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action

-precising longer passages

- using a wide range of devices to build cohesion within and across paragraphs

- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]

**Evaluate and edit by:**

-assessing the effectiveness of their own and others' writing

- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning

-ensuring the consistent and correct use of tense throughout a piece of writing

- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the

appropriate register

- proof-read for spelling and punctuation errors

#### SPAG

##### **Weekly SPAG sessions**

-Prepositions

Prefixes (in-im-il-ir)

Coordinating conjunctions

Using inverted commas

Parenthesis (brackets)

Commas for meaning and clarity

Determiners

More suffixes

Subordinating conjunctions

Linking paragraphs with adverbials

Direct and indirect speech

Hyphens

##### **Comprehension**

-Weekly comprehension sessions.

##### **Reading**

Retrieve, record and present information from non-fiction

Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously

Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.

Provide reasoned justifications for their views.

Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Asking questions to improve their understanding.

### Topic (geography/history)

#### **Who Were the Romans and How Did They Build Their Empire?**

- Develop an awareness of the Roman Empire and its impact on Britain.
- Develop the appropriate use of historical terms.

#### **Why did the Romans invade Britain?**

- Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- To develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study

#### **Why Did the Romans Build New Roads and Towns?**

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

#### **Who Was Boudicca and Why Did She Lead a Rebellion?**

- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Understand how our knowledge of the past is constructed from a range of sources.

#### **Why do we remember the Romans?**

- Note connections, contrasts and trends over time and develop the appropriate use of historical terms.

### RE

#### **Hinduism**

##### **How do Hindus show their faith? Faith in what?**

(Describe some examples of what Hindus do to show their faith).

##### **A Hindu life; what is important?**

(Make connections with some Hindu beliefs and teachings about aims and duties in life).

##### **Why is Mahatma Gandhi a Hindu Hero?**

(Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others).

##### **What is it like to be a Hindu in Britain today?**

(Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes).

### PHSE-Diverse Britain

#### **Identities**

- To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)
- To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own

#### **Communities**

- To learn about the relationship between rights and responsibilities.
- To learn the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others.
- To learn the ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).
- To learn about the different groups that make up their community; what living in a community means

#### **Respecting the Law**

- To recognise reasons for rules and laws; consequences of not adhering to rules and laws.
- To learn about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced.

#### **Local Government**

- To learn about discrimination: what it means and how to challenge it
- To recognise there are human rights, that are there to protect everyone.

#### **National Government**

- To learn about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.
- To learn about prejudice; how to recognise behaviours/ actions which discriminate against others; ways of responding to it if witnessed or experienced.

#### **Making a Difference**

- To learn about the different groups that make up their community; what living in a community means.
- To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.

**Art  
North America**

**Drawing the Other Half**

-To learn about great artists, architects and designers in history in the context of John Singer Sargent.  
-I can tell you about the artist John Singer Sargent. To improve mastery of art and design techniques, including drawing in the context of coloured drawing.

**Make Your Own Landscapes**

-To create sketch books to record observations and use them to review and revisit ideas.  
-To improve mastery of art and design techniques, including painting in the context of black and white collage.

**D and T  
Automated animals**

**Amazing Animals**

Use research and develop design criteria to inform the design of innovative, functional appealing products that are fit for purpose, aimed at particular individuals or groups in the context of research.

**Cams and Followers**

-Understand and use mechanical systems in their products (for example cams) in the context of understanding how cams can be used to make a model move.

**Using Mechanical Systems**

-Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work in the context of evaluating the product design.

**French**

**Do you have a pet?**

We will work on improving our memory skills so that we remember the animals in French after the lesson. Remembering to always look out for cognates (such as lion) and using pictures to help. Learning how to build a short simple sentence in French using the personal pronoun (je) with a conjugated verb (suis), an indefinite article/determiner (un or une) and a noun (in this unit an animal).

**IT  
Online Safety**

**Cyber bullying**

-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of comparing cyber bullying to bullying in person and developing strategies for dealing with online bullying.

**Secure Websites**

-Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying secure and unsecure websites.

**People Online**

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact in the context of identifying information that is safe and unsafe to share with online friends

**Other**

**Presentation skills**

-Linked with topic.

**Arithmetic**

Fractions

Decimals

Ratio

Percentages

Multiplication

Division

Subtraction

Daily arithmetic and reasoning questions (maths warm up) to prepare for SATS

## **Maths**

(Week 1 recap from the final Autumn week to ensure full coverage)

**Y5 Exploring decimals**

**Y6 working with numbers**

**Y5 calculating decimals**

**Y6 calculating fractions and decimals**

**Y5 Investigating shapes**

**Y6 grids and coordinates**

**Y5 Decimals and fractions**

**Y6 Parts, percentages and proportion**

**Y5 Let's calculate**

**Y6 Mental multiplication and division**

**Y5 Converting Measures**

**Y6 measures**

**Y5 Graphs and diagrams**

**Y6 Mean, mode and median**

**Y5 Subtraction methods**

**Y6 Using subtraction and addition**

**Y5 Solving multiplication and division**

**Y6 Difficult division**

**Y5 Calendars, timetables and calculators**

**Y6 Time and money**

## **Music**

Use and understand staff and other musical notations.

Children learn to follow pictorial notation, graphic scores, body percussion. Children build on musical vocabulary and write notation on staves.

## **Science**

### **Living Things**

#### **Classifying Conundrums**

-To give reasons for classifying plants and animals based on specific characteristics in the context of sorting and grouping animals for a zoo.

#### **Linnaean System**

-To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals by finding out about the Linnaean System of classification.

#### **Curious Creatures**

-To give reasons for classifying plants and animals based on specific characteristics by exploring unusual creatures and designing their own curious creature.

### **Animals including Humans**

#### **The Heart**

-Identify and name the main parts of the human circulatory system, and describe the function of the heart, blood vessels and blood

#### **Blood**

-Describe the ways in which nutrients and water are transported within animals, including humans.

Investigating

#### **Heart Rate**

-To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary; record data and results of increasing complexity using classification keys, tables, scatter graphs, bar and line graphs; report findings from enquiries, including conclusions and degree of trust in results, in written forms by reporting and presenting the findings of their enquiry.

#### **Diet and Exercise**

-Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

## **PE**

-Basketball  
-Dodgeball  
-Gymnastics  
-Dance  
Tennis

## **Other**

Educational trips  
Forest Schools  
Parent visits  
Brockadale woods