



Skills

Communicate clearly
Collaborate with others
Apply knowledge to new situations
Make judgements and decisions
Ask questions
Solve problems
Metacognition
Reflect
Adapt to change
Manage goals and time
Take risks
Self-direct learning
Persist despite setbacks
Be curious
Manage projects
Guide and lead others
Access and evaluate information
Analyse media
Create media products
Apply technology effectively
Perform in front of a group
Use tier 2 and tier 3 vocabulary

Linked Text: The Roman Quests



Linked Art: Roman Architecture / Mosaics



Curriculum Learners

- ❖ **As historians**, we will learn about the Roman Empire and its impact on Britain (Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army. The successful invasion by Claudius and conquest, including Hadrian's Wall. British resistance, for example, Boudica. 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. We will study the Roman withdrawal from Britain in c. AD 410 and the fall of the Western Roman Empire.
- ❖ **As geographers**, we will name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics – comparing land changes and use since the Roman period.
- ❖ **In DT as chefs**, we will prepare and cook a savoury dish
- ❖ **As artists**, we will improve our mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Key concepts

History	Geography
invasion	travel and transport
kingdoms/empire	land use
legacy	culture

Additional Curriculum Learners

- ❖ **As musicians**, we will read a melody in staff notation and develop ensemble playing, focusing on steady beat and placing notes accurately together.
- ❖ **In computing**, we will study purple mash units 5.2 (E-Safety) and 5.7 (Concept Maps).
- ❖ **As explorers of faith.**, we will study unit 5.1 – Expressions of Faith
- ❖ **As linguists**, we will read and understand the main points in short written texts and write a few short sentences using familiar expressions.
- ❖ **As physically active pupils**, we will develop skills in Gymnastics and Brilliant Ball Skills.
- ❖ **As explorers of relationship education**, we will explore how we can help in an accident or emergency. How can friends communicate safely? Why is there suffering? **SMSC - Meaning**

Supplementary Documents

Knowledge Organiser – Let the Games Begin!
 Science MTP- Properties and Changes of Materials
 Science Knowledge Organiser – Properties and Changes of Materials
 Knowledge Organiser – Year 5 Art
 Purple Mash Planning Materials
 History and Geography Key Questions and Concepts
 PE MTP

Tier 2 Vocabulary

adequate anticipate collaborate contaminate convince correlate deny derive despite generate hence imply method objective ought persist precise protagonist provide pursue reassure recount resolution subsequent terminate

Hook Event

Gladiator training

Spaced Retrieval of Prior Learning

Y4 – Groovy Greeks
 Y4 – Scavengers and Settlers
 Y2 and Y3 combined quizzes

Enrichment

Weekly ukulele/glockenspiel lessons