

Topic Map Class 2 Term 5/6 2022/23 - The Romans

(Please note that the objectives within the learning sequence are summary of learning within our mixed classes, for more detailed year group specific objectives please refer to our Skills and Knowledge Progression documents)

<p><u>History/Geography Sequence of Learning</u> Who were the Romans and where did they come from? How did they build their Empire? How Rome became the centre of a huge Empire. Why did the Romans invade Britain? Trade links during the Roman Era. Why did the Romans build new roads and towns? Who was Boudicca and why did she lead a rebellion? Why was Hardrian's Wall important and who lived there? Describe and understand key aspects of the types of settlements during the Roman Era. What was life like in a Roman villa? Make comparisons with life today. Develop an awareness of the lasting impact the Romans have on Britain. Use historical evidence to find out about the Romans. Evaluate reliability of different sources and justify reasons. Consider different perspectives on events. <u>Assessment Activity</u> Produce a timeline of key events during this period of time. Produce an information sheet, comparing a Roman settlement with modern day towns/villages.</p>	<p><u>Computing Sequence of Learning</u> Analyse and describe elements of a successful game. Design a game setting using drawing tools and uploading images. Design characters including animations and sounds. Write instructions on how to play. Evaluate their games and those of others. Use 2Design. Edit 3D models and design a 3D model for a purpose. Children refine and print the 2D net of their 3D model. Touch typing using two hands. Understand e-mail safety. To open and respond to an e-mail. To add an attachment. <u>Assessment Activity</u> Produce a computer game for others to play. Send an email with an attachment.</p>	<p><u>Art Sequence of Learning</u> <u>Mosaics/printing/clay</u> Develop knowledge and understanding for the art of mosaics. Look at and appraise examples of those found during the Roman era. Design a mosaic using tessellated shapes. <u>Assessment Activity</u> Produce a mosaic using clay and coloured 'tiles'. Evaluate their work, highlighting what they feel proud of and making suggestions for further development.</p>	<p><u>R.E. Sequence of Learning</u> Hinduism: Belief and moral values. Use stories to highlight that all actions have consequences - making good and bad choices. Karma and how this belief affects the choices Hindus make to live a 'good' life. Compare Samsara (reincarnation) with Christian beliefs of going to Heaven. How does this influence the choices that people make? How the spiritual goal of Moksha can be achieved in Hindus' daily lives. Christianity: Showing Commitment to God. The 10 Commandments. Pray and worship. Holy Communion. Martin Luther King and Mother Teresa - Famous Christians who dedicated their lives to helping others to show their love/commitment to God. <u>Assessment Activity</u> Children make a mini board game to illustrate their understanding of the effects of Karma, Samsara and Moksha, e.g. collecting counters for good Karma, losing them for bad Karma. Write a poem titled commitment. Include Christian/personal beliefs.</p>	<p><u>Science Sequence of Learning</u> Sound To identify how sounds are made, associating some of them with something vibrating. To recognise that vibrations from sounds travel through a medium to the ear To find patterns between the pitch of a sound and features of the object that produced it. To find patterns between the volume of a sound and the strength of the vibrations that produced it To recognise that sounds get fainter as the distance from the sound source increases. To investigate ways to absorb sound. Living Things To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird To describe the life process of reproduction in some plants and animals <u>Assessment Activity</u> Make an instrument and label key features and scientific understanding. Produce a poster detailing different life cycles and life processes.</p>
<p><u>French Sequence of Learning</u> In a French Classroom Understand and respond to classroom instructions. Ask questions. Explore classroom associated vocabulary. Adjectives of colour, shape & size. Describe shapes by their size and colour. Give and receive instructions that include colour, size and shape vocabulary. Plan and present information in groups. Explore cultural diversity, looking at similarities and differences in our culture to that of another. <u>Assessment Activity</u> To create an original piece of artwork in the style of Matisse, following instructions in French.</p>	<p><u>Music Sequence of Learning</u> Composition and improvisation: Create melodies up to five different notes. To talk about how it was created. To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). Perform the composition using the music or by memory. Lead and be led by a musical instructor. Treat instruments carefully and with respect. <u>Assessment Activity</u> Perform a composition using a pictorial/graphic script.</p>	<p><u>P.E. Sequence of Learning</u> Tennis: To use a racquet to hit a ball with accuracy and control, identifying and applying different techniques, inc. backhand shots. To accurately serve underarm, developing to overarm serves. To build a rally with a partner. Swimming - Instructor led at The Activity Zone REAL PE Station 3: Static Balance/Floor work Station 4: Static Balance/Stance Station 8: Sending and receiving Station 12: Reaction and response. <u>Assessment Activity</u> Play a tennis match. Swimming skills checklist.</p>	<p><u>Assessment Activity</u> <u>PSHE Sequence of Learning</u> Being My Best Identifying achievements and areas for development. Discussing the choices we make for ourselves and that others make for us. Exploring independence and responsibility. Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. Explore how the five ways to wellbeing contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives. Growing and Changing We will be covering the Relationships and Sex Education (RSE) aspect of PSHE in the second half of this half term. Parents will receive a letter detailing the contents nearer the time. <u>Assessment Activity</u> Work together to create a mini documentary to introduce the Five Ways to Wellbeing to a new audience.</p>	<p><u>D.T. Sequence of Learning</u> To research the work of others to inform plans. To generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. To select from and use a wider range of materials and components, including construction materials, textiles, paper/card according to their functional properties and aesthetic qualities. To select from and use a wider range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing, accurately. To join and combine materials and components accurately in temporary and permanent ways. <u>Assessment Activity</u> Make a Roman chariot.</p>

Maths Topics: Fractions, Decimals, Times tables, Geometry, Measure & Data Handling

English Topics Myths and Legends, Recounts, Persuasive leaflets, Letters & Playscripts