**What Did the Romans Ever Do For Us?**

## C:\Users\k.mendivil\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\1664FC5E.tmp

## In English writing, we will be…

* Writing a Roman Myth with a specific audience and the purpose to entertain.
* Writing a Roman newspaper report about a Roman invasion using drama to re-enact the event.
* Practicing our writing skills by:
	+ Using appropriate levels of formality in different writing genres
	+ Using speech to convey personal experiences and reactions to events
	+ Using figurative language to develop settings and characters with a specific audience and purpose in mind
	+ **ALL** - Using a wide range of clause structures, sometimes varying their position within the sentence
	+ **Y5** - Using the appropriate register, including colloquial language within dialogue
	+ **Y6** – In narrative, integrating dialogue to convey character and advance action

In our reading, we will be…

* Reading a range of myths and newspaper reports.
* Comparing the vocabulary, formality, directed and reported speech in journalistic writing.
* Discussing and comparing a range of mythical texts from around the world.
* Using the different ‘Reading Roles’ to help us answer comprehension questions.

## In our ‘English Grammar, Punctuation and Spelling’, we will be…

* Reviewing our previous learning including word classes.
* **Y5** – Modal verbs for degrees of possibility (e.g. might, should, will, must). Adverbs to indicate degrees of possibility (e.g. perhaps, surely).
* **Y6** –Sentence structures for formal and informal/understanding the subjunctive form.
* Practicing Y5/6 spelling words: explanation, competition, profession, marvelous, disastrous, mischievous, achieve, ancient, leisure, soldier, foreign, convenience, neighbor.
* **Y5** – prefixes: auto, bi, tri, sub, inter, super, anti, un.
* **Y6** – prefixes: micro and min.

## In Mathematics, we will be…

* **Place Value:**  Counting forwards and backwards in whole numbers through 0. Reading Roman numerals to 1,000. **Y6** – using negative numbers in context and calculating intervals across 0, using a number line.
* **Calculations:** Selecting the best method for + and – problems in context, justifying our choices**. Y6** - using our knowledge of the order of operations to carry out calculations including +, -, X and ÷. Deciding which operations to use when calculating and problem solving with number and explaining our choices. Algebra – using simple formulae and substituting values into formulae.
* **Geometry:** Distinguishing between regular and irregular polygons using reasoning of known properties. Comparing and classifying 2-D and 3-D shapes based on angle, side and symmetry properties. Drawing given angles and measuring them in degrees. Consolidating our knowledge of properties of 90° and 180° angles. Using the terms parallel and perpendicular. **Y6** – finding unknown angles in shapes. Calculating missing angles at a point, on a straight line and when they are vertically opposite.
* **Measure:** Using four operations, decimal notation and scaling to solve problems involving length and mass. Y6 – recognising, describing and building simple 3-D shapes, including constructing nets accurately. Calculating, estimating and comparing the volume of cubes and cuboids using standard cubic units (from KM to mm).

## In Science, we will be…

* Learning about the digestion of animals including humans and how we receive nutrition from our food. Using our working scientifically skills to investigate how to keep our teeth healthy.

## In Geography and History, we will be…

* Using our map skills to identify the Roman Empire and investigating its impact on Britain.

In Art and DT, we will be…

* Exploring mechanical systems to enable us to design, make and evaluate a Roman catapult.

## In PSHCE, we will be…

* Understanding how to keep ourselves safe and healthy – including online.

## In French, we will be…

## Learning a range of vocabulary linked to family and friends.

##  In Music, we will be…

* Learning to play boom whackers.

## In RE, we will be…

* Investigating the concept of incarnation and how it is presented in the Bible. Exploring the impact that the arrival of Jesus had on the world.

In PE, we will be…

Gymnastics (indoor) practicing and improving our basic floor-work skills. Outdoors we will be focusing on our forehand and backhand grips in badminton.

## In Computing, we will be…

* Using Scratch to develop our skills to give instructions clearly and with accessibility for all in mind.

## This term’s vocabulary will be…

**Science – digestive system, nutrition, mouth, teeth, saliva, oesophagus (gullet), stomach, small intestine, large intestine, rectum, anus, faeces, enzyme, herbivore, carnivore, omnivore, molar, canine, incisor, pre-molar**