| Federation of Penny Acres and Wigley Primary Schoots - <br> Topic Map <br> The Romans Spring 2021 <br> Key Stage 2 |  |  |  |
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| Curriculum driver(s) - <br> Empire and Society - how does this relate to today? |  | Aims/Values drivers (taken from school's key aims/values) <br> - Develop tolerance and respect for all people, including themselves. <br> - To develop a positive respect for our world. <br> - To develop and encourage a sense of pride and belonging. |  |
| Key Question drivers, <br> What legacies have the Romans left on society today? <br> What is an Empire? <br> What were the key events in Ancient Rome? |  | Authentic Outcome - <br> Be able to understand what Empire is when discussing the Roman Empire. |  |
| Visits/Visitors - <br> Not applicable this term |  | Rote play - <br> Re-create battle moves. |  |
| English |  |  |  |
| Reading (including key texts) | Writing |  | Spelling and Grammar |
| Y3/4 <br> Escape from Pompeii <br> Romans on the Rampage <br> Revolt against the Romans. <br> Queen of Darkness. <br> Roman Tribune | Y3/4 <br> Diary writing Letter writing Story writing Graphic novels News articles. |  | Y3/4 <br> Speech marks commas contractions Sentence types <br> Formal/informal <br> Fanboys <br> Word classes <br> Extended noun phrases <br> Punctuation <br> Paragraphs. |
| Y5/6 <br> Escape from Pompeii <br> Romans on the Rampage <br> Revolt against the Romans <br> Queen of Darkness <br> Roman Tribune | Y5/6 <br> Diary writing Letter writing Story writing Graphic novels News articles |  | Y5/6 <br> Fronted adverbials <br> Sentence types <br> subordination and coordination <br> conjunction <br> Fanboys <br> Word classes <br> Emotive language <br> Complex sentences <br> Active and Passive |
| Tiered vocabulary <br> SEE SEPARATE SHEET |  |  |  |
|  |  |  |  |
| Numeracy <br> Topics this term include: Place value, addition and subtraction, multiplication and division, perimeter and area. |  |  |  |
| Fractions |  |  |  |
|  |  |  |  |
| Y3 vocabulary: equal, equivalent, parts, whole, unit, fraction, equation, integer, non-unit fraction, numerator, denominator, represent, share, group, mixed number, whole number, divide, set of objects, multiply, tenth, interval, inequality statement, |  | Y4 Vocabulary: <br> tenths, hundredths, equivalent, simplify, numerator, denominator, fraction, mixed number, improper fraction, simplest fraction, add, subtract, fraction of an amount, tens, ones, decimal point, tenths, hundredths, greater than, equivalent, less than, decimal, centimetre, millimetre, decimal point, 0.1, 0.01, whole number, greater than (>), less than (<), equal to (=), order, compare, convert, ascending, descending, |  |


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| Y5 vocabulary: <br> equivalent, numerator, denominator, home, fraction, simplify, expand, division, improper, mixed number, convert, sequence, order, greater than (>), less than (<), equal to ( $=$ ), whole, efficient, common denominator, operator, whole(s), proper fraction, improper fraction, fraction of amount, ratio, proportion, halves, quarters, fifths, decimal, decimal place, tenths, hundredths, thousandths, decimal point, place value, digit, fractions, percent (\%), percentages, exchange, column, | Y6 vocabulary: <br> multiply, divide, decimal, decimal place (dp), reoccurring decimal, decimal place, place value, tenths, hundredths, thousandths, products, fraction, percent (\%), percentage, parts, whole, decimal, fraction, divide, share, multiply, convert, compare, order, equivalent fraction, simplify, less than ( $>$ ), greater than ( $>$ ), |
| Shape |  |
| Y3 |  |
| Y3 vocabulary: <br> right angle, acute, obtuse, parallel, perpendicular, vertical, horizontal, triangle, quadrilateral, kite, trapezium, rhombus, parallelogram, cuboid, triangular prism, square-based pyramid, cone, cylinder, sphere, edges, spaces, vertices, | Y4 vocabulary: <br> quadrilateral, triangle, regular, irregular, interior angle, angle, acute, obtuse, reflect, right angle, symmetrical, isosceles, scalene, equilateral, line of symmetry, reflective symmetry, equilateral triangle, isosceles, triangle, scalene triangle, pentagon, pentagonal, hexagon, hexagonal, heptagon, octagon, octagonal, quadrilateral, parallelogram, rhombus, trapezium, polygon, parallel, perpendicular |
| Y5 <br> - Massuire ander n deverens <br> - Moasuina whe e protractor (2) <br> Colcularnz ander ano steratery <br> Colculsong angler an a stribibt inc <br> - Calculoring length and argies hathoes <br> Regals and regeler polysums Resoorire about 3-D shapes |  |
| Y5 Vocabulary: <br> angle, whole turn, right angle, acute angle, obtuse angle, reflex angle, interior angle, degrees ( ${ }^{\circ}$ ), clockwise, anticlockwise, orientation, parallel, perpendicular, quadrilateral, view, regular, irregular, 3D shape, pyramid, sphere, cone, hexagon, pentagon, triangle, top view, plan view, side view, regular and irregular polygons. | Y6 vocabulary: angle, whote turn, right angle, acute angle, obtuse angle, reflex angle, interior angle, degrees ( ${ }^{\circ}$ ), clockwise, anticlockwise, orientation, parallel, perpendicular, quadrilateral, view, regular, irregular, 3D shape, pyramid, sphere, cone, hexagon, pentagon, triangle, top view, plan view, side view, regular and irregular polygons. |
| Science <br> (Key Vocabulary and links to programmes of study) |  |
| Y3/4 Wigley <br> Animals, including humans, <br> Research balanced diets and the right types/amounts of food for humans. <br> Learn about the human digestive system, and teeth and their functions. <br> Compare our diet to that of other animals/pets. <br> Identify that humans and some animals have skeletons for support, protection and movement and imagine what it would be like without a skeleton. <br> Learn how muscles work with the skeleton for support/movement. <br> Group animals with and without skeletons and observe/compare their movement. |  |
| Y5/6 Wigley <br> Find out about eating the right foods and the importance of balanced diets. <br> Research food groups and nutritional values. <br> Conduct food surveys and investigate the effect of exercise, drugs and lifestyle on the body. <br> Find out about the major organs of the humans and animals, and how they function together. <br> Describe the changes as humans develop from birth to old age and what you can/can't do at different ages. |  |
| Y3/4 Penny Acres. <br> Light - Children will learn about: how we see, shadows, reflections, sun safety and how shadows change. Vocabulary: reflection, spectrum, reflect, travel, see, absence, light, dark, beam, ray, shadow, transparent, translucent, opaque |  |
| Y5/6 Penny Acres, |  |

Light - Children will learn about: how light travels, reflections, refraction, periscopes, how we see, and shadows Vocabulary: reflection, light, dark, shadow, beam, ray, spectrum, refraction, travel, angle, see, transparent, translucent, opaque, periscope, telescope.

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\begin{gathered}
\text { Computing } \\
\text { (Key Vocabulary and links to programmes of study) }
\end{gathered}
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Y3/4 Using Microsoft Publisher to create a digital leaflet - Linked to the Roman Army, children will use the knowledge they have gained throughout the topic to produce a digital leaflet encouraging people to join the Roman Army. Vocabulary: template, insert, image, caption, columns, align, resize, manipulate, font style, content, heading, subheading, shape. Y5/6 Using Microsoft Publisher to create a digital leaflet - Linked to the Roman Army, children will use the knowledge they have gained throughout the topic to produce a digital leaflet encouraging people to join the Roman Army. Vocabulary:
template, insert, image, caption, columns, align, resize, manipulate, font style, content, heading, subheading, shape.

## Geography

(Key Vocabulary and links to programmes of study)
Y3/4 Ask and respond to geographical questions e.g. How were Roman roads built? Where did the Roman Empire spread to? Y5/6 Know the wider context of places e.g. Where the countries in the Roman Empire are? Where the Roman roads are located?

## History

(Key Vocabulary and links to programmes of study)
Y3/4 Use a variety of resources to find out about aspects of life in the past e.g. roads, Roman baths, pottery
Y5/6 Evaluate the usefulness of a variety of sources and present findings, communicate knowledge and understanding in
different ways. E.g. Why were the roads useful for the Roman Army? What legacy did the Roman Empire bring to Britain?
For vocabulary, see English

> RE/PSHE/Modern British Values
> (Key Vocabulary and links to programmes of study)

## RE

Why is the bible so important for Christians.
What would Jesus do? Can we live by the values of Jesus in the $21^{\text {st }}$ century?
Why are festivals important to religious communities?
PSHE
Being healthy.
Drug education.
Art/DT/Food Technology
(Key Vocabulary and links to programmes of study)
Y3/4 Links to Being Healthy - PSHE - food technology activities completed at home.
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(Key Vocabulary and links to programmes of study)
Music this year is supported by the wider Opportunities.
Google music lab
Recognising notes
Using music to create images
Makaton
(Key Vocabulary and links to programmes of study)
Y3/4 When schools return, socially distanced team games and individual challenge activities will be carried out.
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Children undergoing Home Learning throughout most of the term. Homework, such as reading, TT Rock stars and spelling lists may be reintroduced towards the end of the term when schools fully reopen.
Doodle maths

