**St Luke’s CE Primary**

**Summer 2**

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Why were the Romans so powerful?



**St Luke’s CE Primary – Contextual Learning Unit on The Romans**

**Lead Subject Focus: History Subsidiary Learning Focus: R.E and Art**

**English focus: ‘Escape from Pomepii’**

**Discrete Learning Areas:**

**English Music**

**Mathematics French PSHE**

**Computing Religious Education Physical Education**

**historical Contextual Learning**

* To learn about the Roman Empire
* To learn about Roman Numerals
* To learn if the romans left anything behind.

* To learn about the life of a roman child.
* To learn about the main religion on Rome.

**Art**

To learn about mosaics.
To create a mosaic.



**R.E**

To learn about the pilgrimage of Christianity.
What famous ancient sites are religious.

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| **Discrete Learning Subjects** |
| **Main Learning Focus in English:****Range**: Escape from Pompeii, rewriting short stories. Creating own stories. Character descriptions. Activities will include:**Speaking and listening**.Participation in class and group discussions Explaining and justifying opinions about texts Learning new drama skills**Reading**Shared Reading – reading an enlarged text with the class Guided Reading – reading with the teacher in small groups Reciprocal reading – whole class and in small groups. **Writing**Developing writing for a range of purposes and audiences Improving story writing skillsWriting pages for an information book Planning and structuring different texts**Grammar and Punctuation**Revising the use of capital letters, full stops, commas and exclamation marks Punctuating sentences accurately using speech marks and question marks Ensuring grammatical agreement**Spelling**Developing a range of spelling strategies Using words ending with ‘s’ ‘ed’ and ‘ing’ Spelling common irregular wordsImproving the use of a dictionary as a spelling aid Using knowledge of prefixes and suffixes to spell words**Handwriting**Revising basic letter formationImprove skills in joining writing |
| **Main Learning Focus in Mathematics:**Children will learn to:To understand decimals To relate decimals to money. To find the change if buying items. To be able to add 3 or more decimals together. To understand time (5 minutes) To use time to solve problems To be able to read/ use bar models, charts, pie charts and line graphs. To understand which 2d shapes make a 3d shape. To find the properties of 2d and 3d shapes. To use coordinates to be able to plot points of a quadrants. To be able to plot points on two or more quadrants.  |



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| **Main Learning Focus in Science: Plants and animals**To learn about different species of plants/ animals.  To understand how these lifeforms are suited to their environment.  |
| **Main Learning Focus in Computing: spreadsheets** To understand why we may use spreadsheets. To find data and input into spreadsheets To compare and analyze the date collected.  |
| **Main Learning Focus in Religious Education: Pilgrimage**  |
| **Main Learning Focus in PSHE: friendship** Begin to develop confidence and responsibility and making the most of their abilities Preparing to play an active role as citizensDeveloping good relationships and respecting the differences between people |
| **Specialist Taught Subjects:** |
| **Main Learning Focus in Physical Education: Hockey/Rounders** To learn the basic rules and follow instructionsTo learn to bowl (underarm) To practice catching skills. To learn how to shoot. To learn how to save shots from going into the net.  |
| **Main Learning Focus in French: learning vocabulary at home.** To learn how to say – this is my home To learn to say – the things in my home. Create posters with vocabulary and pictures of your home.  |
| **Main learning Focus in Music: learning to read music** To learn about the treble staff. To be able to read notes of a treble staff. To create a basic piece of music.  |





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| **Self Assured Learner - Aspect Development** |
| **Exploring and taking Risks with Learning** | **The 4Rs (Resourcefulness – Reflectiveness – Relationships – Resilience)** |
| **Creating and Thinking Critically** | **Blooms Taxonomy – Thinking Hats –** |
| **Active Learning** | **Kagan Structures** |
| **Reflecting on work and being proud of own achievements** | **ROLE - ROLO** |