



<b>Year A/B:</b> B	<b>Year Group:</b> 5&6	<b>Unit/Topic:</b> Invader <i>The Roman Empire</i> (History Focus)
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<b>Key Texts</b>	<b>Reading Key Focus</b>	<b>Writing</b>	<b>Maths</b>
<p>The Roman Quests: Escape from Rome by Caroline Lawrence</p>	<p>Y5 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; recommending books that they have read to their peers, giving reasons for their choices; summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Y6 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context; summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; predicting what might happen from details stated and implied</p>	<p>Narrative – Historical Poetry (structured)</p> <p>Y5 - proof-read for spelling and punctuation errors; selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning; using a wide range of devices to build cohesion within and across paragraphs; assessing the effectiveness of their own and others' writing</p> <p>Y6 - proof-read for spelling and punctuation errors; noting and developing initial ideas, drawing on reading and research where necessary; in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed; ensuring the consistent and correct use of tense throughout a piece of writing; ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register; using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]</p>	<p>Number: Place Value Number: Four operations</p>
<b>Science (Special Effects Materials)</b>	<b>Computing</b>	<b>History</b>	<b>Geography</b>
<p>Working scientifically (ongoing)</p> <p>-Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>-Use knowledge of solids, liquids and gases to decide how mixtures might be separated,</p>	<p><b>We are Web Developers (Computer Networks)</b></p> <p>Question the plausibility and quality of information by looking at Google sites</p> <p>-Understand some elements of how search engines select and rank results</p> <p>-Be discerning in evaluating digital content</p>	<p>Which time period do Romans fit in? (link onto a timeline); Who were/what was the importance of Roman gods?; Who was Boudica? (local history link); How have the Romans affected landmarks?; What did the Romans invent?</p> <p><a href="#">Links to the computing topic to be made when researching for history lessons</a></p>	

<p>including through filtering, sieving and evaporating. -Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Cornerstones investigation - Do all solids dissolve?</p>			
<b>Art &amp; Design</b>	<b>Design &amp; Technology (DT)</b>	<b>Physical Education (PE)</b>	<b>Music</b>
<ul style="list-style-type: none"> <li>Plan a sculpture through drawing and other preparatory work</li> <li>Develop skills in clay, including slabs, coils, slips, etc.</li> <li>Use recycled, natural and man-made materials to make a sculpture</li> </ul>		<p>Invasion Games: 5/6B 5/6S (JW) Fitness: 5/6H</p>	<p><b>Year 5:</b> -perform independent parts keeping to a steady beat -Improve their work through analysis, evaluation and comparison -Perform using notation as support</p> <p><b>Year 6:</b> -perform independent parts keeping to a steady beat -Improve their work through analysis, evaluation and comparison</p> <p><b>Ongoing:</b> <i>Singing objectives to be covered during Singing Assembly and fed into music lessons where possible</i> <i>History of Music objectives to be fed into music lessons where possible</i></p>
<b>Learning to Thrive (PSHE)</b>	<b>French (MfL)</b>	<b>Religious Education (RE)</b>	
<p>How to stay safe online Growth Mindset</p>	<p>Using action verbs in the first person Using action verbs in the third person singular Using some adverbs Naming craft materials Using the perfect past tense in the third person singular form</p>	<p>Key Question: Does religion bring peace, conflict or both?</p>	