**[](http://www.tritlington.northumberland.sch.uk/contents.htm)**

**MINI ADVENTURE CONTEXT PLAN: *Class 2 Spring 1, Year 3 and 4* – RAMPAGING ROMANS**

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| ***Key Texts*** | ***Key Inspiration*** | ***Key Sources*** |
| Escape from Pompeii – Christina Balit  Range of Non-fiction texts detailing life in Roman Britain  Roman Myths - Romulus and Remus Dido and Aeneas  The Romans: Gods, Emperors and DormiceAtlas and maps of Roman Britain | Maps of Roman Britain  Accounts of invasion and life in Roman Britain  Roman mosaics | Non-fiction library texts  Online images of locally found artefacts  Online mapping technologies  Ancient maps  land use maps |

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| **Writing** | |  | **Reading** | |
| **To write for a purpose; to organise writing appropriately** | | **To understand texts** | |
| **Big questions:** | Can you use headings and sub headings in your non - fiction writing?  How will you ensure your non- fiction information is in the correct tense?  What techniques can I use to make my writing descriptive? | **Big questions:** | Can you find specific information about the Roman invasion using an index?  Can you explain and discuss what you have read?  Can you make inferences about what you have read?  Can you summarise the ideas drawn from more than one paragraph?  Can you recognise features of Roman myths? |
| **Contexts for learning** | Plan and write instructions about how to become a gladiator champion  Diary entry of a Roman in Britain, written in the past tense  Writing pre and post eruption descriptions of Pompeii  Drafting, editing your work and presenting a new story | **Contexts for learning** | Research different aspects of Roman life in Britain using non- fiction texts.  Use primary resources online to investigate what life was like for a gladiator.  Continue to read, discuss and respond to class texts to infer characters feelings and motivations and to gain more understanding of Roman life in Britain.  Participate in drama and role play activities to explore ideas further. |
| **Key Vocabulary** | Headings,sub headings, non-fiction, tense – past, present, future, imperatives, powerful verbs | **Key Vocabulary** | summarise, retrieve, record, explain, justify, identify, *myth, inference* |

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| **History** | |  | **Computers** | |
| **Build an overview of world history** | |  | **Connecting Computers** | |
| **Big Questions:** | Can you say where the Romans came from, why did they come to England?  Can you describe why the Roman army was so powerful?  Do you know who Julius Caesar was? What was he famous for?  Can you explain why Hadrian’s wall was built?  Do you know why did Roman rule end in Britain?  Do you know who Boudicca was and what she was famous for?  Can you describe what the Romans left behind? |  | **Big Questions:** | Can you explain how digital devices function?  Can you identify input and output devices?  Can you explain that digital devices can change the way we work?  Can you explain how a computer network can be used to share information?  Do you recognise the physical components of a network? |
| **Contexts for learning** | Use primary and secondary sources to retrieve information about this time period Chronology of Roman times to be added to class time line. |  | **Contexts for learning** | Create two pieces of work with the same focus, using digital devices to create one piece of work, and non-digital tools to create the other; then compare and contrast the two approaches.  Explore how and why computers are joined together to form networks.  Research key network components, including a server and wireless access points; examine each device’s functionality and look at the benefits of networking computers. |
| **Key Vocabulary** | *Empire, forum, emperor, gladiator, mosaic, toga, Roman, Julius Caesar, invasion, battle, centurion* |  | **Key Vocabulary** | *Digital device, input, output, process, program, connection, network, network switch, server, wireless access point (WAP)* |

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| **Maths** | |  | **RE** | |  | **French** | |
| **Multiply and Divide** | |  | What kind of world did Jesus want? | |  | **Je peux…** | |
| **Big Questions:** | Can you multiply/divide a two and three-digit number using formal written methods?  Can you use your place value knowledge to multiply and divide mentally?  Can you recognise that sometimes the inverse calculation between multiplication and division doesn't work and why? |  | **Big Questions:** | Can you give examples of how Christians act to show that they are following Jesus?  Can you make links between the calling of the first disciples and how Christians today try to follow Jesus and be “fishers of people?”  Can you express some of your own ideas clearly? |  | **Big Questions:** | Can you name up to five common French verbs/activities?  Can you also spell these five verbs accurately?  Can you match up to five verbs/activities to their picture?  Can you say you are able to do some of these activities in French using je peux? |
| **Contexts for learning** | Use written methods to solve maths multiplication and division calculations  Continued practice to establish fluency and recall of known facts - especially times tables  Solving word problems involving multiplication and division |  | **Contexts for learning** | Listen to stories from the Bible, discuss their hidden meanings and what Christians can learn from these stories.  Use drama to explore stories from the point of view of different characters. |  | **Contexts for learning** | Begin to show confidence when speaking aloud; convey my meaning, even with some mistakes.  Learn vocabulary linked to French verbs |
| **Key Vocabulary** | *Inverse, Multiplication, Division, R*easoning*, Factors,* multiple, product, dividend *, quotient , divider* |  | **Key Vocabulary** | ‘good news*’, Gospel, Christian values, belief* |  | **Key Vocabulary** | *je peux, danser, chanter, cuisiner, sauter, parler, ecouter, manger, boire, regarder, ecrire* |

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| **Science** | |  | **PSHE** | |  | **Music** | |
| **Rocks and Soils (continued from last half term)** | | **Living long, living strong** | | **Instruments** | |
| **Big Questions:** | Can you name the three different types of rocks?  Can you name the four different types of matter that soil is composed of?  Can you explain what a fossil is and how it is formed?  Can you explain how soil is formed?  Do you know who Mary Anning was and why she is famous? | **Big Questions:** | Can you recognise some similarities and differences between males and females?  Do you understand about personal space?  Can you talk about ways of dealing with unwanted touch?  Can you explain that all families are different and have different family members?  Do you understand why rest and relaxation is an important part of being healthy?  Can you identify ways to overcome barriers to achieving your goals? | **Big Questions:** | Can you name some of the instruments in the orchestra?  How can you play the whistle successfully?  Can you explain the difference between the walk and the running notes? |
| **Contexts for learning** | Play as a part of an ensemble using correct fingering to play the whistle.  Play in time using rhythmic techniques.  Understand the differences between each family in the orchestra. |
| **Contexts for learning** | To be able to compare different types of rocks by appearance.  To be able to make systematic and careful observations  To be able to identify and classify different rocks.  To be able to set up a simple investigation (eg. to investigate the permeability of different soil types.)  To be able to present findings scientifically | **Contexts for learning** | Whole class discussions  Paired partner work to role play activity to explore the idea of personal space  Make a collage of ways of relaxing after school, at the weekend and in the holidays | **Key Vocabulary** | Melody, harmony, tempo, fingering, breath control, rhythm  Orchestra, strings, woodwind, brass, percussion |
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| **PE** | |
| **Gymnastics** | |
| **Big Questions:** | Can you link a range of movements to create a gymnastic sequence?  Can you hold different shapes still and with tension?  Can you explain the differences between mirroring and matching movements? |
| **Key Vocabulary** | *Igneous, sedimentary, metamorphic, formation, palaeontology, fossil, magma* | **Key Vocabulary** | Similar, different, male, female, comfortable, uncomfortable, touch, family, stereotype, relaxation, leisure, hobbies, stress, happy | **Contexts for learning** | Create gymnastic sequences, hold shapes, demonstrate different rolls and support a peer |
| **Key Vocabulary** | *Pike, straddle, star, pencil jumps, sequence, mirroring, matching,* |