[](http://www.tritlington.northumberland.sch.uk/contents.htm)MINI ADVENTURE CONTEXT PLAN: *Class 2 Spring 1, Year 2* – 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  Atlas 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  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?  Which imperatives can you use in your instructions?  Which adjectives can you include to make your writing interesting? |  | **Big Question** | 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 some of the features of Roman myths? |
| **Context 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** | |  | **Music** | |
| **History of Transport** | |  | **Instruments** | |
| **Big Questions:** | Can you say how transport has changed?  Do you know when the first car was invented?  How have cars changed throughout the years?  What difference did trains make?  Can you order the events of flight history onto a timeline? |  | **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** | Use primary and secondary sources to retrieve information about this time period Chronology of transport to be added to class time line.  Watch a video, read a story  Write an account of a ride on a steam train  Role play what happened the day the Wright Brothers took their first flight |  | **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. |
| **Key Vocabulary** | *Travel, transport, car, bus, penny farthing, omnibus, steam train, sedan chair, George Stephenson, locomotive, hot air balloon, Wright Brothers* |  | **Key Vocabulary** | Melody, harmony, tempo, fingering, breath control, rhythm  Orchestra, strings, woodwind, brass, percussion |

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| **Maths** | |  | **RE** | |  | **French** | |
| **Multiplication and Division** | |  | **Good News Jesus Brings** | |  | **Je peux….** | |
| **Big Questions:** | Can you recognise, make and add equal groups?  Can you write multiplication number sentences using the x symbol?  Can you use arrays?  Can you recall and use multiplication and division facts for the 2, 5 and 10 times tables? |  | **Big Questions:** | Can you retell stories from the Bible?  Do you know that Christians believe that by forgiving they will find peace in their own lives, with others and with God?  Can you explain that Christians will pray to God, to say sorry, to ask for things and to say thank you? |  | **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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| **COMPUTING** | |  | **Science** | |  | **PSHE** | |
| **Computing Systems & Networks –**  **Information Technology Around Us** | |  | **Everyday Materials (continued from last half term)** | |  | **Living long, living strong** | |
| **Big Questions** | Can you recognise the uses and features of information technology (IT)?  Can you identify IT in your home?  Can you recognise IT beyond school?  Can you explain how IT benefits us?  Can you show how to use IT safely?  Can you describe some choices that are made when we use IT? |  | **Big Questions:** | Can you identify and name some everyday materials?  Can you identify different uses the materials could be used for?  Could the shape of a particular material be changed and how?  Which changes cannot be reversed?  Why is a particular material suitable for a particular use? |  | **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? |
| **Contexts for learning** | Identify devices which are computers and consider how IT can help us both at school and at home  Consider common uses of IT at home.  Explore IT in other familiar environments.  Explore the specific uses of IT in a shop.  Consider how they use different forms of IT safely in different environments.  Think about some of the choices that are made when using IT and the associated responsibilities. |  | **Contexts for learning** | Identify and compare the suitability of different materials for different uses.  Plan and carry out a simple investigation into the properties of different materials.  Group objects according to different criteria.  Make predictions. |  | **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** | Information technology (IT), computer, barcode, scanner/scan |  | **Key Vocabulary** | *Materials, properties, transparent, opaque, translucent, magnetic, waterproof, absorbent* |  | **Key Vocabulary** | Similar, different, male, female, comfortable, uncomfortable, touch, family, stereotype, relaxation, leisure, hobbies, stress, happy |