Summerseat Methodist Primary School
Steps in Learning, Skills for Life

Expectations for Class Four
(Cycle A, Year Five)

What knowledge and skills will you gain on your learning journey this year?

Summerseat Methodist Primary School's Steps in Learning

This booklet provides an overview of the topics taught in the year group for all the subjects and also outlines the end of year exceptions for children in our school for maths and English. It also contains the knowledge organisers for maths and English which we use with the children in school. Science, geography and history knowledge organisers for the autumn term are also included for information and subsequent terms will come home at the start of each topic to let you know the key knowledge children will gain during the topic.

At the back of the booklet are our learning to learn skills which are taught progressively and explicitly in all year groups to ensure our pupils leave the school as 'well rounded' individuals.

This is a 'snapshot' of our curriculum and more information on skills progression for each curriculum area can be found in our subject 'Steps in Learning' which are our key progression documents.

The school vision, motto and values have directed our curriculum intent and design and are interwoven within in.

"I have come so that they may have life and have it to the full." John 10:10
Believe. Achieve. Shine.

Class Four Topics—Cycle A	
Autumn 1	Romans
Autumn 2	
Spring 1	Volcanoes and Earthquakes
Spring 2	Trade Links
Summer 1	Anglo-Saxons
Summer 2	Vikings

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's class teacher.

Joy

Teamwork

Love

Respect

Care

Trust

Forgiveness

Equality

	Summerseat Methodist Primary School – Steps in Learning Class Four– Cycle A					
	Autumn1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topic	**Romans**		**Volcanoes & Earth-quakes**	**Trade Links**	**Anglo-Saxons**	**Vikings**
Hook				Fake new report explaining that chocolate will be banned after Easter this year.		
Visits and Visitors		Roman soldier experience				Chester Roman ruins & Viking centre
Key Texts	-The day the crayons quit -Little freak -Alma -DK Findout: Ancient Rome -Roman soldier handbook	-Chester tour guides -Horrible histories: Ruthless Romans -Boudicca History VIPs -Non fiction books about the Romans -A Christmas Carol -Oliver Twist	Geographica volcanoes -Earthquakes -Ink heart -Kensuke's kingdom -Journey to the centre of the Earth -The amazing illustrated fllodsopedia -The mountain	Bootleg Mr Bunny's chocolate factory -Chocolate riches from the rainforest -Knowledge triffic chocolate	I'm afraid your teddy is in trouble -Wanted, have you seen this alligator? -Macbeth -How to cook children -Macbeth #killingit Inside the villains	-Anglo-Saxons and Vikings -Norse myths: Tales of Odin, Thor & Loki _Hero's quest -Bad Kids—the naughtiest kids in hostory Cicada
Writing Outcomes	Letter writing—levels of formality Speech / dialogue Suspense narrative Newspaper report	Brochure Persuasive speech Debate / discursive text Narrative—setting & character description Dialogue Formal letter of apology	Explanation text Adventure narrative Persuasive advert Personification poetry	Letters Diary Dialogue Balanced argument	Police narrative Instructions Letters Characterisation	Mythical narratives Description Dialogue Information text
Mathematics	Place value Four operations	Four operation Fractions	Fractions Decimals and percentages	Measurement: Converting units Measurement: perimeter, area and volume Statistics	Geometry Property of shapes Position & direction	Investigations & Consolidation
Science	Biology: Do all animals start life as an egg & how different will you be when you are as old as your grandparents?		Chemistry: Could you be the next CSI investigator?		Physics: Does everything that goes up always come down?	Physics: How can you light up your life?

Summerseat Methodist Primary School – Steps in Learning **Class Four – Cycle A**						
	Autumn1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
History	The Romans (Roman Empire and its impact on Britain)				Anglo Saxons (Britain's settlement by Anglo-Saxons and Scots)	Vikings (The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.)
Geography			Volcanoes & Earth-quakes	Trade Links		
Art	**Collage** Painting Drawing Collage **Pietro Cavallini** **Emma Biggs** **Peter Mason** **Sonia King**		**Painting** Drawing Painting Digital Art **Robert Delaunay** **Piet Mondrian Jackson Pollock** **Salvador Dali** **MC Escher**		**3D Art** Drawing 3D Art Painting **Peta Boyce** **Steven Lingham** **Chris Lodge** **Bayeux Tapestry**	
Design Technology		**Structures** *Stiffening, reinforcing/ frames* **Christmas photo frames & Roman Bridges**		**Food** *Sweet and Savoury& Fair Trade* **Sweet and savoury scones**		**Mechanisms** *Pulleys & CAMS* **Viking Long Boats**
Computing	Unit Coding	Unit 5.2 Online safety Unit 5.3 spreadsheets	Unit 5.4 Databases	Unit 5.5 Game Creator	Unit 5.6 3D Modelling	Unit 5.7 Concept Map
Music	Dancing in the Street (Motown)	Songs for Christmas Modern / Contempo-rary: Derbyshire	Romantic Period: Tchaikovsky 'Swan Lake' and Debussy	Recorder	Livin' on a prayer (Rock)	Happy! (pop and soul)
RE	What does it mean to be a Muslim in Britain today?	INCARNATION Was Jesus the Messiah? **Christmas**	GOD: What does it mean if God is Holy and Loving?	Why is the Torah so important to Jewish people?	GOSPEL: What would Jesus do?	Why do some people believe in God and some people not? **OR** What matters most to Humanists and Chris-tians?
PSHE	Knowing Me, Knowing You	Anti-Bullying Jobs and Money	Keeping Healthy	Keeping Safe *(Inc. CWP Preventing Early Use)*	Friends, Family & SRE	Friends, Family & SRE

A Year Five Child
English

Reading

- I can apply my growing knowledge of root words and affixes to read and understand unfamiliar words.
- I can read a widening range of different texts, including fiction, poetry, plays, non-fiction, and reference and textbooks, and discuss them with others afterwards.
- I can compare events, themes and characters within and between books, finding and explaining similarities.
- I can talk about books and texts, categorising them into traditional tales, myths, legends, modern fiction, our literary heritage and books from other cultures and traditions.

V – I can explain the meaning of new vocabulary in the context of the text.

I - I can pick up hints and clues the writer has given the reader to help me work out why characters do and say the things they do and I can explain how I worked this out.

Draw inferences about characters' motives and justify inferences with references to characters' thoughts and feelings e.g. Why did Bess pull the trigger in the poem 'The Highwayman'? Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding. Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation, e.g. I think …(point) I know this because the author says…(evidence) This evidence shows that… (explanation).

P - I can predict what I think is going to happen next in a story based on what has happened so far and hints the writer has given me. (stated and implied)

E- I can identify and discuss language a writer has used to have an impact on the reader, including figurative language (simile, metaphor, personification) and explain the impact on me as a reader. I can identify how the language, structure and presentation of a text contribute to meaning (e.g. specialist vocabulary, headings and sub-headings, diagrams, charts and maps in non-fiction texts) and explain how these impact on me as a reader.

R- Scan for key information and text mark in fiction and non-fiction e.g. identify words and phrases which tell you the character has a hard life, or find three words or phrases which suggest that the author is opposed to deforestation. Use text marking to identify key information in a text. Make notes from text marking.

S - I can identify what the main ideas in a longer text are, sum them up quickly in a few sentences and identify key details to support my summary.

Speaking

- Engage the interest of the listener by varying their expression and vocabulary
- Adapt spoken language to the audience, purpose and context
- Explain the effect of using different language for different purposes
- Develop ideas and opinions with relevant detail
- Express ideas and opinions, justifying a point of view
- Show understanding of the main points, significant details and implied meanings in a discussion
- Listen carefully in discussions, make contributions and ask questions that are responsive to others' ideas and views
- Begin to use Standard English in formal situations
- Begin to use hypothetical language to consider more than one possible outcome or solution
- Perform own compositions, using appropriate intonation and volume o that meaning is clear
- Perform poems or plays from memory, making careful choices about how they convey ideas about characters and situations by adapting expression and tone
- Understand and begin to select the appropriate register according to the context

Handwriting

- l can write legibly, fluently and with increasing speed.
- I can choose which shape of letter to use when given choices and deciding whether or not to join specific letters.
- I can choose the writing implement that is best suited to a task.

Writing

- I can select appropriate grammar and vocabulary.
- I can describe settings, characters and atmosphere and integrate dialogue to convey characters and advance action in narrative.
- I can use a wide range of devices to build cohesion within and across paragraphs e.g. adverbials, pronouns, prepositional phrases.
- I can use further organisational and presentational devices to structure text and to guide the reader in non-narratives e.g. headings, bullet points and underlining.
- I can extend the range of sentences with more than one clause by using a wider range of conjunctions and relative clauses. (Using relative clauses with the relative pronoun)
- I can use the present perfect form of verbs.
- I can choose nouns or pronouns appropriately.
- I can use conjunctions, adverbs and prepositions to express time and cause.
- I can use fronted adverbials.
- I can use modal verbs to indicate degrees of possibility.
- I can proofread for spelling and punctuation errors.
- I can use the grammar for Years Five from the English Appendix (See knowledge organiser)
- I can spell further prefixes and suffixes and understand how to use them (See English Long Term Plan)
- I can spell further prefixes and suffixes and understand how to use them (See English Long Term Plan)   I can spell words with silent letters.
- I continue to distinguish between homophones and other words which are often confused.
- I can use knowledge of morphology and etymology in spelling and understand that the spelling of some words need to be learnt specifically.
- I can place the possessive apostrophe accurately in words with regular and irregular plurals.
- I can use a thesaurus.
- I can place the possessive apostrophe accurately in words with regular and irregular plurals.
- I can use a thesaurus.   I can use dictionaries to check the spelling and meanings of words using the first 3 or 4 letters.
- I can use full stops, capital letters, exclamation marks, commas for lists and apostrophes for contracted forms and the possessive singular and plural.
- I can use and punctuate direct speech accurately.
- I can consistently use commas after fronted adverbials
- I can use commas to clarify meaning or avoid ambiguity in writing.
- I can use brackets, dashes or commas to indicate parenthesis.

Grammar Knowledge Organiser

Punctuation

Remember: . ! ? , ' " "

Apostrophes:

For possession: Shows us that something belongs to the subject, e.g. **My Mum's bag.**

Take care when using apostrophes with plurals, e.g. **the pupils' coats.** (More than one pupil has a coat)

For omission: Shows us that a letter has been missed out to create informality, e.g. **Do not do that = don't do that.**

Hyphen (-) – Creates compound words to give a clear meaning.

The man-eating shark.

The man eating shark.

Colon(:) – Introduces a list or separates two main clauses when the second explains or describes the first clause.

Semi-colon(;) – joins two related independent clauses together

Dashes (–), brackets (), commas (,) Used within a sentence to add additional information - Parenthesis The cat (that didn't belong to me) was black.

Rules of Speech

Comma

Parts of speech   Punctuation pre inverted comma

The child asked, "What are your plans for the weekend?"

Inverted Comma   Capital letter   Inverted Comma

Comma
-Clarify meaning

-Avoid ambiguity

,

Clauses

Main clause – A simple sentence that contains a subject and a verb. It makes sense on its own, e.g. **I went to school**

Subordinate clause – Contains a subordinating conjunction. Adds detail to a main clause; is not a full sentence. The subordinate clause can appear at the start, end or middle of a sentence, e.g. **I went to school while my brother stayed at home.**

Relative Clause – Type of subordinate clause, beginning with a relative pronoun or an omitted relative pronoun.

Relative Pronouns = **who, which, where, when, whose, that**

Terminology

modal verb relative pronoun
relative clause
parenthesis bracket
dash
cohesion
ambiguity

Noun phrases

Gives detail about a noun but does not contain a verb.

An ancient book in a leather sleeve was hidden in the library.

Cohesion

Words which link paragraphs

e.g. **then, after that, this, firstly, then, later, next, following this**

Parenthesis

Parenthesis – add extra information inside dashes (–), brackets () or commas (,)

E.g. Brasilia (the capital city of Brazil) has a population of 2.4 million.

Summerseat Methodist Primary School, located in Summerseat, has the best teachers in the country.

Sentence

Subordinate Conjunctions

Joins a subordinate clause and a main clause.

If, Since, As, When, Although, While, After, Before, Until, Because,

Try to remember these important subordinating conjunctions by remembering the phrase, **'I Saw A Wabub'**

Coordinating Conjunctions

Joins two independent (main) clauses.

For
And
Nor
But
Or
Yet
So

Try to remember these important coordinating conjunctions by remembering the acronym: **FANBOYS**

Commands, Questions, Statements & Exclamations

Commands - begin with an imperative Verb, e.g. **Wash your hands.**

Questions - expect an answer in return. e.g. **Did you enjoy the trip?**

Statements - tell the reader something. e.g. **The leaves fall off trees in autumn.**

Exclamations – Must start with a How or What, e.g. **What an amazing piece of work!**

Determiners

A word before a noun and identifies the noun in further detail.

articles	a boy, an orange, the cat
demonstratives	this apple, that car, these shops, those girls
possessives	his hat, her homework, my book, their house
quantifiers	some rice, each word, every box
numbers	one chair, two men, three dogs
question words	which bag, what letter, whose computer

Modal Verbs

Indicates degree of possibility: **might, should, will, must, ought, could, often, can**

Preposition

Indicate position of a noun in a sentence, e.g. **over, by, under, along, for, down, through and in.**

Spelling Knowledge Organiser

5 & 6

Words ending:
-cious, -tious, -cial, -tial
-ant, -ance, -ancy,
-ent, -ency, ence
-able, -ible, -ably, -ibly
-fer

OUGH

REMEMBER
I BEFORE E
EXCEPT
AFTER C

Silent Letters

THISTLE   KNIGHT   LAMB

Homophones

accommodate	committee	embarrass	immediate(–ly)	persuade	signature
accompany	communicate	environment	individual	physical	sincere(–ly)
according	community	equip (–ped, –ment)	interfere	prejudice	soldier
achieve	competition	especially	interrupt	privilege	stomach
aggressive	conscience	exaggerate	language	profession	sufficient
amateur	conscious	excellent	leisure	programme	suggest
ancient	controversy	existence	lightning	pronunciation	symbol
apparent	convenience	explanation	marvellous	queue	system
appreciate	correspond	familiar	mischievous	recognise	temperature
attached	criticise (critic + ise)	foreign	muscle	recommend	thorough
available	curiosity	forty	necessary	relevant	twelfth
average	definite	frequently	neighbour	restaurant	variety
awkward	desperate	government	nuisance	rhyme	vegetable
bargain	determined	guarantee	occupy	rhythm	vehicle
bruise	develop	harass	occur	sacrifice	yacht
category	dictionary	hindrance	opportunity	secretary	
cemetery	disastrous	identity	parliament	shoulder	

THE WEATHER

Whether the weather was **good**
Or whether the weather was **bad**
The **weather** was **better**
When **we** were together
Whatever the weather we **had**

"I always *advise* people never to give *advice*."

It's or Its

DESERT VS. DESSERT

Practice
Is a noun.

Practise
Is a verb.

My doctor's practice is just around the corner.

I must practise singing more.

their
there
they're

COMPLIMENT
Something nice that I say to you.

Great dress, Michelle!
Thanks, Janice.

Aloud

Allowed

A Year Five Child Mathematics

Being a mathematician
Number

- Count forwards and backwards in steps of power 10 for any given number up to 1,000,000
- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero
- Round any number to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000. Round decimals with 2dp to the nearest whole number and to 1dp
- Recognise and use square numbers and cube numbers and the notation for squared (^{2}) and cubed (^{3})
- Read Roman numerals to 1,000 (M) and recognise years written in Roman numerals
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why; solve problems involving 3 decimal places
- Add and subtract numbers mentally with increasingly large numbers
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Multiply and divide numbers mentally drawing upon known facts up to 12 x 12
- Multiply and divide whole numbers by 10, 100 and 1,000
- Multiply and divide numbers involving decimals by 10, 100 and 1000
- Multiply number up to 4-digit by a 1 or 2-digit number using formal written methods, including long multiplication for 2-digit numbers
- Divide numbers up to 4-digits by 1-digit numbers
- Solve problems involving multiplication and division where large numbers are used by decomposing them into factors

Addition strategies

Subtraction strategies

Multiplication strategies

Division strategies
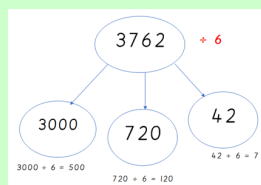
Being a mathematician
Fractions, Measurement, geometry & statistics

- Recognise mixed numbers and improper fractions and convert from one to the other
- Read and write decimal numbers as fractions, for example, 0.47 = 47/100. Recognise the per cent symbol (%) and understand per cent relates to number of parts per hundred
- Write percentages as a fraction with denominator hundred, and as a decimal fraction
- Compare and order fractions whose denominators are all multiples of the same number
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- Round decimals with two decimal places to the nearest whole number and to one decimal place
- Read, write, order and compare numbers with up to three decimal places
- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angle
- Draw given angles, and measure them in degrees
- Identify angles at a point and one whole turn. Identify angles at a point on a straight line and ½ a turn. Identify other multiples of 90°.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles
- Convert between different units of metric measures and estimate volume and capacity
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- Calculate and compare the area of squares and rectangles including using standard units (cm² and m²)
- Estimate volume and capacity . Solve problems involving converting between units of time
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

For more detail on our mathematical strategies, please see our calculation policy.

2D shapes

Name	No. of sides
quadrilateral	4
pentagon	5
hexagon	6
heptagon	7
octagon	8
nonagon	9
decagon	10

Regular = all sides/angles the same
Irregular = sides/angles not same

Types of triangle

scalene   equilateral   isosceles

Types of quadrilateral

Parallelogram Trapezium Rhombus

AREA
is the amount of space inside a 2D shape
usually measured in cm² or m².
Area of a triangle
= (base x height) ÷ 2
Area of a parallelogram
= base x height

Multiplication and division vocabulary

Term	Definition	Example
factor	a number that divides exactly into another number	factors of 12 = 1, 2, 3, 4, 6, 12
common factor	factors of two numbers that are the same	common factors of 8 and 12 = 1, 2, 4
prime number	a number with only 2 factors: 1 and itself	2, 3, 5, 7, 11, 13, 17, 19...
prime factor	a factor that is prime	prime factors of 12 = 2, 3
multiple	a number in another number's times table	multiples of 9 = 9, 18, 27, 36...
common multiple	multiples of two numbers that are the same	common multiples of 4 and 6 = 12, 24...
square numbers	the result when a number has been multiplied by itself	25 (5^2 = 5x5) 49 (7^2 = 7x7)
cube numbers	the result when a number has been multiplied by itself 3 times	8 (2^3 = 2x2x2) 27 (3^3 = 3x3x3)

Shape vocabulary
Perimeter = measure around the edge of a shape.

horizontal line

vertical line

parallel lines

perpendicular lines (at right angles)

radius
diameter (= radius x 2)
Circumference = perimeter of a circle

Measurement conversions

1 **cent**imetre	10mm
1 metre	100cm
1 **kilo**metre	1,000 m
1 mile	1.6 km
8 kilometre	5 miles
1 **kilo**gram	1,000 grams
1 litre	1,000 **milli**litres

Fractions, decimals & percentages

$^1/_{100}$	0.01	1%
$^1/_{20}$	0.05	5%
$^1/_{10}$	0.1	10%
1/8	0.125	12.5%
$^1/_5$	0.2	20%
¼	0.25	25%
1/3	0.33	33%
2/5	0.4	40%
½	0.5	50%
¾	0.75	75%
1	1	100%

Fractions
Improper and Mixed Number

$$\frac{11}{7} = 1\frac{4}{7} =$$

Roman numerals

1	I	100	C
5	V	500	D
10	X	1000	M
50	L		

Remember – No more than 3 in a row!

Maths

5

Decimal Place Value

Ones	.	Tenths	Hundredths	Thousandths
	.	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
2	.	1	2	9
"two	point	one	two	nine"

Angles: Full turn = 360° Half turn = 180° Right angle = 90° acute angle = <90°
obtuse angle = > 90° reflex angle = >180° angles on a straight line = 180°
opposite angles = same angles in a triangle = 180° angles in a quadrilateral = 360°

Co-ordinates
Read co-ordinates along the x axis (horizontal) first, then the y axis (vertical). E.g. (3,-4) = go right 3, down 4.

Thirty days hath September, April, June, and November, all the rest have **thirty-one** except February which has 28.
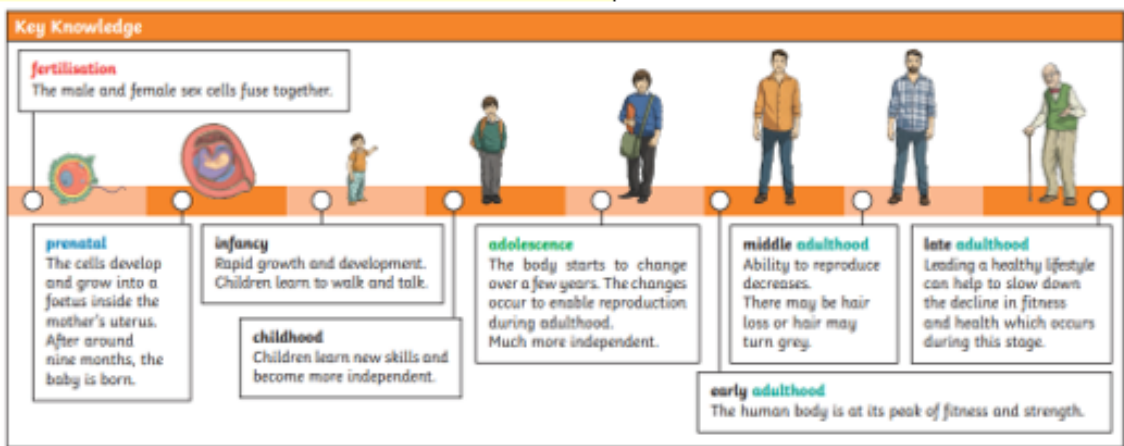
Vocabulary

Lifecycle	A life cycle is a series of stages a living thing goes through during its life.
Mammal	A mammal is an animal that breathes air, has a backbone, and grows hair at some point during its life. In addition, all female mammals have glands that can produce milk.
Amphibian	Amphibians are animals such as frogs and toads that can live both on land and in water.
Bird	Birds are warm-blooded, egg-laying animals that have vertebrae, or a backbone. They are different from mammals because they lay hard-shelled eggs and have feathers.
Insect	Insects are small animals with six legs and a hard outer shell called an exoskeleton. Most have wings and antennae.
Reproduction	Reproduction is the process by which a living organism creates a likeness of itself. The process may be either asexual—meaning that an organism reproduces by itself alone—or sexual—which requires both male and female sex cells
Living	Living things are things that are alive. People, animals and plants are living things. Living things need a few things to stay alive. These essential things are: food, water, light, air.
Characteristics	A feature or a quality belonging to a person.

Sticky Knowledge

Key Knowledge

fertilisation
The male and female sex cells fuse together.

prenatal
The cells develop and grow into a foetus inside the mother's uterus. After around nine months, the baby is born.

infancy
Rapid growth and development. Children learn to walk and talk.

childhood
Children learn new skills and become more independent.

adolescence
The body starts to change over a few years. The changes occur to enable reproduction during adulthood. Much more independent.

early adulthood
The human body is at its peak of fitness and strength.

middle adulthood
Ability to reproduce decreases. There may be hair loss or hair may turn grey.

late adulthood
Leading a healthy lifestyle can help to slow down the decline in fitness and health which occurs during this stage.
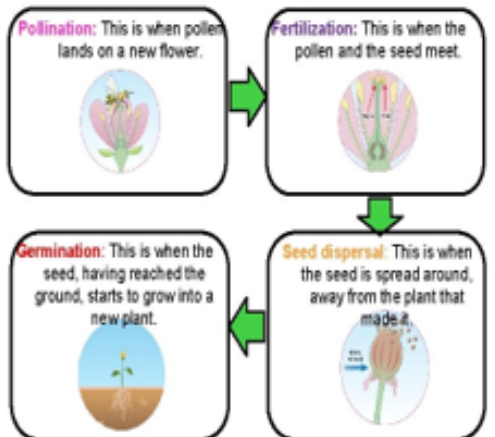
Class 4

<u>Biology</u>: **Do all animals start life as an egg? / How different will you be when you are as old as your grandparents?**

Knowledge Organiser

How plants reproduce!

Pollination: This is when pollen lands on a new flower.

Fertilization: This is when the pollen and the seed meet.

Germination: This is when the seed, having reached the ground, starts to grow into a new plant.

Seed dispersal: This is when the seed is spread around, away from the plant that made it.
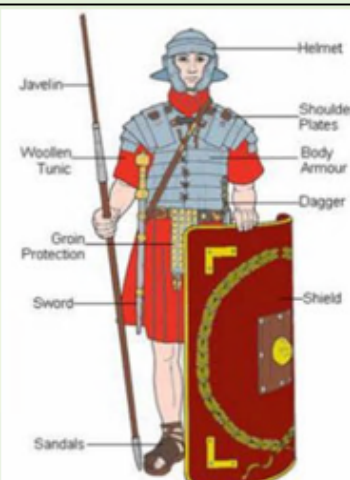
To be secure in this unit you must:
- know about the coverage of the Roman Empire and its army
- know how Britain changed from the Iron age to the end of the Roman occupation
- know how the Roman occupation of Britain helped to advance British society
- know how there was resistance to the Roman occupation and know about Boudica
- know about at least one famous Roman emperor
- know that the Romans came to Britain 2000 years ago
- know that the Romans conquered Britain but left Britain with many important features, such as roads
- know that Roman gladiators would fight for entertainment
- know that the Romans believed in different gods and goddesses

Vocabulary

centurion	A commander of a group of 100 Roman soldiers.
emperor	The Roman leader of the Roman Empire during the imperial period.
aqueduct	A large system, like a bridge, for carrying water from one place to another is called an aqueduct.
gladiator	A gladiator was an armed fighter who entertained audiences in the Roman Republic.
Londinium	This was the Roman name for London.
Roman baths	A number of rooms designed for bathing, relaxing, and socialising, as used in ancient Rome.
conquer	To overcome and take control of people or land using military force.
invade	Enter a place or land with the intention of occupying it.
Romanisation	When the countries that the Romans conquered became very much like Rome.
senate	Similar to the Roman version of our parliament.
empire	An empire imposes its rule on peoples of different cultures and ethnic backgrounds with different political systems and controls lands beyond the borders of its own country.

Sticky Knowledge

✓ Julius Caesar was probably the best-known Roman leader. He extended the empire by invading other lands.
✓ Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire.
✓ A legend tells that Rome was created by two brothers, Romulus and Remus who were abandoned after they were born.
✓ When the Romans came to Britain they helped us by creating roads; a written language (which was Latin); introducing coins and even introducing rabbits to our country.
✓ Roman soldiers used rigorous formations and tactics to aid their success in battles.

Interesting Books

ESCAPE FROM POMPEII

The Thieves of Ostia — CAROLINE LAWRENCE

Empire's End A ROMAN STORY — LEILA RASHEED

TONY BRADMAN — QUEEN OF DARKNESS

Class 4
The Romans
Knowledge Organiser

Helmet
Javelin
Shoulder Plates
Woollen Tunic
Body Armour
Dagger
Groin Protection
Sword
Shield
Sandals

Learning Qualities

Class Four

The following outlines the key year group skills that we are committed to developing which will help our children to become successful life long learners. It is helpful to see these as 'Learn to Learn' skills.

Gaining Independence

- Organise things well, including resources and others
- Know where they learn best
- Assess risk and make sensible decisions
- Cope with additional pressure
- Confident and capable when allowed to organise own time and space
- Use a range of strategies to help overcome a problem
- Empathise with others, appreciating that people respond in different ways

Becoming Collaborative

- Take on a range of roles within a group
- Accept constructive criticism from others in group to enable improvement in performance
- Share a working environment with others and respect their varying needs
- Motivate others to contribute more effectively
- Understands differences in opinions and respond positively
- When suggesting ideas, able to break into smaller steps to suit the needs of the group
- Work with range of people, including those with different views of their own
- Eager to discuss conflicting issues fairly and reach agreement that enables the group to move on
- Make the most of others' strengths when organising work

Building Resilience

- Recognise 'Growth Mindset' and 'Fixed Mindset'
- Embrace challenges, especially open ended or deeper thinking ones and keep going until their conclusion
- Appreciate how learning can happen from stretch mistakes and embrace this
- Recognise risks that may be involved when tackling work
- Remember our brains are making new connections and growing all the time
- the difference between stretch mistakes and sloppy

Developing Confidence

- Communicate confidently and capably in a range of situations, including with the whole class
- Make the most of others' strengths when organising work
- Take account of others' viewpoints when considering success
- Accept constructive criticism from others in group to enable improvement in performance
- Accept different types of feedback and criticism and learn from it
- Understand that attitude and behaviour can affect learning, and show they are prepared to adjust
- Gauge when a task has been completed to the best of their ability
- Know what helps them to learn well

Being Inquisitive

- Ask questions and pose problems
- Understand that questions can have more than one answer and that some cannot be answered
- Give more than one reason to support an argument
- Recognise that sometimes you need expertise from others to help solve problems
- Use feedback from a range of sources to help solve a problem
- Plan a complex task, anticipating blocks and find ways to overcome them
- Choose how to present information
- Listen to a range of opinions and reach a conclusion from them