

## The Romans at Year 3/4

### Chapter 2

#### Home life I: Romans and Celts

Time	Activity	Details	Cross-curriculum and Literacy	To be done/brought along
5 Mins	Introduction	Introduce today's topic and the activities the class will be taking part in. Followed by the powerpoint.	n/a	n/a
20-25mins depending on the size of the class.		<ul style="list-style-type: none"> <li>- The Student teachers are to dress up as Romans and Celts, so groups of pupils can go around every 3-5 minutes to ask each questions about a specific topic.</li> <li>topics include;</li> <li>- Clothing</li> <li>- Food</li> <li>- Lifestyle</li> <li>- All students should choose a topic they are familiar with, if you are unsure of an answer it is possible to say ' that is a good question, I will have to get back to you on that.</li> </ul>	<p>KS2 History questions:</p> <ul style="list-style-type: none"> <li>-What did the Romans/ celts eat ?</li> <li>-how did they live ?</li> <li>-how did they dress?</li> <li>-Why did</li> </ul> <p>KS History: Pupils are given the opportunity to prepare questions and ask a student teacher</p> <p>KS2 Knowledge and Understanding of the world -Sociology/Culture</p>	<ul style="list-style-type: none"> <li>-Toga's made from bed sheets (Available from Evelien)</li> <li>- Powerpoint presentation (2-3 slides) to introduce some information about the Romans and Celts .</li> <li>Include maps of where they are from,</li> <li>Illustrations of Celtic people and archeological finds, Jewelry, shields etc</li> <li>- A4 handout where students can write notes and questions they will ask.</li> </ul>
15mins	The Romans and Celts	-Re-use the map from last weeks class	KS2 History Question:	-Powerpoint presentation

		<p>showing how far the Roman Empire borders stretched, pointing out that Wales comes under its influence.</p> <p>-Following last week lesson the pupils should have some information about who the Romans are and asked if they can point out the difference between Romans and Celts. By table pupils are given two sets of images of clothing, jewelry armour etc, and are asked can they stick to an A3 sheet in the correct category (This provides them with something the school can put on the wall)</p>	<p>Do you think the</p> <p>-Romans came in peace ?</p> <p>-Can you think of why they would want to come to Britain ?</p> <p>KS2 Historical knowledge and understanding.</p> <p>-Student teachers encourage the pupils to think about their choices and explain if there is any difficulty.</p>	<p>of the Roman Empire borders showing Britain under its influence.</p> <p>-A3 sheet and a Selection of 5 images for each category.</p>
20mins	Making Roman outfits	<p>-Now that the pupils have seen and asked about up how Roman/Celts dress, it is now time to let them dress up in a toga.</p> <p>Each table is asked to nominate an emperor for their table pointing out all the good qualities of the nominated individual.</p> <p>-Discuss the importance of the toga.</p>	<p>KS2 Politics: Pupils are given the opportunity to nominate a member of their table to become an emperor giving reasons why they have elected them.</p>	<p>-Toga's made from bed sheets (Available from Evelien)</p>

## Links to National Literacy and Numeracy Framework for years 3/4

### 1. Oracy

	Year 3 Learners are able to:	Year 4 Learners are able to:
Speaking	<ul style="list-style-type: none"> <li>- <b>Explain information and ideas using relevant vocabulary</b></li> <li>- Organise what they say so that listeners can understand, <i>e.g. emphasising key points, sequencing an explanation</i></li> <li>- <b>Speak clearly, varying expression to help listeners</b></li> <li>- Use language appropriate to more formal situations, <i>e.g. during an assembly, talking to a visitor</i></li> <li>- <b>Keep in role and support others in role play</b></li> <li>- Welsh medium statement: use the most common mutations usually correctly, <i>e.g. ar ben</i></li> </ul>	<ul style="list-style-type: none"> <li>- Explain information and ideas using supportive resources, <i>e.g. on-screen and web-based materials</i></li> <li>- Organise talk so that different audiences can follow what is being said, <i>e.g. giving background information, providing a brief summary of main points</i></li> <li>- Adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider group</li> <li>- <b>Explore different situations through role play</b></li> <li>- Welsh-medium statement: use the most common mutations correctly, <i>e.g. fy nghalon</i></li> </ul>
Listening	<ul style="list-style-type: none"> <li>- <b>Listen carefully and make connections between what they are learning and what they already know</b></li> <li>- <b>Check understanding by asking relevant questions or making</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Listen carefully to presentations and show understanding of main points</b></li> <li>- <b>After listening, respond, giving views on what the speaker has said</b></li> </ul>

	relevant comments	
Collaboration and discussion	<ul style="list-style-type: none"> <li>- <b>Contribute to group discussion, sharing ideas and information</b></li> <li>- <b>Use talk purposefully to complete a task in a group</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Contribute to group discussion and help everyone take part</b></li> <li>- Help a group to reach agreement, <i>e.g. considering reasons or consequences, keeping focus on the topic</i></li> </ul>

## 2. Reading

	Year 3 Learners are able to:	Year 4 Learners are able to:
Reading Strategies	<ul style="list-style-type: none"> <li>- <b>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context</b></li> <li>- <b>Read short information texts independently with concentration</b></li> <li>- <b>Read aloud using punctuation to aid expression</b></li> <li>- Skim to gain an overview of a text, <i>e.g. topic, purpose</i></li> <li>- Look for specific information in texts using contents, indexes, glossaries, dictionaries</li> <li>- Use visual clues, <i>e.g. illustration, photographs, diagrams and charts</i>, to enhance understanding</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntax, text organisation and prior knowledge of context</b></li> <li>- Read texts, including those with few visual clues, independently with concentration</li> <li>- <b>Use understanding of sentence structure and punctuation to make meaning</b></li> <li>- Skim to gain the gist of a text or the main idea in a chapter</li> <li>- Scan for specific information using a variety of features in texts, <i>e.g. titles, illustrations, key words</i></li> <li>- Identify how texts differ in</li> </ul>

	<ul style="list-style-type: none"> <li>- Identify different purposes of texts, <i>e.g. to inform, instruct explain</i></li> <li>- Identify how texts are organised, <i>e.g. lists, numbered points, diagrams with arrows, tables and bullet points</i></li> <li>- Locate information on web pages using screen features, <i>e.g. toolbars, side bars, headings, arrows</i></li> </ul>	<ul style="list-style-type: none"> <li>purpose, structure and layout</li> <li>- Find information and ideas from web pages, using different search methods, considering which are the most efficient methods</li> </ul>
Comprehension	<ul style="list-style-type: none"> <li>- Accurately identify the topic and main ideas of a text, <i>e.g. by highlighting, using key words of the text</i></li> <li>- Deduce ideas and information by linking explicit statements, <i>e.g. cause and effect</i></li> <li>- Take an interest in information beyond their personal experience</li> </ul>	<ul style="list-style-type: none"> <li>- Accurately identify the main points and supporting information in texts</li> <li>- Deduce connections between information, <i>e.g. sequence, importance</i></li> <li>- Explore information and ideas beyond their personal experience</li> </ul>
Response and analysis	<ul style="list-style-type: none"> <li>- <b>Use information from texts in their discussion or writing</b></li> <li>- <b>Make links between what they read and what they already know and believe about the topic</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Select and use information and ideas from texts</b></li> <li>- <b>Understand how something can be represented in different ways, <i>e.g. moving image, multi-modal and print.</i></b></li> </ul>

### 3. Writing

	Year 3 Learners are able to:	Year 4 Learners are able to:
Meaning, purposes, readers	<ul style="list-style-type: none"> <li>- Write for different purposes and readers choosing words for variety and interest</li> </ul>	<ul style="list-style-type: none"> <li>- Adapt what they write to the purpose and reader, choosing words appropriately, <i>e.g.</i></li> </ul>

	<ul style="list-style-type: none"> <li>- Include relevant details, information or observations in their writing</li> <li>- Note down ideas to use in writing</li> <li>- Use on-screen functions, <i>e.g. font, colour, cut, paste, size</i>, to present their work in ways to interest the reader and enhance meaning</li> <li>- Review and improve sections of their work</li> </ul>	<p><i>descriptive, persuasive language</i></p> <ul style="list-style-type: none"> <li>- Explain main idea(s) with supporting details, including observations and explanations where relevant</li> <li>- Gather ideas to plan writing</li> <li>- Explore and use appropriately the different forms of writing on-screen to interact with others, <i>e.g. websites, e-mails, blogs</i></li> <li>- Improve writing, checking for clarity and organisation</li> </ul>
Structure and organisation	<ul style="list-style-type: none"> <li>- Use a basic structure for writing</li> <li>- Write using an introduction to the topic and a conclusion</li> <li>- Present processes, event or reports in a clear sequence</li> <li>- Use visual information if relevant, <i>e.g. labelled diagrams</i></li> </ul>	<ul style="list-style-type: none"> <li>- Use specific structures in writing, <i>e.g. tables, questionnaires</i></li> <li>- Write an introduction, develop a series of ideas and a conclusion</li> <li>- Organise writing into logical sequences or sections by beginning to use paragraphs</li> <li>- Use visual information, <i>e.g. illustrations, diagrams and graphs</i> which are clear and relevant to the written text</li> </ul>
Language	<ul style="list-style-type: none"> <li>- <b>Use language appropriate to writing, including standard forms of English</b></li> <li>- <b>Use vocabulary related to the topic or subject context</b></li> </ul>	<ul style="list-style-type: none"> <li>- <b>Use language appropriate to writing, including standard forms of English</b></li> <li>- <b>Use subject-specific vocabulary independently</b></li> </ul>
Grammar, punctuation, spelling,	<ul style="list-style-type: none"> <li>- Start sentences in a variety of ways</li> <li>- Use adjectives and adverbs to expand simple sentences and</li> </ul>	<ul style="list-style-type: none"> <li>- Vary the order of words, phrases and clauses in sentences</li> <li>- Use adjectival and adverbial</li> </ul>

handwriting	<p>phrases</p> <ul style="list-style-type: none"> <li>- Use connectives for causation and consequence, <i>e.g. because, after</i></li> <li>- Use full stops, question marks, exclamation marks and commas for lists</li> <li>- Spell plural forms, <i>e.g. -s, -es-, -ies</i></li> <li>- Use past tense of verbs consistently, <i>e.g. consistent consonant doubling before -ed</i></li> <li>- Use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, <i>e.g. most common polysyllabic words</i></li> <li>- Spell all high-frequency words correctly</li> <li>- Produce legible handwriting and present work appropriately joining letters in some words</li> <li>- Welsh-medium statement: use the standard forms of the verb as relevant to the context</li> <li>- Welsh-medium statement: use the most common mutations usually correctly, <i>e.g. ar ben</i></li> </ul>	<p>phrases to add interest and precision</p> <ul style="list-style-type: none"> <li>- Use connectives to show links within sentences</li> <li>- Use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission</li> <li>- Use strategies including knowledge of word families, roots, morphology, derivations and graphic knowledge to spell words, <i>e.g. words with more complex patterns</i></li> <li>- Produce handwriting which is clear and legible and may be cursive</li> <li>- Welsh-medium statement: use the standard form of a variety of verbs, <i>e.g. present, past and negative forms</i></li> <li>- Welsh-medium statement: use the most common mutations correctly, <i>e.g. fy nghalon</i></li> <li>- Welsh-medium statement: spell an increasing number of plural forms correctly in context, <i>e.g. -iau, -u</i></li> </ul>
-------------	---	---