

The Romans in Year 3/4

Chapter 4

Home Life II: Costume and Eating Habits

Time	Activity	Details	Cross-Curriculum and Literacy (also see below)	To be done/brought along
5 mins	Introduction	<ul style="list-style-type: none"> - Introduce new area of Home Life – Food. General outline of the lesson and what they should know by the end of the lesson. 	n/a	Make name stickers for yourselves + ask pupils to have name stickers – If necessary
15 mins	What do you know about Roman food and cuisine?	<ul style="list-style-type: none"> - By Tables: Pupils discuss and write down on piece of paper what they know about Roman food and cuisine. (<i>student teachers go round class to help and discuss</i>) - briefly - Whole Class: each table is asked to name one thing from what they wrote down. - PowerPoint discussion by teachers of what Roman eating for rich and poor looked like, what, when and where they ate. 	<p>KS2 History: Questions to ask: What do you know about Roman Food and Cuisine?</p> <p>KS2 Literacy: Oracy: Public speaking, developing and explaining their ideas.</p> <p>KS2 History: Historical Enquiry: Pupils should be given opportunities to use a wide range of resources, e.g. <i>visual sources</i>.</p>	<ul style="list-style-type: none"> - Plain paper for each table (A4). - PowerPoint with discussion points.
10 mins	Difference between Ancient and Modern food?	<ul style="list-style-type: none"> - By Table: Pupils are given a selection of images of modern and roman food to organise into each category. ‘Roman’ and ‘Modern’. (<i>student teachers go round class to help and discuss</i>) - Whole Class: Pupils are asked to raise their hands when the certain image of food comes on the PowerPoint whether it is Roman or Modern. 	KS2 History: Historical Knowledge and understanding: pupils should be given opportunities to identify differences between modern and roman food and life.	<ul style="list-style-type: none"> - Set of images of Roman and Modern food. - PowerPoint slides with images of Roman and Modern food with animations for each image to come on separately. One Slide for Modern and one slide for Roman.
10 mins	Ancient Recipe Jigsaw – Modernised	<ul style="list-style-type: none"> - By Table: Each table is given an ancient recipe made modern (<i>Apicius</i>) cut up into a jigsaw. Pupils must then put it together the quickest and 	KS2 Literacy: Reading of simple texts from putting the puzzle together.	<ul style="list-style-type: none"> - Tea stained Modern Roman recipe cut into a jigsaw. Laminated if possible. (A4) +

	Ancient Text Hand-out.	<p>raise hand to answer what the recipe is.</p> <ul style="list-style-type: none"> - Comprehension questions on the recipe on the handout. - Whole Class: Each pupil is given their own version of the modern roman recipe to take home as a hand out. 	<p>KS2 History: Developing Communication: Using their aural and written sources to help each other solve the puzzle.</p>	<p>comprehension questions on the hand out.</p> <ul style="list-style-type: none"> - Hand out: Separate hand out of the recipe from <i>Apicius</i> made modern for each student to take home. (A4)
45 mins	Cooking Roman Bread	<ul style="list-style-type: none"> - By Table: The pupils as part of their tables will be split into two spate groups. 1 group of 3 tables and 1 group of 2 tables. During the first 45 Minutes of the lesson Group 1 will learn and cook Roman bread. The other half will take part in theory lesson. The second 45 minutes the groups will swap so group 2 will cook and group 1 will learn the theory behind food and cuisine in Roman life. - 	<p>KS2 Literacy: Reading of simple texts – the recipe.</p> <p>KS2 History: Historical Knowledge and understanding of how roman bread was made.</p> <p>KS2 Mathematical Development: Handling Data: Represent their work using symbols and simple diagrams.</p> <p>KS2 Mathematical Development: Number: Recognise sequences of numbers.</p> <p>KS2 Food Technology: Basic understanding of bread making.</p>	<ul style="list-style-type: none"> - Ingredients for cooking: flour, salt, pepper, honey, yeast, oil, rosemary, olives and pesto.
	Plenary	<ul style="list-style-type: none"> - By Tables: Pupils will try their bread on their tables with pesto and olives. - Whole Class: Student teachers will go over what has been taught in class and ask what the students have learnt 		-
	Homework	<ul style="list-style-type: none"> - Pupils are asked to design a recipe out of the ingredients given on the homework hand out. Must include a drawing of the recipe and include 	<p>KS2 History: Historical Enquiry: Ask and answer relevant questions through creative design and reflect on their</p>	<ul style="list-style-type: none"> - Hand out of the homework (A4).

		cooking times and cost of ingredients.	findings and knowledge. KS2 Mathematical Development: Handling Data: Represent their work using symbols and simple diagrams. KS2 Mathematical Development: Number: Recognise sequences of numbers. KS2 Literacy: Writing: Writing out recipes and ingredients.	
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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"> - Explain information and ideas using relevant vocabulary - Organise what they say so that listeners can understand, <i>e.g. emphasising key points, sequencing an explanation</i> - Speak clearly, varying expression to help listeners - Use language appropriate to more formal situations, <i>e.g. during an assembly, talking to a visitor</i> - Keep in role and support others in role play 	<ul style="list-style-type: none"> - Explain information and ideas using supportive resources, <i>e.g. on-screen and web-based materials</i> - 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> - Adapt talk showing understanding of the differences between informal talk with friends and more extended talk with a wider

	- Welsh medium statement: use the most common mutations usually correctly, <i>e.g. ar ben</i>	group - Explore different situations through role play - Welsh-medium statement: use the most common mutations correctly, <i>e.g. fy nghalon</i>
Listening	- Listen carefully and make connections between what they are learning and what they already know - Check understanding by asking relevant questions or making relevant comments	- Listen carefully to presentations and show understanding of main points - After listening, respond, giving views on what the speaker has said
Collaboration and discussion	- Contribute to group discussion, sharing ideas and information - Use talk purposefully to complete a task in a group	- Contribute to group discussion and help everyone take part - Help a group to reach agreement, <i>e.g. considering reasons or consequences, keeping focus on the topic</i>

2. Reading

	Year 3 Learners are able to:	Year 4 Learners are able to:
Reading Strategies	- 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 - Read short information texts	- 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 - Read texts, including those with

	<p>independently with concentration</p> <ul style="list-style-type: none"> - Read aloud using punctuation to aid expression - Skim to gain an overview of a text, <i>e.g. topic, purpose</i> - Look for specific information in texts using contents, indexes, glossaries, dictionaries - Use visual clues, <i>e.g. illustration, photographs, diagrams and charts</i>, to enhance understanding - Identify different purposes of texts, <i>e.g. to inform, instruct explain</i> - Identify how texts are organised, <i>e.g. lists, numbered points, diagrams with arrows, tables and bullet points</i> - Locate information on web pages using screen features, <i>e.g. toolbars, side bars, headings, arrows</i> 	<p>few visual clues, independently with concentration</p> <ul style="list-style-type: none"> - Use understanding of sentence structure and punctuation to make meaning - Skim to gain the gist of a text or the main idea in a chapter - Scan for specific information using a variety of features in texts, <i>e.g. titles, illustrations, key words</i> - Identify how texts differ in purpose, structure and layout - Find information and ideas from web pages, using different search methods, considering which are the most efficient methods
Comprehension	<ul style="list-style-type: none"> - Accurately identify the topic and main ideas of a text, <i>e.g. by highlighting, using key words of the text</i> - Deduce ideas and information by linking explicit statements, <i>e.g. cause and effect</i> - Take an interest in information beyond their personal experience 	<ul style="list-style-type: none"> - Accurately identify the main points and supporting information in texts - Deduce connections between information, <i>e.g. sequence, importance</i> - Explore information and ideas beyond their personal experience
Response and analysis	<ul style="list-style-type: none"> - Use information from texts in their discussion or writing - Make links between what they read and what they already know 	<ul style="list-style-type: none"> - Select and use information and ideas from texts - Understand how something can be represented in different ways,

	and believe about the topic	<i>e.g. moving image, multi-modal and print.</i>
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3. Writing

	Year 3 Learners are able to:	Year 4 Learners are able to:
Meaning, purposes, readers	<ul style="list-style-type: none"> - Write for different purposes and readers choosing words for variety and interest - Include relevant details, information or observations in their writing - Note down ideas to use in writing - 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 - Review and improve sections of their work 	<ul style="list-style-type: none"> - Adapt what they write to the purpose and reader, choosing words appropriately, <i>e.g. descriptive, persuasive language</i> - Explain main idea(s) with supporting details, including observations and explanations where relevant - Gather ideas to plan writing - Explore and use appropriately the different forms of writing on-screen to interact with others, <i>e.g. websites, e-mails, blogs</i> - Improve writing, checking for clarity and organisation
Structure and organisation	<ul style="list-style-type: none"> - Use a basic structure for writing - Write using an introduction to the topic and a conclusion - Present processes, event or reports in a clear sequence - Use visual information if relevant, <i>e.g. labelled diagrams</i> 	<ul style="list-style-type: none"> - Use specific structures in writing, <i>e.g. tables, questionnaires</i> - Write an introduction, develop a series of ideas and a conclusion - Organise writing into logical sequences or sections by beginning to use paragraphs - Use visual information, <i>e.g. illustrations, diagrams and graphs</i> which are clear and relevant to the written text

Language	<ul style="list-style-type: none"> - Use language appropriate to writing, including standard forms of English - Use vocabulary related to the topic or subject context 	<ul style="list-style-type: none"> - Use language appropriate to writing, including standard forms of English - Use subject-specific vocabulary independently
Grammar, punctuation, spelling, handwriting	<ul style="list-style-type: none"> - Start sentences in a variety of ways - Use adjectives and adverbs to expand simple sentences and phrases - Use connectives for causation and consequence, <i>e.g. because, after</i> - Use full stops, question marks, exclamation marks and commas for lists - Spell plural forms, <i>e.g. -s, -es-, -ies</i> - Use past tense of verbs consistently, <i>e.g. consistent consonant doubling before -ed</i> - Use strategies including knowledge of word families, roots, morphology and graphic knowledge to spell words, <i>e.g. most common polysyllabic words</i> - Spell all high-frequency words correctly - Produce legible handwriting and present work appropriately joining letters in some words - Welsh-medium statement: use the standard forms of the verb as relevant to the context - Welsh-medium statement: use the most common mutations usually 	<ul style="list-style-type: none"> - Vary the order of words, phrases and clauses in sentences - Use adjectival and adverbial phrases to add interest and precision - Use connectives to show links within sentences - Use punctuation to demarcate sentences and begin to use speech marks, commas to mark clauses and phrases, and apostrophes for omission - 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> - Produce handwriting which is clear and legible and may be cursive - Welsh-medium statement: use the standard form of a variety of verbs, <i>e.g. present, past and negative forms</i> - Welsh-medium statement: use the most common mutations correctly, <i>e.g. fy nghalon</i> - Welsh-medium statement: spell an

	correctly, e.g. <i>ar ben</i>	increasing number of plural forms correctly in context, e.g. <i>-iau, -u</i>
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