

Literacy through Classics
Lesson plan 5

***Familia*; men in particular**

Time	Activity	Details	To be done/brought along
5 mins	Recap	Discuss what has been done last week – go through feminine and masculine endings in subject and object, and 1 st -3 rd person singular	Handout on singular
15 mins	Topic discussion and grammar	<ol style="list-style-type: none"> 1) <u>discussion</u> of what family means for the children (extended family, who they include – family trees) – first in small groups, and let them use their homework to help them with the discussion, and then quickly ask a few of them to comment on it in the big group – use the dominoes as introductory game 2) powerpoint to accompany <u>discussion</u> of what <i>familia</i> meant for the Romans (household rather than family, so including slaves, servants, maids, scribes, importance of Lares and ancestral masks) and hierarchy (man, children, woman, slaves) How is this different or similar to modern families? Is there <i>one</i> idea of the <i>familia</i> or can this be different things? 3) Go through the vocabulary of who there are in the household (dominus, domina (discuss difference in endings), filius/filia (again ending), coquus, etc. and discuss their tasks in the <i>familia</i>. 4) Discuss adjectives 	Powerpoint , dominoes
20 mins	Reading	- In pairs pupils tackle the text about Gaius the Roman soldier and answer the questions. MAT pupils can do the family matching cards as well and discuss use of adjectives.	- Gaius worksheet
15 mins	The story of your <i>familia</i>	<ul style="list-style-type: none"> - Ask pupils to create their own story about their <i>familia</i>. If there are big groups, the slaves/cook can create their own story while the pater, mater etc create another. - If extra time: Per table, the pupils get a craft bag. Every character can now create an object relating to their role. Give them examples of how specific characters dress up (men headdress, women jewellery, slaves chains) 	- Handout re familia
5 mins	Plenary	Recap adjectives information – what do we know about Roman <i>familia</i> ?	Homework: Guess

Literacy in years 5 and 6 – National Literacy and Numeracy Framework

Reading for information

		Year 5	Year 6
Locating, selecting and using information	Reading Strategies	<ul style="list-style-type: none"> • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntactic context, and prior knowledge of context and text type • Read extended texts independently for sustained periods • Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences • Use a range of strategies for skimming, <i>e.g. finding key words, phrases, gist, main ideas, themes</i> • Scan to find specific details using graphic and textual organisers, <i>e.g. sub-headings, diagrams</i> • Identify features of texts, <i>e.g. introduction to topic, sequence, illustrations, degree of formality</i> • Identify features in texts intended to persuade, <i>e.g. exaggeration, word choice, ambiguity</i> • Use information from trusted sources, on-screen and on paper, selecting and downloading as necessary 	<ul style="list-style-type: none"> • Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families, syntactic context and prior knowledge of context and text type • Read complex texts independently for sustained periods • Understand how punctuation can vary and so affect sentence structure and meaning, <i>e.g. I had chocolate(,) cake and cheese for tea'</i> • Use a range of strategies to skim and scan for information • Read closely, annotating purposefully • Distinguish between main and supporting ideas selecting essential points • Begin to understand features of official and historical documents, <i>e.g. formal language, layout, headings, footnotes, asterisks in texts such as passport applications, census documents, planning notifications</i> • Assess the quality and reliability of information on web pages, considering its origins and verifying accuracy
Responding to what has been	Comprehension	<ul style="list-style-type: none"> • Show understanding of main points and significant details in different texts on 	<ul style="list-style-type: none"> • Show understanding of the key features and themes across a selection of materials

read		<p>the same topic</p> <ul style="list-style-type: none"> Infer meaning which is not explicitly stated, <i>e.g. implications, consequences</i> Compare the structures of texts which are intended to discuss or persuade 	<ul style="list-style-type: none"> Infer ideas which are not explicitly stated, <i>e.g. writers' viewpoints or attitudes</i> Identify how effective arguments are constructed, <i>e.g. linking points, pre-empting disagreement, use of examples, appeals to reader</i>
	Response and analysis	<ul style="list-style-type: none"> Collate and make connections with information and ideas from different sources, make hypotheses and draw conclusions, and present in different ways, <i>e.g. flowchart, diagram</i> Compare the viewpoint of different writers on the same topic, <i>e.g. rats are fascinating or a menace</i> Consider if the content is reliable, <i>e.g. are photographs more reliable than drawings?</i> Identify and explore ideas and information that interest them Identify key points in sections of text. 	<ul style="list-style-type: none"> Collate and make connections between information and ideas and present appropriately, <i>e.g. graphs, tables</i> Consider different viewpoints on a topic and which is the most coherent and believable Evaluate a text, its content, presentation and appeal Identify ideas and information that interest them and develop broader and deeper understanding Use evidence from a text to support their view.

Writing for information

		Year 5	Year 6
Organising ideas and information	<p>Meaning</p> <ul style="list-style-type: none"> Purpose Audience Ideas and information Use of detail 	<ul style="list-style-type: none"> Shape writing to show a clear purpose Expand upon main idea(s) with supporting reasons, information and examples Plan writing, selecting a suitable structure, <i>e.g. explanation or report</i> Revise and improve writing, discussing why they have made changes 	<ul style="list-style-type: none"> Adapt writing style to suit the audience and purpose, <i>e.g. formal style for unknown reader, simple style for younger readers</i> Explain ideas fully, showing implications and consequences Plan writing to shape it for effect, <i>e.g. leading up to a conclusion</i> Edit, reflect and improve their writing independently
	<p>Form</p> <p>Text types</p> <ul style="list-style-type: none"> Reports 	<ul style="list-style-type: none"> Use the features of specific forms appropriately which are clear and relevant, <i>e.g. sub-headings, captions</i> 	<ul style="list-style-type: none"> Adapt the features of a form appropriately for different contexts, <i>e.g. letters written for different purposes</i>

	<ul style="list-style-type: none"> • Recount • Persuasion • Discussion • Instructions • Explanation 	<ul style="list-style-type: none"> • Write an introduction that establishes context, a series of appropriately ordered points and a suitable conclusion • Use paragraphs, which have a main idea and related details, to organise the writing • Use images, graphs and illustrations which are clear, relevant and appropriate to the text type 	<ul style="list-style-type: none"> • Use features of the chosen form, e.g. <i>an effective introduction that establishes context and purpose, a suitable balance between facts and viewpoints, a precise conclusion</i> • Use paragraphs or sections to structure meaning and effect • Use features and layout which are clearly constructed to enhance presentation of data and ideas
	IT	<ul style="list-style-type: none"> • Write material appropriately for web pages, taking account of the format, lengths of paragraphs, use of pictures, links to other pages 	<ul style="list-style-type: none"> • Use language appropriate to writing, including standard English where relevant • Use varied and appropriate vocabulary, including subject-specific words and phrases
Writing accurately	Language	<ul style="list-style-type: none"> • Use language appropriate to writing, including standard English where relevant • Use a varied and appropriate vocabulary, including subject-specific words and phrases 	<ul style="list-style-type: none"> • Use language appropriate to writing, including standard English where relevant • Use a varied and appropriate vocabulary, including subject-specific words and phrases
	Grammar Punctuation Spelling Handwriting Presentation	<ul style="list-style-type: none"> • Use different sentence structures, including complex sentences, e.g. <i>subordination – before you start, at the same time, before it finishes</i> • Use conditionals, e.g. <i>if, might, could, to show hypotheses or possibilities</i> • Use the full range of punctuation to guide the reader in complex sentences including commas, bullet points and also speech marks and apostrophes for possession • Use a variety of strategies to spell words with complex regular patterns, e.g. <i>exercise, competition</i> • Produce fluent and legible handwriting 	<ul style="list-style-type: none"> • Use varied sentence structures and sequences of clauses • Use a range of punctuation accurately to clarify meaning, including apostrophes for omission • Use knowledge of word families, roots, morphology, derivations and spelling patterns • Use strategies to spell correctly polysyllabic, complex and irregular words, e.g. <i>definite, separate, beautiful, friendly</i> • Produce fluent and legible handwriting

Oracy

		Year 5	Year 6
Developing information and ideas Presenting information and ideas	Speaking	<ul style="list-style-type: none"> • Explore ways to be convincing when explaining information and ideas, <i>e.g. use of vocabulary, gesture, visual aids</i> • Speak clearly, using a formal tone and projecting voice effectively to a large audience, <i>e.g. in assembly, in event for parents/carers</i> • Take on a role, <i>e.g. character from historical situation, an imaginary part in a scientific process</i> 	<ul style="list-style-type: none"> • Express issues and ideas clearly, using vocabulary and grammatical structures appropriately, <i>e.g. using specialist vocabulary or examples to illustrate meaning</i> • When presenting ideas, vary expression, tone, volume to keep listeners interested • Sustain a role play exploring situations, characters and actions
	Listening	<ul style="list-style-type: none"> • Listen carefully to presentation and show understanding of main points • After listening, prepare a response which gives views on what the speaker has said 	<ul style="list-style-type: none"> • Listen carefully to presentations and show understanding of main points and reasons for opinions • Respond to others appropriately with questions and comments which develop what has been said
	Collaboration and discussion	<ul style="list-style-type: none"> • Contribute to group discussion, taking some responsibility for completing the task well, <i>e.g. keeping focus, helping others</i> • Follow up points in discussions, showing agreement or disagreement 	<ul style="list-style-type: none"> • Contribute purposefully to a discussion to achieve agreed outcomes • Build on and develop the ideas of others, <i>e.g. by asking questions to explore further, offering more ideas.</i>