

## Literacy through Classics

### Lesson plan 7

#### Roman food

Grammar: nominative and accusative of third declension, consolidation

Theme: Roman food. Nice websites: <http://www.primaryhomeworkhelp.co.uk/romans/food.html>

Time	Activity	Details	To be done/brought along
10 mins	Intro of Roman foods	<ul style="list-style-type: none"><li>- Quick recap of plurals</li><li>- Food discussion: (10 mins)<ul style="list-style-type: none"><li>o What do they like eating? What do they think the Romans ate? Let them discuss in their groups for 3 minutes...</li><li>o Go round the groups and discuss by means of a powerpoint the kind of things the Romans ate v what we eat. Did the Romans eat healthier than we do?</li></ul></li></ul>	Powerpoint, food worksheet
15 mins	Topic discussion and grammar	<ul style="list-style-type: none"><li>- Creating your own Roman food: (15 mins)<ul style="list-style-type: none"><li>o Powerpoint slide: crazy foods and combinations eaten by the Romans (see <a href="http://www.inmamaskitchen.com/ITALIAN_COOKING/rome_Lazio/satyricon.html">http://www.inmamaskitchen.com/ITALIAN_COOKING/rome_Lazio/satyricon.html</a> for descriptions from Petronius)</li><li>o Now create your own Roman dish: give them paper plates on which to draw their own Roman dish, with the Roman names at the bottom (from a handout). Let them experiment re which foods they put together. Would the combination taste nice or horrible?</li></ul></li></ul>	Paper plates, food handout, Roman foods list
35 mins	Reading	<ul style="list-style-type: none"><li>- Shopkeeper game:<ul style="list-style-type: none"><li>o Bring all the plates with food to the front of the room. Explain that someone will be shopkeeper and that the others can now buy their own Roman foods. But you need to know how to ask for these things in Latin.</li><li>o Let them listen to a recording of the shopkeeper game.</li></ul></li></ul>	- Shopkeeper handouts

		<ul style="list-style-type: none"> <li>○ ACTIVITY 1: give each group the cut up version of the text and let them distribute the pieces among themselves. While they listen again, let them hold up the card if their sentence is said.</li> <li>○ ACTIVITY 2: while listening again, let them put the cards in the correct order per group.</li> <li>○ ACTIVITY 3: <ul style="list-style-type: none"> <li>▪ what do they think is going on (discussion between shopkeeper and customer.)</li> <li>▪ do they know any words already?</li> <li>▪ Are any words repeated?</li> <li>▪ Can they spot verbs/nouns? Let them (on paper with the whole text) colour code.</li> </ul> </li> <li>○ ACTIVITY 4: say the sentence and let them repeat it. Ask them to repeat it like you're saying it. You can silly things here like saying the sentence like a mouse, a lion, loudly, quietly, while jumping, while stretching out... use your imagination!</li> <li>○ ACTIVITY 5: gapping. Let them fill the gaps of the text while listening.</li> <li>○ ACTIVITY 6: ask them to go through the text with their neighbour (i.e. one person is shopkeeper, the other customer.). Ask them to replace 'fish' in the text with something they want to buy (in the direct object of course!)</li> <li>○ ACTIVITY 7: get someone at the front as shopkeeper and ask pupils to go up and ask for stuff.</li> <li>○ All these activities should go fairly quickly one after the other. If you want to leave one out, that's fine.</li> </ul>	
			Homework: answer questions about Roman food

## 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"> <li>• <b>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</b></li> <li>• Read extended texts independently for sustained periods</li> <li>• Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences</li> <li>• Use a range of strategies for skimming, <i>e.g. finding key words, phrases, gist, main ideas, themes</i></li> <li>• Scan to find specific details using graphic and textual organisers, <i>e.g. sub-headings, diagrams</i></li> <li>• Identify features of texts, <i>e.g. introduction to topic, sequence, illustrations, degree of formality</i></li> <li>• Identify features in texts intended to persuade, <i>e.g. exaggeration, word choice, ambiguity</i></li> <li>• Use information from trusted sources, on-screen and on paper, selecting and downloading as necessary</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, syntactic context and prior knowledge of context and text type</b></li> <li>• Read complex texts independently for sustained periods</li> <li>• Understand how punctuation can vary and so affect sentence structure and meaning, <i>e.g. I had chocolate(,) cake and cheese for tea'</i></li> <li>• Use a range of strategies to skim and scan for information</li> <li>• Read closely, annotating purposefully</li> <li>• Distinguish between main and supporting ideas selecting essential points</li> <li>• 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></li> <li>• Assess the quality and reliability of information on web pages, considering its origins and verifying accuracy</li> </ul>
Responding to what has been read	Comprehension	<ul style="list-style-type: none"> <li>• <b>Show understanding of main points and significant details in different texts on the same topic</b></li> <li>• Infer meaning which is not explicitly stated, <i>e.g. implications, consequences</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Show understanding of the key features and themes across a selection of materials</b></li> <li>• Infer ideas which are not explicitly stated, <i>e.g. writers' viewpoints or attitudes</i></li> <li>• Identify how effective arguments are</li> </ul>

		<ul style="list-style-type: none"> <li>Compare the structures of texts which are intended to discuss or persuade</li> </ul>	<p>constructed, <i>e.g. linking points, pre-empting disagreement, use of examples, appeals to reader</i></p>
	Response and analysis	<ul style="list-style-type: none"> <li>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></li> <li>Compare the viewpoint of different writers on the same topic, <i>e.g. rats are fascinating or a menace</i></li> <li>Consider if the content is reliable, <i>e.g. are photographs more reliable than drawings?</i></li> <li><b>Identify and explore ideas and information that interest them</b></li> <li>Identify key points in sections of text.</li> </ul>	<ul style="list-style-type: none"> <li>Collate and make connections between information and ideas and present appropriately, <i>e.g. graphs, tables</i></li> <li>Consider different viewpoints on a topic and which is the most coherent and believable</li> <li>Evaluate a text, its content, presentation and appeal</li> <li>Identify ideas and information that interest them and develop broader and deeper understanding</li> <li>Use evidence from a text to support their view.</li> </ul>

### Writing for information

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

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

### Oracy

		Year 5	Year 6
Developing	Speaking	<ul style="list-style-type: none"> <li>• <b>Explore ways to be convincing when</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Express issues and ideas clearly, using</b></li> </ul>

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