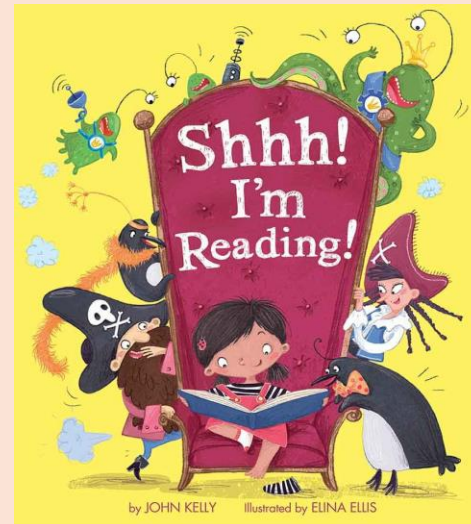


Thursday 20th November 2025

Roman day

Please complete the Roman wordsearch then read quietly.

Creators- Literacy pick ups



Roman

c	v	g	r	a	b	a	t	h	m	v	z
o	a	l	k	m	c	h	a	r	i	o	t
l	x	o	i	p	t	e	u	v	z	u	s
o	j	n	f	h	t	t	t	i	g	x	a
s	a	h	m	i	e	e	w	a	l	s	n
s	e	q	v	t	v	m	t	d	a	o	d
e	m	m	u	h	i	p	o	u	d	l	a
u	p	o	v	e	a	l	g	c	i	d	l
m	i	s	i	a	d	e	a	t	a	i	s
v	r	a	l	t	u	u	c	o	t	e	w
q	e	i	l	r	c	w	c	b	o	r	r
f	o	c	a	e	t	c	o	t	r	s	w

chariot	viaduct	colosseum	soldiers
amphitheatre	gladiator	toga	empire
temple	bath	villa	
aqueduct	mosaic	sandals	

Currency in Britain

The Emperor Claudius came to Britain in AD 43 during the conquest of Colchester.

The soldiers were paid with coins.

Claudius then introduced the Roman currency system to the newly conquered 'Britannia'.

This was the first time a uniform system of currency was used in Britain. Before the Romans invaded, many tribes each had their own separate coins, made by hand. Some tribes had no currency system at all. Instead, people used a trading system where they exchanged goods and services between them.

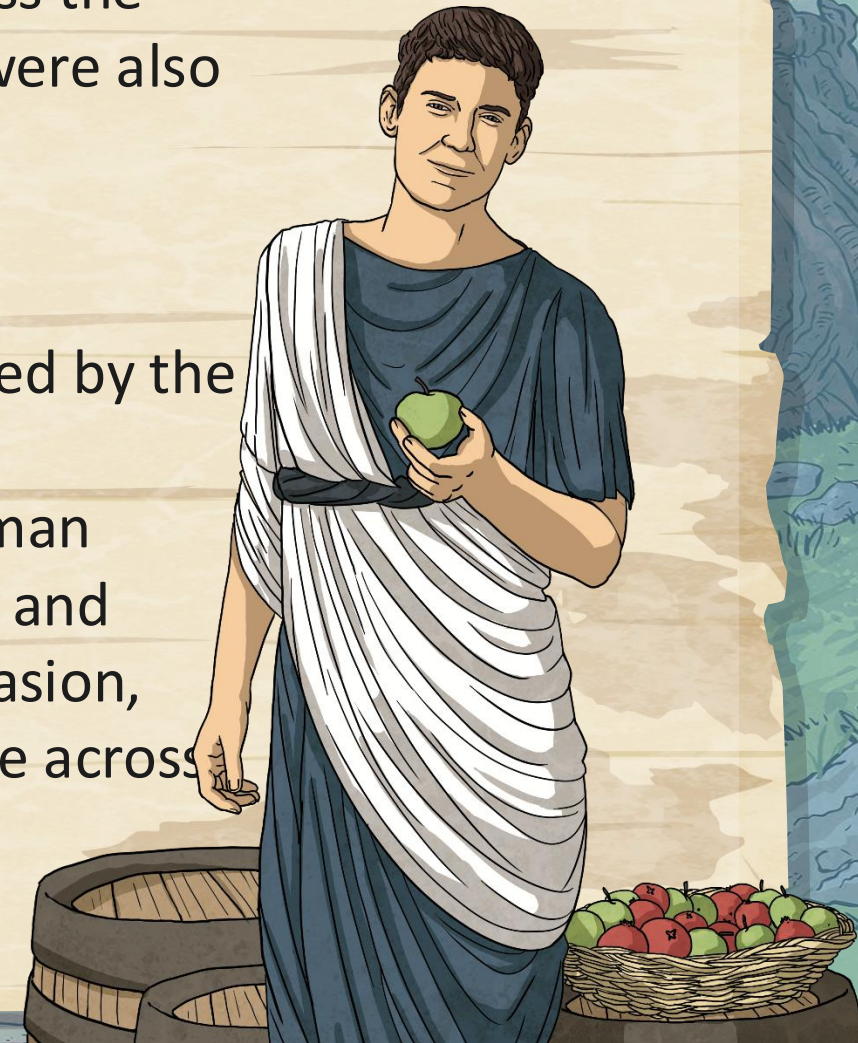
This was known as the barter system.



Uniform Currency

The money introduced by the Romans to Britain was a **uniform currency**. This means the same money could be used across the Roman Empire. The same coins that were used in Britain were also in use in Rome, Athens and every other province.

This meant a huge change for trade in Britain. Before the introduction of Roman currency, the various currencies used by the individual tribes were not accepted in Europe. Trading in Britain relied heavily on the exchange of goods. The Roman Empire, with its single currency, thrived and gained power and wealth. Although Britons did a little trading before the invasion, Roman currency meant that trade could be done anywhere across the Empire.



Producing Coins

The coins were made in a mint. This is a special building where coins are produced.

The coins which came to Britain with the soldiers were made in a mint in Rome. In the 3rd century AD, other mints were set up in the provinces across the Empire. Mints in London and Colchester were established in the late 3rd century AD.

The coins were made by placing a blank metal disc between two engraved metal coin dies. The top was then struck by a hammer. The force of the hammer created the pictures on each side of the coin.

The process of making coins is called minting.



Coin Values



An aureus was the most valuable coin. It was made of gold. It was equivalent to 25 denarii or 100 sestertii.



A denarius was made of silver. It was equivalent to 4 sestertii.



A sestertius was made of bronze. It was equivalent to 2 dupondii.



A dupondius was made of bronze. It was equivalent to 2 asses.

Images on Coins

Pictures of the heads of emperors in the Roman Empire were imprinted on the coins, in the same way that coins in the United Kingdom now feature a picture of the monarch reigning when the coin was minted.

There were two key reasons why coins featured images of the emperors. Firstly, it served to honour the reigning emperor. Secondly, it allowed the people of the Empire to see what the emperor looked like. There were very few other ways that people would see an image of the emperor.



This aureus coin depicts the Emperor Constantine.

Coin designs

Here some other images that were found on coins.



Moneta: The Roman and Ancient Greek goddess of money.

Why might a Roman Emperor wish to have Moneta on their coin?



Constantine's Arch: The arch of Constantine is a triumphal arch erected in Rome, celebrating one of Emperor Constantine's victories!



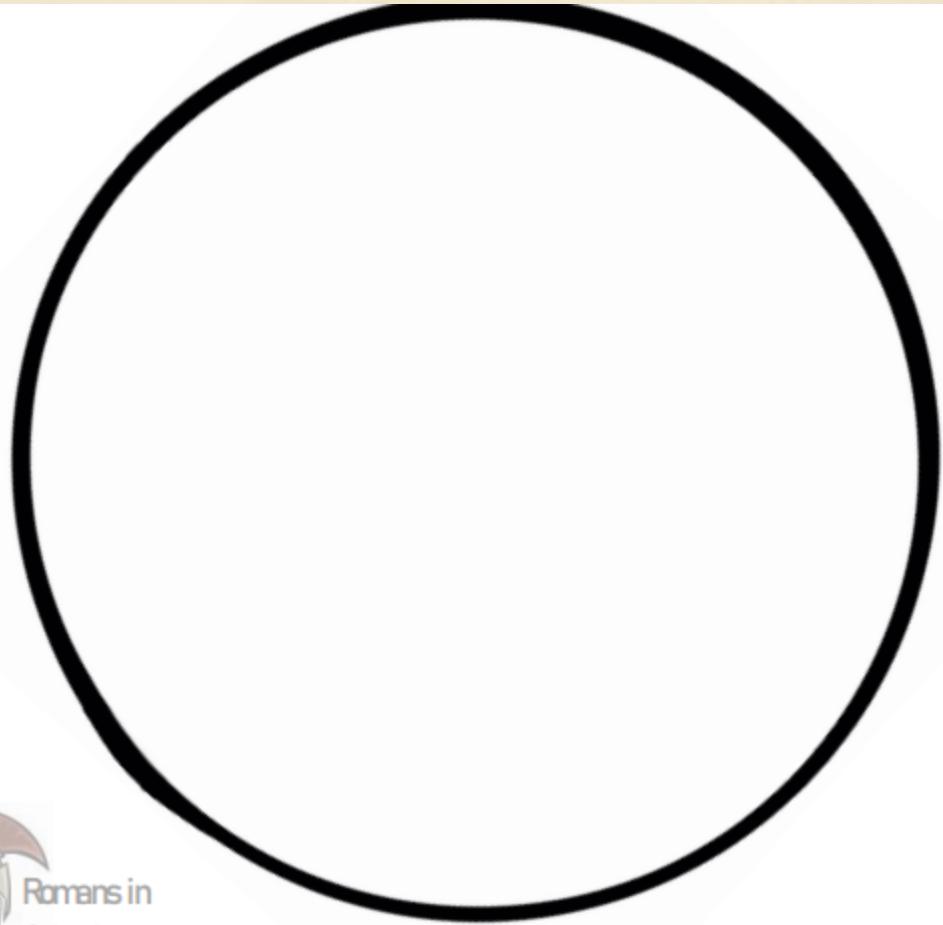
Hercules: The Romans thought of Hercules as a demi-god. He was incredibly strong and used a club as a weapon.

Why might a Roman Emperor want Hercules on their coin?



The Winged Victory: Victoria was the personification of victory. She was worshipped by the army.

Coin design



Romans in
Schools

Using the Roman coins for inspiration, think of a coin design that would impress a Roman Emperor.

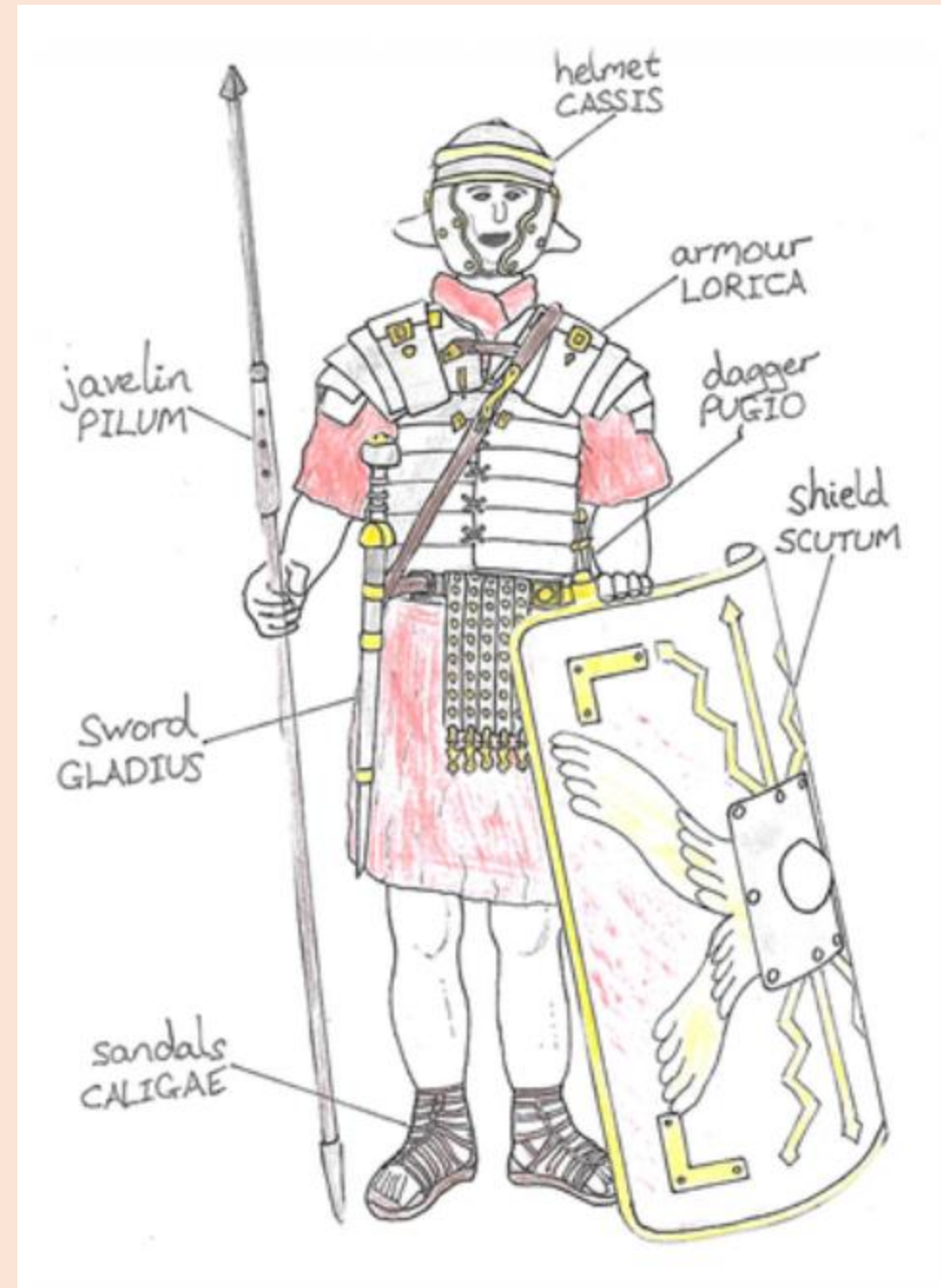
Sketch your design here. Use lots of detail and pattern!

Roman soldier clothing

Turn and talk

You have 1 minute to name as many of the items of clothing that a Roman soldier would wear. Go!

What do you think is the most important piece of clothing and why?



Spend your salary

You can buy 2 items for your Roman soldier.

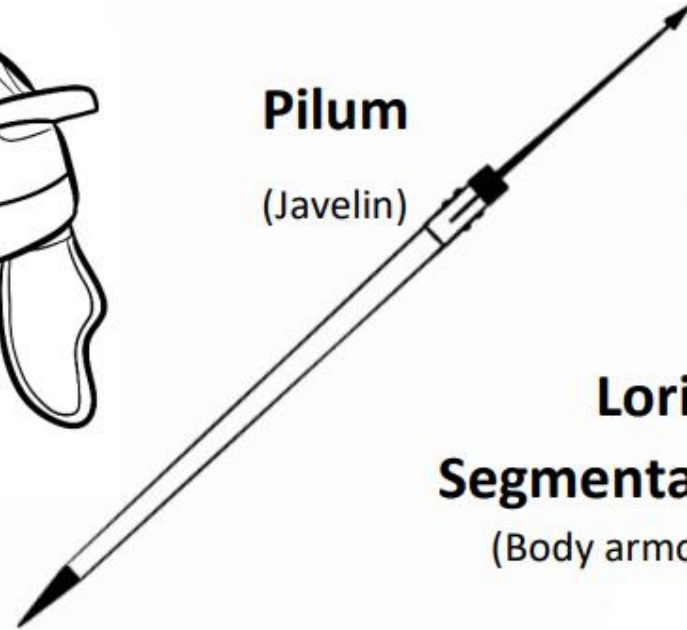
On your sheet, write the first item you would like to buy and justify why.

Then, write the second item you would like to buy and justify why.



Galea
(Helmet)

Pilum
(Javelin)

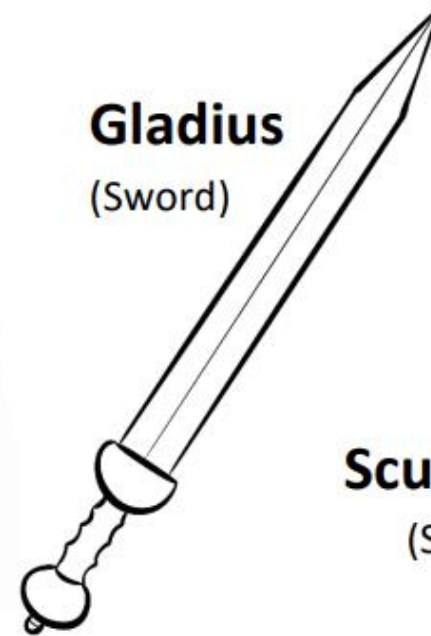


Lorica Segmentata
(Body armour)

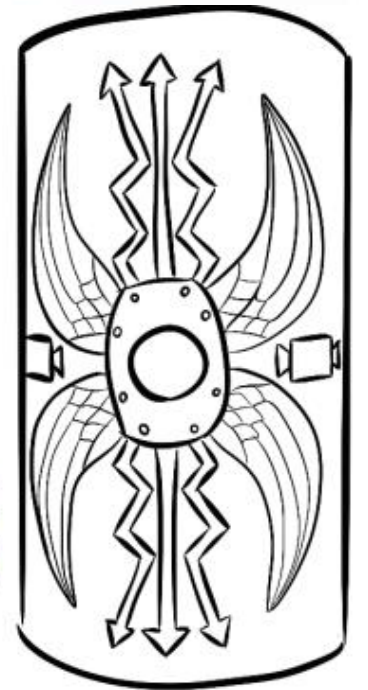


Lorica hamata
(Chain shirt)

Gladius
(Sword)



Scutum
(Shield)



Times tables

23.10.2025

Beat the teacher- Times Table quiz!

You need a Question Master- Someone who knows their 9 times tables and will ask the questions to the class.

Everybody else: You will answer the questions from the 9 times tables (and other times tables) on your whiteboards. A whole class reward is available (Dojo/marbles) if you beat your teacher 10 times!! (Do a tally chart on board- first to 10 wins)

Good luck!

13/11/2025

TBAT: subtract two 4-digit numbers.

3 in 3

1) Reduce $5/65$ to its simplest form

2) $14/28 + 12/28 =$

3) $736 - 289 =$

Challenge-

Ella had **$11/12$** of a pizza. She ate **$7/12$** of it.

- How much pizza does Ella have left?
- Simplify your answer if possible.

13/11/2025

TBAT: subtract two 4-digit numbers.

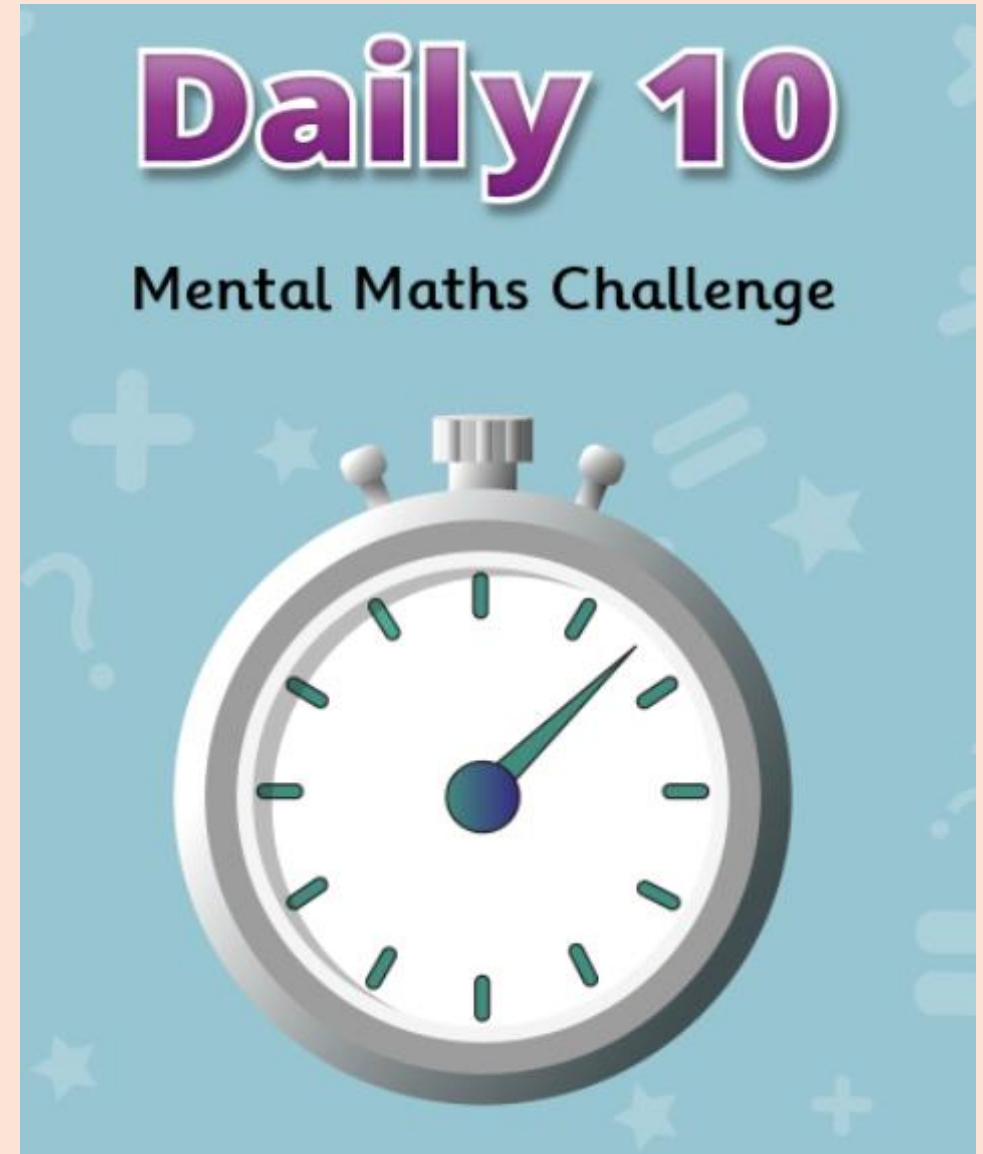
Key vocabulary

Column method

Mental subtraction

[Daily 10 - Mental Maths Challenge -
Topmarks](#)

Level 4- 9 times tables



Blue/green

Use either column subtraction or partitioning to solve the following problem.

$$8,746 - 2,635 =$$

$$8,143 - 7,254 =$$

Independent

Use the appropriate method to solve.

1) $3,476 - 2,212 =$

2) $4,253 - 3,406 =$

3) $5,648 - 2,375 =$

4) $7,426 - 4,589 =$

5) $6,734 - 5,968 =$

6) $8,257 - 3,486 =$

RP:

Millie says she has to use column subtraction to solve $8,465 - 1,234$.

Her friend Ben says she could use partitioning instead because it's an easy subtraction.

Explain who you agree with, and then solve the calculation.

Challenge

$$\begin{array}{r} 5_37 \\ - 32_4 \\ \hline _76_ \end{array}$$

Mastery Challenge

A factory produced **8,652** toy cars last year. This year, it produced **4,738 fewer** toy cars.

- 1) How many toy cars did the factory produce this year?
- 2) Half of this year's toy cars will be sold in the UK. How many toy cars will be sold in the UK?

Greater Depth mastery

Sofia is planning a school trip. The total cost of both coaches is **£10,143**.

The school has already **paid £4,865**.

- How much do they still need to pay?
- Later, the school raises **£2,500** from a fundraiser.
- How much money do they still need after the fundraiser?

Thursday 13th November 2025

Word work – edit and improve

1. Permission

“Please, may I go through the wardrobe?” asked Lucy, hoping for permission.

Challenge to improve:

Add detail about who she’s asking or how she feels — e.g., “nervously,” “politely,” etc.

2. Admission

“I have to make an admission,” said Edmund. “I followed Lucy through the wardrobe.”

Challenge to improve:

Use more powerful emotions or describe his tone — e.g., “Edmund whispered sadly...”

Challenge

Choose a spelling word and write it in a descriptive sentence , linked to our story.

expression
discussion
confession
permission
admission
transmission
possession
profession
depression
impression

Thursday 13th November 2025

TBAT: speak clearly and confidently, using appropriate tone, volume and expression.

3 in 3

Lucy opened the wardrobe and stepped inside. At first, it was dark and quiet but soon she felt soft snow under her feet. She looked around and saw tall, frosty trees and a magical world stretching as far as she could see. Lucy could hear the faint sound of animals in the distance and her heart raced with excitement. "This must be Narnia," she whispered to herself.

1. How do you think Lucy felt when she **first** stepped into the wardrobe?
2. What **clues in the text** show that Narnia is magical?
3. If you were Lucy, what would you do next in this new world?

Thursday 13th November 2025

TBAT: describe simple properties of solids, liquids and gases.

3 in 3

1 Materials are...

- ☐ used to make curtains, clothes and bedding.
- ☐ the substances that objects are made of.
- ☐ used only for building.

2 What is snow?

- ☐ frozen milk
- ☐ frozen fabric
- ☐ frozen cotton wool
- ☐ frozen water

3

Which of the following can be poured?

- ☐ milk
- ☐ orange juice
- ☐ stone slabs
- ☐ wooden planks



Challenge Question:

Why do you think we can't use the same material for everything?

Explain how different materials are chosen for different jobs and give some examples to prove your ideas!

Thursday 20th November 2025

TBAT: recognise there are human rights, that are there to protect everyone.

Turn and talk

What games do you like to play and how often do you play games.

Games are a part of your life. How would you feel if you weren't allowed to play or had nothing to play with?

Today you are going to be looking at the right to play.

Can you explain what you understand by a 'right'.

Thursday 20th November 2025

TBAT: recognise there are human rights, that are there to protect everyone.

Listen to Sam's story



Playtime for everyone!

The United Nations Convention on the Rights of the Child



All children around the world have certain rights and that there is a special law about this called the United Nations Convention on the Rights of the Child.

Children's rights are based on what a child needs to survive, to grow, to be healthy, to have an education, to be listened to, to be treated fairly and to help them to be the best they can be. They apply equally to every child, whatever their race, religion or the sorts of places they live in.

Playtime for everyone!

All children have rights.

Talk partners

What rights do you think all children in the world should have?



Your **rights** are what you are morally or legally entitled to do or to have.

Playtime for everyone!

Talk partners

Playtime isn't always a happy time for everyone. Why do you think this is?

Can you give some suggestions about how things can be improved?

Working in pairs, think of ways to make playtime happy and safe for everyone. Write these suggestions around your children's rights image in your books.

