

Year 4: Spring
What did the Romans do for me?

Art and Design

Art: Creating a tiled mosaic
DT: Design and create a Roman inspired mosaic.
Edit and change designs as work progresses.

Geography

United Kingdom
Counties
Roman Settlements
Land Use
Map Skills

History

The Roman Empire and its impact on Britain

Literacy

Using vocabulary deliberately in our story writing to impact the reader.
Writing myths inspired by those of Ancient Rome.
Writing and performing a play script based on Roman myths.

PSHE

To appreciate difference and diversity.
To understand conflict resolution.
To understand our role in society.
To understand rules and democracy.
To understand our rights and responsibilities.

Maths

Multiply 2 and 3-digit numbers by 1-digit
Measure the length of objects in cm, m
Measure the perimeter of shapes and rectilinear shapes
Find equivalent fractions
Add and subtract fractions

Science

Energy transfer in food chains
Solids, liquids and gasses and how they react when the temperature changes

Computing

Program KUBO to traverse Roman Roads using loop commands.

Music

Learn to play the trumpet.

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Literacy

Writing

Planning

- ✓ Discuss writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar.
- ✓ Discuss and record ideas (inc. adventurous vocab) in Magpie books to inform compositions.

Draft & Write

- ✓ Organise paragraphs around a theme.
- ✓ Rehearse sentences orally prior to writing and reviewing vocabulary choices to utilise rich and varied word choices.
- ✓ In narratives, create settings, characters and plot through:
 - Deliberate and purposeful vocabulary choices.
 - Using expanded noun phrases, preposition phrases, adverbials and similes.
 - Describing characters with awareness of how details and word choices will reveal their character (inc. behaviour and speech).
- ✓ Show and show an awareness of the difference between written and spoken English and how to use this in their writing through:
 - *using formal language in appropriate non-fiction*
- ✓ Use a wider range of conjunctions inc. when, if, because, although to write sentences with more than one clause.
- ✓ In non-narratives, use organisational features e.g. headings/subheadings.

Evaluate & Edit

- ✓ Assess the effectiveness of own writing and others suggesting improvements.
- ✓ Propose changes to grammar and vocabulary to improve consistency.
- ✓ Proof-read for spelling and punctuation errors.

Grammar

Pupils in Y4 need to be able to identify, know and use:

- ✓ Punctuating direct speech.
- ✓ Writing reported speech.
- ✓ Apostrophes for possession (singular and plural) and contraction.
- ✓ Identify and use possessive pronouns.
- ✓ Fronted adverbials & commas.
- ✓ Expanded noun phrases with prepositional phrases.
- ✓ Moving towards mastery of pronoun and noun variation for cohesion.
- ✓ Use ! . ? , ‘ ‘ ‘ ‘

Reading

- ✓ Use evidence to justify inferences with explanations linked to key information i.e. words that shape meaning.
- ✓ Identify how structure and presentation contribute to meaning
- ✓ Perform playscripts aloud using intonation and tone.
- ✓ Read further exception words, including those with unusual spellings / sound links
- ✓ Identify themes and conventions in a range of books
- ✓ Check a text makes sense, including explaining the meaning of words in context.
- ✓ Use an age-appropriate dictionary to check the meanings of words.
- ✓ Predicting what might happen from details stated and implied and linking to the revealing details in the text through quotation and simple explanation.
- ✓ Discussing and applying words and phrases that capture the reader's interest and imagination (ongoing).
- ✓ Summarising key points from more than one paragraph.
- ✓ Retrieve and record information from fiction and non-fiction (ongoing).
- ✓ Ask questions to improve understanding of a text.
- ✓ Re-tell stories such as myths orally.

Key vocabulary: Justification, connotation, pronoun/noun, noun chain, fronted adverbial, comma, formal/informal/standard English, subordination, cohesion, reported and direct speech.

Maths

Number – Multiplication and Division

- ✓ Recognise and use factor pairs and commutativity in mental calculations
- ✓ Recall multiplication and division facts for multiplication tables up to 12 x 12
- ✓ Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- ✓ Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1-digit numbers
- ✓ Multiply 2-digit numbers and 3-digit numbers by a 1-digit number using a formal written layout
- ✓ Use place value, known and derived facts to multiply mentally

Key vocabulary: factors, multiples, multiplication tables, place value, column multiplication, arrays, multiply, divide, partitioning

Geometry – Length and Perimeter

- ✓ Convert between different units of measurement
- ✓ Measure and calculate the perimeter of a rectilinear figure in centimetres and metres

Key vocabulary: length, measurement, perimeter, cm, mm, m

Fractions

- ✓ Recognise and use fractions as numbers: unit fractions and non-unit fractions with the same denominator
- ✓ Recognise and show, using diagrams, families of common equivalent fractions
- ✓ Add and subtract fractions with the same denominator

Key vocabulary: fractions, equivalent, unit fractions, non-unit fractions, denominator, numerator, improper fraction, mixed number, part-whole

Decimals

- ✓ Count up and down in tenths
- ✓ Recognise and write decimal equivalents of any number of tenths or hundredths
- ✓ Compare numbers with the same number of decimal places up to 2 decimal places
- ✓ Divide numbers by 10 and 100

Key vocabulary: decimals, ones, tenths, hundredths, place value, compare, equivalent

Year 4 Spring: What did the Romans do for me?

<p>Geography</p> <p><u>Locations</u></p> <ul style="list-style-type: none"> ✓ locate the world's countries, using maps to focus on Europe (including the location of Russia) ✓ name and locate counties and cities of the United Kingdom, and their identifying human and physical characteristics, land-use patterns; and understand how some of these aspects have changed over time. <p>Key vocabulary: continent, countries, Europe, settlement, land-use</p> <p><u>Human and Physical</u></p> <ul style="list-style-type: none"> ✓ Use geographical vocabulary to refer roman settlements <p>Key human vocabulary: settlement, trade, economic activity</p>	<p>Science</p> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> ✓ Construct and interpret a variety of food chains <p>Key vocabulary: producers, predators, prey, energy transfer</p> <p><u>States of matter</u></p> <ul style="list-style-type: none"> ✓ Compare and group materials according to whether they are solids, liquids or gases ✓ Observe how some materials change when they are heated or cooled ✓ Measure and research the temperature at which these changes take place in degrees Celsius ✓ Identify the role that evaporation and condensation play in the water cycle ✓ Research and investigate how the Romans invented the first central heating system <p>Key vocabulary: evaporation, condensation, sublimation, transpiration, precipitation, heated, cooled, temperature, degrees Celsius, chemicals, cooking, baking, substances</p>	<p>Music</p> <p><u>Appreciate</u></p> <ul style="list-style-type: none"> ✓ Listen to trumpet voluntaries ✓ Listen to and compare different styles of brass music <p><u>Perform and Share</u></p> <ul style="list-style-type: none"> ✓ Learn about the importance of practice and building confidence when learning and performing songs to an audience as part of the Year 3 / 4 performance. <p><u>Play, Sing and Create</u></p> <ul style="list-style-type: none"> ✓ Learn to play brass with Berkshire Maestros <p>Key vocabulary: Cornet, trumpet, voluntary, valve, mouthpiece, bell end, brass, embouchure, diaphragm</p>
<p>History</p> <p><u>Chronology of events</u></p> <ul style="list-style-type: none"> ✓ Research of the time 43AD to 410AD ✓ Timeline detailing The Roman Empire and its expansion <p>Key vocabulary: Empire, expansion, invasion, conquest, resistance, Celts, laws, taxes, kingdoms, Boudicca, emperor</p> <p><u>Comparing and contrasting periods and happenings</u></p> <ul style="list-style-type: none"> ✓ Analyse artefacts, maps and texts ✓ Recognise similarities and differences between this time and the present day <p>Key vocabulary: villas, bathhouses, slaves, forts, Colosseum, Basilica, gladiator, Pantheon</p> <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> ✓ Discuss how the past has influenced the present and how the present will shape the future <p>Key vocabulary: Hadrian's Wall, roads, markets, trade, Latin</p> <p><u>Cause and effect</u></p> <ul style="list-style-type: none"> ✓ Draw simple conclusions as to why change has happened <p>Key vocabulary: question words "who, what, why, when, where, how"</p> <p><u>Historical enquiry and forming conclusions from the variety of sources</u></p> <ul style="list-style-type: none"> ✓ Examine the importance of archaeological discoveries ✓ Analyse the significance and the enduring legacy of the Roman Empire <p>Key vocabulary: legacy, dissolution, coin, sewer, chariots, aqueduct, religion, Christianity</p>	<p>DT</p> <p><u>Research</u></p> <ul style="list-style-type: none"> ✓ Find out about Mosaics created during Roman times, including the materials that were used and how pieces were joined. <p><u>Design</u></p> <ul style="list-style-type: none"> ✓ Design a range of mosaics with varying patterns (at least 4). <p><u>Create</u></p> <ul style="list-style-type: none"> ✓ Use tiles and grout to create a mosaic from own designs. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ✓ Compare finished products to similar Roman designs and make changes or improvements if needed. <p>Key vocabulary: Evaluate, edit, improve, design, create, suitable, purpose, consumer</p>	<p>RE</p> <p><u>Humanism</u></p> <ul style="list-style-type: none"> ✓ Explore how people inspire us <p><u>Sikhism</u></p> <ul style="list-style-type: none"> ✓ Understand the importance of equality in the Sikh faith <p>Key vocabulary: Inspire, empire, Dalai Lama, equality, Gurmukh, Manmukh, Gurdwara, Langar</p>
<p>Computing</p> <p><u>Computer Science – Programming</u></p> <ul style="list-style-type: none"> ✓ Create a playable game for an audience ✓ Create loops of commands within algorithms ✓ Debug the algorithm <p>Key vocabulary: Create, commands, algorithm, loop, repetition, audience</p>	<p>MFL</p> <p><u>Oracy</u></p> <ul style="list-style-type: none"> ✓ Say key vocab (family members, Romans, days of the week) ✓ Describe a family <p><u>Literacy</u></p> <ul style="list-style-type: none"> ✓ Write a short text about Roman life ✓ Read and spell some familiar words and phrases <p><u>Intercultural understanding</u></p> <ul style="list-style-type: none"> ✓ Learn about the Romans <p>Key vocabulary: family members, days of the week, numbers to 100, facts and vocabulary related to the Romans</p>	<p>Art</p> <p><u>Media</u></p> <ul style="list-style-type: none"> ✓ Clay tiles <p><u>Appreciation</u></p> <p><u>Artist:</u> Antonio Gaudi</p> <ul style="list-style-type: none"> ✓ To explore the mood and effect of a piece of art ✓ To use parts of an artist's work as inspirations <p><u>Exploring and developing ideas</u></p> <ul style="list-style-type: none"> ✓ Explore designs for mosaics <p><u>Investigating and making art</u></p> <ul style="list-style-type: none"> ✓ Create a design for a mosaic tile ✓ Create a tiled mosaic coaster <p><u>Evaluating and developing art</u></p> <ul style="list-style-type: none"> ✓ To modify and improve my work as it progresses ✓ To discuss where ideas have developed from including links with artists studied <p>Key vocabulary: Tiles, tessellate, PVA glue, mosaic, adhesion</p>
<p>PSHE</p> <p><u>Valuing Difference</u></p> <ul style="list-style-type: none"> ✓ Celebrating our similarities and differences <p><u>Rights and Responsibilities</u></p> <ul style="list-style-type: none"> ✓ Our role in society <p>Key vocabulary: making and changing rules, children's rights, bullying, environment, diversity, sustainability, enterprise</p>	<p>PE:</p> <ul style="list-style-type: none"> ✓ Hand-Eye Coordination/Pass & Receive/Control/Striking – Hockey ✓ Catching/Passing/Target/Movement – Basketball ✓ Hand-Eye Coordination/Striking/Control – Tennis ✓ Target/Control/Strategy/Striking – Tri-Golf 	

What Did The Romans Do For Us?



Where are the counties of the UK?



You are here!

Roman Settlements still around today:

Londinium	London
Aquae Sulis	Bath
Eboracum	York

One thing that we still use today that the Romans introduced is:



Roman Invasion: who was important?



Boudicca

Leader of the Iceni tribe who led a rebellion against the Romans.



Claudius

The Emperor of Rome at the time of the first successful Roman invasion in AD43.



Aulus Plautius

The general who led the invasion of Britain in AD 43. He was the first governor of Roman Britain.

Key Vocabulary

Solid (science) — Matter whose particles are tightly stacked so they are rigid.

Liquid (science) — Matter whose particles are loose and allow it to take the shape of a container.

Gas (science) — Matter whose particles are individually separated.

Continent (Geography) — Large, continuous expanses of land

Country (Geography) — A nation with its own government occupying its own territory.

County (Geography) — Territorial division of countries

Science

STATE OF MATTER



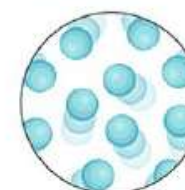
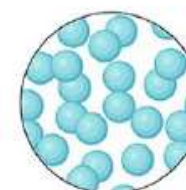
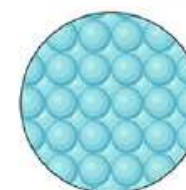
SOLID



LIQUID



GAS



Roman Invasion: what were the key dates?

AD 43	Emperor Claudius orders the invasion of Britain by four legions.
AD 61	Boudica leads a rebellion and Burns down London. However, the rebellion is crushed by the Romans.
AD 122	The Emperor Hadrian builds a wall to defend Roman Britain from the Northern tribes in modern day Scotland.
AD 250 onwards	Roman Britain is being attacked by The Picts from Scotland and the Angles, Saxons and Jutes from Germany and Scandinavia.
AD 410	A weak Roman Empire can no longer defend Britain. Roman Britain is seen to be over.