



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



### Geography

Locate countries in the UK and some Roman towns on a map

Understand the physical and human features of a Roman settlement

Roman trade links

### History

Research and produce a timeline of the Roman Empire expansion

Analyse artefacts, maps and texts

Similarities and differences between the Roman Empire and present day

### Art

Antoni Gaudi

Mosaics

Patterns and tessellation

### Design and Technology

Design and make a prototype of a Roman mosaic.

Design and create a Roman mosaic using tiles.

Take feedback and discuss how they would improve their designs.

### RE

Judaism: How important is it that Jewish people do what God asks them to do?

Christianity: Is forgiveness always possible for Christians?

### Music

How does music make the world a better place?

How does music teach us about our community?

Compose with your friends and feelings about music

Tchaikovsky Nutcracker Suite

Pop, Waltz, Reggae,

Funk, 20th/21st century orchestral, folk, disco musicals

### Science

Food chains

Solids, liquids and gases

Evaporation and condensation in the water cycle

### PSHE

Should our similarities and differences be celebrated?

How can we resolve conflict?

What is our role in society?

What are the rules and democracy in Great Britain?

### PE

Gymnastics: body movement, vault, floor routines

Disability games: new age kurling and seated volleyball

Small group invasion games, position and strategy

### Computing

Sequences and ordering commands

Making templates

Adding content and editing

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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

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<p><b><u>Geography</u></b>  <u>Locations</u>  ✓ 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> <p><b>Key vocabulary:</b> continent, countries, Europe, settlement, land-use</p> <p><b><u>Human and Physical</u></b>  ✓ Use geographical vocabulary to refer roman settlements</p> <p><b>Key human vocabulary:</b> settlement, trade, economic activity</p>	<p><b><u>Science</u></b>  <u>Living things and their habitats</u>  ✓ Explore and use classification keys to help group, identify and name a variety of living things  ✓ Investigate why environments change and how that change can sometimes pose dangers to living things – link to Geography  ✓ Explore how these environmental changes can be avoided or their impact minimised</p> <p><b>Key vocabulary:</b> flowering, non-flowering, vertebrates, invertebrates, human impact, ecology, nature reserves, conservation, deforestation, population, development, endanger, survival, extinct, pollution, recycling, adaptations</p> <p><b><u>Animals, including humans</u></b>  ✓ Describe the simple functions of the digestive system in humans  ✓ Identify the different types of teeth and their functions  ✓ Construct and interpret a variety of food chains</p> <p><b>Key vocabulary:</b> producers, predators, prey, energy transfer, mouth, tongue, teeth, oesophagus, stomach, small and large intestines, incisors, canines, premolars, molars</p>	<p><b><u>Music</u></b>  <u>Appreciate</u>  ✓ Listen to trumpet voluntaries  ✓ Listen to and compare different styles of brass music</p> <p><b><u>Perform and Share</u></b>  ✓ 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> <p><b><u>Play, Sing and Create</u></b>  ✓ Learn to play brass with Berkshire Maestros</p> <p><b>Key vocabulary:</b> Cornet, trumpet, voluntary, valve, mouthpiece, bell end, brass, embouchure, diaphragm</p>
<p><b><u>History</u></b>  <u>Chronology of events</u>  ✓ Research of the time 43AD to 410AD  ✓ Timeline detailing The Roman Empire and its expansion</p> <p><b>Key vocabulary:</b> Empire, expansion, invasion, conquest, resistance, Celts, laws, taxes, kingdoms, Boudicca, emperor</p> <p><b><u>Comparing and contrasting periods and happenings</u></b>  ✓ Analyse artefacts, maps and texts  ✓ Recognise similarities and differences between this time and the present day</p> <p><b>Key vocabulary:</b> villas, bathhouses, slaves, forts, Colosseum, Basilica, gladiator, Pantheon</p> <p><b><u>Change and continuity</u></b>  ✓ Discuss how the past has influenced the present and how the present will shape the future</p> <p><b>Key vocabulary:</b> Hadrian’s Wall, roads, markets, trade, Latin</p> <p><b><u>Cause and effect</u></b>  ✓ Draw simple conclusions as to why change has happened</p> <p><b>Key vocabulary:</b> question words “who, what, why, when, where, how”</p> <p><b><u>Historical enquiry and forming conclusions from the variety of sources</u></b>  ✓ Examine the importance of archaeological discoveries  ✓ Analyse the significance and the enduring legacy of the Roman Empire</p> <p><b>Key vocabulary:</b> legacy, dissolution, coin, sewer, chariots, aqueduct, religion, Christianity</p>	<p><b><u>DT</u></b>  <u>Research</u>  ✓ Find out about Mosaics created during Roman times, including the materials that were used and how pieces were joined.</p> <p><b><u>Design</u></b>  ✓ Design a range of mosaics with varying patterns (at least 4).</p> <p><b><u>Create</u></b>  ✓ Use tiles and grout to create a mosaic from own designs.</p> <p><b><u>Evaluate:</u></b>  ✓ Compare finished products to similar Roman designs and make changes or improvements if needed.</p> <p><b>Key vocabulary:</b> Evaluate, edit, improve, design, create, suitable, purpose, consumer</p>	<p><b><u>RE</u></b>  <u>Humanism</u>  ✓ Explore how people inspire us</p> <p><b><u>Sikhism</u></b>  ✓ Understand the importance of equality in the Sikh faith</p> <p><b>Key vocabulary:</b> Inspire, empire, Dalai Lama, equality, Gurmukh, Manmukh, Gurdwara, Langar</p>
<p><b><u>Computing</u></b>  <u>Computer Science – Programming</u>  ✓ Create a playable game for an audience  ✓ Create loops of commands within algorithms  ✓ Debug the algorithm</p> <p><b>Key vocabulary:</b> Create, commands, algorithm, loop, repetition, audience</p>	<p><b><u>MFL</u></b>  <u>Oracy</u>  ✓ Say key vocab (family members, Romans, days of the week)  ✓ Describe a family</p> <p><b><u>Literacy</u></b>  ✓ Write a short text about Roman life  ✓ Read and spell some familiar words and phrases</p> <p><b><u>Intercultural understanding</u></b>  ✓ Learn about the Romans</p> <p><b>Key vocabulary:</b> family members, days of the week, numbers to 100, facts and vocabulary related to the Romans</p>	<p><b><u>Outdoor Learning</u></b>  <u>Research</u>  ✓ Research other people’s field sketches</p> <p><b><u>Design</u></b>  ✓ Decide which area of the school you would like to do your field sketch of  ✓ Think about what you would like your field sketch to look like</p> <p><b><u>Create/ Evaluate</u></b>  ✓ Do a field sketch of the chosen area of the school, including as much detail as you can</p> <p><b>Key vocabulary:</b> field sketch, pencil, paper, landscape, portrait, draw, shade, label</p>
<p><b><u>PSHE</u></b>  <u>Valuing Difference</u>  ✓ Celebrating our similarities and differences</p> <p><b><u>Rights and Responsibilities</u></b>  ✓ Our role in society</p> <p><b>Key vocabulary:</b> making and changing rules, children’s rights, bullying, environment, diversity, sustainability, enterprise</p>	<p><b><u>PE:</u></b>  ✓ Hand-Eye Coordination/Pass &amp; Receive/Control/Striking – Hockey  ✓ Catching/Passing/Target/Movement – Basketball  ✓ Hand-Eye Coordination/Striking/Control – Tennis  ✓ Target/Control/Strategy/Striking – Tri-Golf</p>	<p><b><u>Art</u></b>  <u>Media</u>  ✓ Clay tiles</p> <p><b><u>Appreciation</u></b>  <b>Artist:</b> Antonio Gaudi  ✓ To explore the mood and effect of a piece of art  ✓ To use parts of an artist’s work as inspirations</p> <p><b><u>Exploring and developing ideas</u></b>  ✓ Explore designs for mosaics</p> <p><b><u>Investigating and making art</u></b>  ✓ Create a design for a mosaic tile  ✓ Create a tiled mosaic coaster</p> <p><b><u>Evaluating and developing art</u></b>  ✓ To modify and improve my work as it progresses  ✓ To discuss where ideas have developed from including links with artists studied</p> <p><b>Key vocabulary:</b> Tiles, tessellate, PVA glue, mosaic, adhesion</p>

# What Did The Romans Do For Us?



## Where are the counties of the UK?



You are here!

## Roman Settlements still around today:

<b>Londinium</b>	London
<b>Aquae Sulis</b>	Bath
<b>Eboracum</b>	York

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

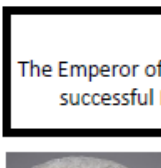


## Roman Invasion: who was important?



### 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



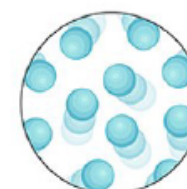
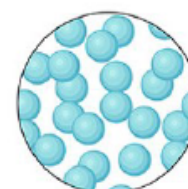
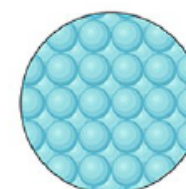
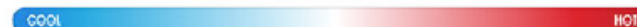
SOLID



LIQUID



GAS



## Roman Invasion: what were the key dates?

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