

## **YEAR 4 – SPRING TERM 2**

### **ROMANS.**

**Art:** Design and create a Roman mosaic pattern and picture.

**Key vocabulary:** mosaic, border, repeating pattern, printing, tesserae.

#### **D & T:**

Analyse, design and create a catapult/chariot.

Design a Roman shield to ensure adequate protection. We will focus on developing the skill of joining materials together in robust ways.

**Key vocabulary:** force, push /pull, Catapult, Product, Materials, lever, payload, adhesives, join, assemble, accuracy, stable, free-standing, stiffen, frame, sturdy, reinforce.

#### **Cross-Curricular Maths:**

**Measures:** We will calculate distances using maps to calculate distances marched by the Romans to invade different European Countries.

#### **Time:**

Children read and interpret Roman numerals on the clock face

#### **Daily Maths:**

Our Maths this half term

continuing with our in-depth focus on fractions and decimals

#### **Multiplication Tables:**

We will continue to focus on improving speed and accuracy in recalling times tables up to 12 x 12.

#### **Useful Maths websites:**

[www.URBrainy.com/MTC](http://www.URBrainy.com/MTC)

[www.topmarks.co.uk/maths-games/hit-the-button](http://www.topmarks.co.uk/maths-games/hit-the-button)

<https://www.purplemash.com/sch/stleonardsst17>

#### **Science: States of Matter**

\*Compare and group materials together, according to whether they are solids, liquids or gases.

\*Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

\*Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

\*Use catapults to investigate friction linked to forces.

**Key vocabulary:** Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, condensation, temperature, water cycle.

#### **English:**

We will be reading a range of texts linked to our study of the Romans, including 'Escape from Pompeii', 'You Wouldn't Want to be a Roman Gladiator' and 'My Story: Roman Invasion'. In our daily Reading lessons, we will be developing the skills of summarizing, retrieving information and inferring meaning from clues given by the author. We will continue to develop and broaden vocabulary.

#### **Writing opportunities will include:**

\*writing to persuade Pompeii folk to leave their homes before Vesuvius erupts.

\*a story in 5 parts based on the eruption of Vesuvius.

**Spelling:** We will be continuing to work hard this term to learn, practice and consolidate spelling of the Year 4 100 high frequency words.

#### **Useful English websites:**

**Purple Mash:**

<https://www.purplemash.com/sch/stleonardsst17>

#### **\*In this History topic we will learn how to:**

\*describe events from the past using dates when things happened

\*describe events and periods using the words: ancient and century

\* use a timeline within a specific time in history to set out the order things may have happened

\*recognise that Britain has been invaded by several different groups over time

\*suggest why certain events happened as they did in history

\*suggest why certain people acted as they did in history

**Key vocabulary:** invasion, settlement, empire, emperor, senate, governor, centurion, century, legionary, auxiliary, artillery, cavalry, legate, legion, legionary, gladiators, hierarchy, legacy, sources, chronological order.



#### **WOW! Starter & enrichment:**

**We will be looking at Roman shields – their shape, decoration and function and then designing and making our own.**

**Prior Learning:** In Key Stage 1, children will have learned about

\*changes within living memory

\*events beyond living memory that are significant nationally or globally \*the lives of significant individuals in the past who have contributed to national and international achievements

\*significant

#### **Key Questions:**

**\* Who were the Romans??**

**\* Who were the Roman emperors and their senate?**

**\* Why was the Roman army important?**

**\* What was Roman life like in Britain? (Roman Baths)**

**\* What was Roman life like in Britain? (Gladiators)**

**\* Why were roads, towns and communications important to the Romans?**

**\* What did the Romans leave us with?**

#### **P.S.H.E. (Jigsaw)**

Our Jigsaw work this half term is called 'Healthy Me'. This theme explores friendships, friendship groups and group dynamics. We will also learn facts about smoking and alcohol including their effects on health and the reasons why people drink alcohol or smoke. We will discuss what peer pressure is and learn to express our own thoughts and beliefs and develop a clear picture of what we believe is right/wrong.

**Key vocabulary:** emotions, relationships, values, embarrassed, roles, leader, follower, assertive, pressure, peers, guilt, advice, alcohol, diseased, toxins, opinion, belief

#### **R.E.: Commitment – Lent.**

Our theme this term is Commitment and the children will learn about the beliefs and values of different people and ask questions about the way in which commitment affects their lives. As we approach Easter we will consider this in relation to Lent.

**Computing:** This half term we will use

**Spelling City:**  
<https://www.spellingcity.com/Log-yourself-in.html>

historical events, people and places in their own locality.

**Geography:**

Use maps and atlases to locate where Romans travelled from and where they settled.

Expansion of the Roman Empire (and its decline) in maps.

What were the reasons for the Empire's expansion and its decline?

Names of Roman towns and roads matched to modern Britain.

Scratch to debug and create our own programs linked to a soldier in the Roman army and write different algorithms for him to complete.

**Key Vocabulary:** blocks, projects, stage, scripts, sprite, backdrop, co-ordinates, drawing, cloning, speech bubble, thought bubble, volume tempo.

