

YEAR 4 - AUTUMN TERM

ROMANS - How can we change the world by looking at the past?

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.

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.

Roman numerals:

Children will make dice with

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' and 'The Orchard book of Roman myths'. In our daily Reading lessons, we will be developing the skills of summarizing, retrieving information and

*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.



Key Questions:

Where did the Roman empire start?

Who was Julius Caesar?

Why was the Roman army so important?

Why was the Roman army so important?

Who was emperor Claudius?

What was Roman life like in Britain?

How important were the Roman baths?

What was Roman life like in Britain?

Who were the Roman gods?

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

What did the Romans leave behind?

P.S.H.E. (Jigsaw)

Our Jigsaw work will explore 'Being Me In My World' and 'Celebrating difference', we will learn about what it means to be part of different groups/communities, how first impressions of a person can change and how to spot bullying and what can be done about it.

They will learn about

Roman numerals on and play games using the dice.

Multiplication Tables:

We will continue to focus on improving speed and accuracy in recalling times tables up to 12 x 12, in addition to other aspects of the curriculum including number, shape, measures and statistics. Children will practice their times tables using the computers and iPad to improve skills.

Useful Maths websites:

www.URBrainy.com/MTC

www.topmarks.co.uk/maths-games/hit-the-button

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

French

La France

Salutations

Les Instructions

Numbers 0-20/Age

Les Couleurs

Music

Singing Games

Pulse and Rhythm

inferring meaning from clues given by the author. We will continue to developing and broaden vocabulary.

Writing opportunities will include:

*writing a diary entry as a character from Escape from Pompeii.

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

*instructions for doughballs.

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>

Spelling City:

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

WOW! Starter & enrichment:
We will be looking at chariots, sandals, togas and Roman numerals.

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 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.

what a democracy is and how it works.

Key vocabulary: Included, Excluded, Welcome, Valued, Team, Charter, Role, Job description, School, Community, Responsibility Rights and Responsibilities, Democracy/Democratic, Decisions Voting, Authority, Learning Charter, Contribution, Observer, Choices, UN Convention on Rights of Child

R.E. - Environment : Harvest

Children will explore religious stories and teachings about the environment and identify and reflect their impact on people's behavior

Landmarks in life:

Investigate the importance for believers of ceremonies in which special moment in the lifecycle are marked

Computing: We will use a computer program to make our own Roman mosaics.

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

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