

Year 4 (2021/22) – Spring – Roman Around

Big Question - Did the Roman invasion benefit Britain?



ENGLISH (writing)

Visual poems capturing the drama of a volcanic eruption through use of simile and metaphor published through a piece of collage art.

Setting descriptions of Pompeii before and after the eruption of Vesuvius using a range of sentence structures and figurative language using the book *Escape from Pompeii* as inspiration for writing (**share a story**).

Identifying and utilising the difference between fact and opinion to impact the tone and bias of newspaper articles.

Developing settings and characterisation using vocabulary to create emphasis, atmosphere and suspense through a dilemma story.

Big Question – Essay
Did the Roman invasion benefit Britain?

MATHS

NUMBER: Multiplication and Division

11 and 12 times tables, multiplying 3 numbers, factor pairs and written and mental methods for efficiently multiplying and dividing 3-digit numbers by 1-digit.

MEASUREMENT: Area (and perimeter review)

Finding area by counting squares, creating shapes with specific areas and comparing area.

NUMBER: Fractions

Recapping unit and non-unit fractions, recognising and counting in tenths. Extending Year 3 understanding of equivalent fractions and starting to work with fractions greater than 1 by adding and subtracting fractions including subtracting from whole amounts. Finding fractions of sets of objects and quantities.

NUMBERS: Decimals

Tenths and hundredths as fractions and decimal fractions on a place value grids and a number line. Dividing by 10 and 100 and showing hundredths on a place value grid.

GEOGRAPHY

Children will build on their knowledge of European countries by locating central and southern European countries, in relation to Italy.

Comparison of Italy and the UK - children will compare regions, counties and the location of key cities with a specific focus on Greater Manchester and Lazio (Roman region).

Children will **investigate** the key features of volcanoes – eruption of Mount Vesuvius.

Children will **investigate** the natural resources that drew the Romans to the UK, **exploring** the past and current locations of Iron ore, copper, tin, stone and coal and how they are extracted. Case Study: Rome and Chester – children will compare and contrast the physical and human geography, giving reasons for the differences.

ENGLISH (reading)

'Escape from Pompeii' – identify features of genre commenting on author's choice of language.

'Thieves of Ostia' – retrieve and record information, summarising ideas.

'Revolt Against the Romans' - predict, infer and interpret actions and events using evidence from the text.

Extracts and samples of a range of genres.

SCIENCE

PHYSICS: Sound

Children will identify how sounds are made and use previous States of Matter learning and vocabulary to recognise and describe how vibrations move through a medium to the ear.

Children will **investigate** patterns in how pitch and volume can be altered taking into account the importance of recognising and controlling variables in the planning of an enquiry and how the distance from a sound source affects how it is heard.

HISTORY

Children will **investigate** the foundation, and expansion of, the Roman Empire and its eventual impact on Britain.

Children will understand how to order events on a Roman timeline and know where this fits in on a worldwide historic timeline.

Children will research the Roman army and understand what made them successful in building a Roman Empire.

Children will debate whether the Romans should have invaded Britain and what were the pros and cons in doing so.

Children will read stories about how Boudicca and the Iceni Tribe fought against the Roman army and empathise with those involved (**share a story**).

Perspectives

Explore

Share a Story

Investigate

Connections

Resilience

Creative
Expression

Enterprise

Justify

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PSHE

RIGHTS & RESPONSIBILITIES: Children will understand what human rights are and that all people share the same rights. They will know about the rights of the child and what it means to show respect, understanding stereotypes and how they can be harmful.

CITIZENSHIP: Children will compare different values and customs around the world and in the UK. They will know that differences and similarities can be attributed to a number of factors and be able to talk about inequality.

ART

PAINTING: Begin to mix any colour with increasing accuracy and show tone (light/dark) in a painting. Experiment with different paints exploiting their qualities and extending repertoire of effects including layering, thickness, splattering and scratching.

COLLAGE: Use painting techniques to create visual textures for use in collage and mosaic work. Identify a range of media used in collage and mosaics cutting shapes in a range of mediums with accuracy to present images, ideas, textures and represent emotion.

COMPUTING

Every term we develop e-safety awareness and the basic knowledge and skill required to access the computing curriculum.

DIGITAL LITERACY: Photo and audio editing

Insert sound recordings/music into multimedia presentations.

Choose appropriate layout and presentation and manipulate transitions and animations to suit the audience.

MUSIC

Develop understanding of pulse and rhythm by creating improvised pieces using a range of instruments. Repeating and revisiting extended patterns to illustrate an understanding of rhythm. Listening, comparing and contrasting the work of Gustav Holst and modern composer John Williams recognising similar themes and patterns using in their work.

Children will continue to **investigate** brass instruments and develop confidence in weekly practise.

RE

CREATION STORIES:

Children will gain knowledge and understanding of creation stories in different religious traditions and cultures. They will understand secular explanations for the beginning of the world and explore the concept of stewardship.

PILGRIMAGE:

Children will gain knowledge and understanding of pilgrimages in different religious traditions, explain what a pilgrimage is and why it is important to believers. They will describe the main features of the Muslim pilgrimage (Hajj) to Mecca and the Christian pilgrimage site of Lourdes whilst reflecting on commitment and duty.

DESIGN

DIGITAL WORLD: Mindful Moments Timer

Children will design, program and prototype a Micro bit mindful moments timer to a specified amount of minutes.

PE

Children will extend their gymnastic skills to further improve balance, coordination, body control and cooperation through group routines and the use of a range of equipment.

Handball will extend understanding of attacking and defending principles whilst developing ball control to make play more targeted and tactical.

SPANISH

Children will revise previously learnt grammar and sentence building to talk about animals. They will **explore** new adjectives to add more detail and description to their sentences including size and colour.

ENHANCEMENT & CELEBRATION

A visit to Chester to gain insight into the life of a Roman soldier including heading out on patrol in role (**creative expression**) to various Roman remains and Chester's own amphitheatre and the opportunity to handle and **explore** artefacts.

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Share a Story

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