

Year group: 4

Term: Autumn 1

Topic: Roman Invasion



Literacy

Book talk

Book: The Leopard in the Golden cage

Author: Julia Edwards

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).
- Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).
- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.
- Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.
- Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.
- Understand what he/she reads independently by predicting what might happen from details stated and implied.
- Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.
- Retrieve and record information from non-fiction over a wide range of subjects.

Writing Genre: Recount- diary entry

Immerse

- Understanding a diary entry by reading diary entries and explaining key facts.
- Hot seat and act in the role of a Roman soldier.

Analysis

- Identify layout and language features of a diary.
- Compare diary entries

Skills

- To develop ideas into paragraphs
- To use fronted adverbials.
- To understand and add suffixes –ation and -ous.

Plan

- Draft and write by organising paragraphs around a theme.

Write

- Write by organising paragraphs around a theme.

Edit and Review

- Proof read for spelling and punctuation errors.

Writing Genre: Historical narrative

Immerse

- To generate vocabulary about a Roman setting.
- To write a setting description
- Watch and verbally recount a Roman battle using targeted vocabulary.

Analysis

- Identify layout and language features of a diary.

Skills

- To use fronted adverbials.
- To use speech punctuation
- To add endings which sound like 'shun' spelt -tion, -sion, -ssion, -cian e.g. invention, discussion, tension, magician.

Plan

- Draft and write in narratives, creating settings, characters and plots with consideration for the audience and purpose.

Write

- Write in narratives, creating settings, characters and plots with consideration for the audience and purpose.

Edit and Review

- Proof read for spelling and punctuation errors, including the use of apostrophe for possession, speech punctuation and use of comma for fronted adverbials.

	<p>Creative write: Persuasive letter- "A letter to Emperor Augustus." Newspaper Report - "The Roman Invasion of Britain" (Possible link to science teeth and digestion)</p> <p>Assessed write: Diary entry- A day at the Roman baths/Diary of a gladiator in training.</p>
<p>Maths</p>	<p><u>Reasoning with large numbers:</u> Pupils will learn:</p> <ul style="list-style-type: none"> • To recognise the place value of each digit in a 4-digit number. • To order and compare numbers beyond 1,000. • To order and compare numbers beyond 1,000. • To find ten, 100 or 1,000 more or less than a given number. • To round 4-digit numbers to the nearest ten. • To round 4-digit numbers to the nearest 100. • To round 4-digit numbers to the nearest 1,000. • To use knowledge of place value and rounding to reason with 4-digit numbers. <p><u>Addition and subtraction</u> Pupils will learn:</p> <ul style="list-style-type: none"> • To derive addition and subtraction facts from known facts. • To derive addition and subtraction facts from known facts. • To choose appropriate strategies for addition. • To choose appropriate strategies for subtraction. • To use column addition for 4-digit integers, regrouping in one column. • To use column addition for 4-digit integers, regrouping in multiple columns. • To use column subtraction for 4-digit integers, regrouping in one column. • To use column subtraction for 4-digit integers, regrouping in multiple columns. • To subtract a 4-digit integer from a multiple of 1,000. • To represent addition and subtraction problems using bar models. • To represent addition and subtraction problems using bar models. • To use bar models to represent two-step addition and subtraction problems <p><u>Times tables focus:</u> 4x <u>Arithmetic focus:</u> Addition and subtraction strategies</p>
<p>Science</p>	<p><u>Teeth and digestion</u> Pupils will know and understand:</p> <ul style="list-style-type: none"> • The names of the different types of human teeth and the function of each type.

	<ul style="list-style-type: none"> • The importance of looking after teeth and what can happen if we do not look after our teeth. • How eating and drinking can damage teeth over time. • That not all animals have the same teeth. • The teeth that animals have greatly depend on whether that animal is a carnivore, an omnivore or an herbivore. • The different organs that make up the digestive system. • That the digestive system functions as a whole system. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • What human teeth look like. • What can happen if we do not look after our teeth. • How eating and drinking can damage our teeth. • Investigate if all animals have the same teeth. • What makes up our digestive system. • Investigate how our digestive system works.
History	<p><u>Roman invasions</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • What the Roman Empire was and what happened to Julius Caesar when he tried to invade Britannia • Who the Celts were and what happened to Claudius when he invaded in 41AD • The strength of the Roman military • The resistance from Boudicca and her tribe • The building of Roman forts and Hadrian's Wall • The causes of decline of Roman rule in Britain <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To discover who the Romans were and why Julius Caesar wanted to invade Britain. • To discover who the Britons were and why Claudius invade Britain in 43CE. • To understand why the Roman military were so successful in expanding the Roman Empire. • To discover who Boudicca was and how she challenged the Roman occupation of Britain. • To understand how the Romans attempted to defend the land they had invaded whilst still conquering more. • To investigate what caused the decline of Roman Britain and the end of Roman rule.
Geography	
Art	<p><u>Drawing- Power Prints</u></p> <p>Pupils will know and understand:</p> <p><u>Generating ideas:</u></p>

	<ul style="list-style-type: none"> • Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks for wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in making progress. <p>Making skills:</p> <ul style="list-style-type: none"> • Demonstrate greater skill and control when drawing and painting to depict forms, such as showing an awareness of proportion and being able to create 3D effects. • Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Use subject vocabulary confidently to describe and compare creative works. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Use more complex vocabulary when discussing their own and others' art. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To draw using tone to create a 3D effect. • To explore proportion and tone when drawing. • To plan a composition for a mixed-media drawing. • To use shading techniques to create pattern and contrast. • To work collaboratively to develop drawings into prints.
Design Technology	
Computing	
PE	<p><u>Invasion games- basketball</u></p> <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> • Run, jump, throw, catch, dribble and shoot. • Work safely, collaboratively, support others and encourage others. • Identify areas of strength and areas for development. • Use tactics and reflect on this. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To develop the attacking skill of dribbling.

	<ul style="list-style-type: none"> • To protect the ball when dribbling against an opponent. • To develop passing and begin to recognise when to use different skills. • To use defending skills to delay an opponent and gain possession. • To develop technique in the attacking skill of shooting. • To apply skills and knowledge to compete in a tournament.
French	<p><u>Portraits- describing in French</u></p> <p>Pupils will know and understand how to:</p> <ul style="list-style-type: none"> • Use a model to form a spoken sentence. • Listen and repeat further key phonemes with care. • Choose appropriate adjectives from a wider range of adjectives. • Identify items by colour and other adjectives. • Listen and select information. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To understand that adjectives change depending on the gender of the noun that they are describing. • To understand a simple description of hair and eye colour. • To create simple descriptive sentences.
Music	<p><u>Instrumental: South Africa (Ukulele sessions)</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To know the key features of South African Gumboot music. • To understand the key features of staff notation including: clefs, key signatures, time signatures, minims, semibreves, crotchets, rests, and how pitch is shown. • To know the correct technique for playing tuned percussion instruments. • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. • Beginning to show an awareness of metre. • Recognising the use and development of motifs in music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary • Beginning to improvise musically within a given style. • Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To identify the basic key features of staff notation. • To recognise and play minims by ear and from staff notation, moving up and down by step. • To recognise and play semibreves by ear and from staff notation. • To recognise and play crotchets and crotchet rests by ear and from staff notation. • To compose rhythmic patterns for a gumboot dance

<p>RSE</p>	<p><u>Pupils will understand learn:</u></p> <p><u>Get up!</u></p> <ul style="list-style-type: none"> • We are created individually by God who is Love, designed in His own image and likeness • God made us with the desire to be loved and to love and to make a difference: each of us has a specific purpose (vocation) • Every human life is precious from the beginning of life (conception) to natural death • Personal and communal prayer and worship are necessary ways of growing in our relationship with God <p><u>The Sacraments</u></p> <ul style="list-style-type: none"> • In Baptism God makes us His adopted children and 'receivers' of His love. • By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue). • It is important to make a nightly examination of conscience.
<p>Immesive Events/Visits/Vistors etc</p>	<p>Library Mass at Church Black History</p>