

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

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

Analysis

- To identify layout and language features of a diary.
- To compare diary entries

Skills

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

Plan

- To draft and write by organising paragraphs around a theme.

Write

- To write by organising paragraphs around a theme.

Edit and Review

- To 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

- To 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

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

Write

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

Edit and Review

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

	Creative write: Persuasive letter- "A letter to Emperor Augustus." Newspaper Report - "The Roman Invasion of Britain" (Possible link to science teeth and digestion) Assessed write: Diary entry- A day at the Roman baths/Diary of a gladiator in training.
Maths	<u>Reasoning with large numbers:</u> Pupils will learn: • 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. <u>Addition and subtraction</u> Pupils will learn: • 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 <u>Maths meetings:</u> <u>Calendar maths:</u> • Days of the week • Months of the year • Date and year including Roman numerals • Collate and compare weather data using a bar chart • Display and compare dates of birth

	<u>Number:</u> • Order and compare numbers within 10,000 • Rounding any number to the nearest ten, hundred and thousand • Recognise and use fractions as numbers • Add and subtract fractions with the same denominator within one whole <u>Geometry: Shape and symmetry</u> • Recognise common 3-D shapes in different orientations. • Use vocabulary related to 2-D and 3-D shapes accurately • Use mathematical vocabulary to describe direction and position • Recognise right angles, compare angles and classify angles as acute or obtuse. • Recognise quarter, half, three- quarter and whole turns and their equivalent number of right angles. <u>Times tables focus:</u> Times tables daily boosters, focusing on 3x 4, 8x <i>Autumn 1- 2x 5x 10 (Y2) 3x 4x 8x (Y3)</i> <u>Arithmetic focus:</u> Place value, Addition and subtraction strategies
Science	<u>Teeth and digestion</u> Pupils will know and understand: • The names of the different types of human teeth and the function of each type. • 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. <u>Pupils will learn:</u> • 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	<u>Roman invasions</u> Pupils will know and understand: • 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 <u>Pupils will learn:</u> • 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	<u>Drawing- Power Prints</u> Pupils will know and understand: Generating ideas: • Generating ideas from a range of stimuli, using research and evaluation of techniques to develop their ideas and plan more purposefully for an outcome. Using sketchbooks: • Use sketchbooks for wider range of purposes, for example, recording things using drawing and annotations, planning and taking the next steps in making progress. Making skills: • 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. Knowledge of artists: • Use subject vocabulary confidently to describe and compare creative works. Evaluating and analysing: • Use more complex vocabulary when discussing their own and others' art. <u>Pupils will learn:</u> • 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	<u>Basketball</u> Pupils will know and understand how to: • Physical: bun, jump, throw, catch, dribble and shoot. • Social: work safely, collaboratively, support others and encourage others. • Emotional: honesty, determination, perseverance • Thinking: exploration, decision making, tactics, reflection <u>Pupils will learn:</u> • To develop the attacking skill of dribbling. • 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. <u>Tennis</u> Pupils will know and understand how to: • Physical: throwing, catching, forehand, backhand, rallying, balancing, running • Social: co-operation, support and encouraging others, collaboration, respect • Emotional, perseverance, honesty, determination • Thinking: identifying strengths and areas for improvement, reflection, comprehension, tactics <u>Pupils will learn:</u> • To develop racket and ball control • To develop returning the ball using a forehand and understand when to use it • To develop the backhand and understand when to use it • To keep a rally showing increased technique • To use rules and apply simple tactics • To understand and use rules to manage a game.
French	<u>Portraits- describing in French</u> Pupils will know and understand how to:

	• 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. <u>Pupils will learn:</u> • 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	<u>Singing in parts: Loops and layers</u> Pupils will know and understand: • To confidently and independently coordinating movement with the bat of the music • To recognise simple patterns and repetition in rhythm and pitch • To recognise where the strong beats fall within a piece of music • To work collaboratively to plan the order of individual contributions in a group piece • To have an awareness of the difference between practice and performance. <u>Pupils will learn:</u> • To perform a simple song in two parts with accuracy • To identify and sing musical loops • To compose loops using rhythmic and melodic patterns • To compose and perform vocal loops confidently in a group • To sing a melody in a round while staying focused.
RSE	<u>Religious understanding & me, my body, my health</u> Pupils will know and understand: • Get up! • The Sacraments • We don't have to be the same • Respecting our bodies • What is puberty? (Y4) • Changing bodies (Y4) • Boy/Girl discussion groups • Do you know...about food 'needs' and wants? • Do you know...how to talk to about your body and your health?

	• Do you know...about dental hygiene? • Do you know...about germs? • Do you know...how exercise impacts your body? Pupils will learn: • We are created individually by God • God wants us to talk to him often throughout the day • We are created as a unity of a body, mind and spirit • The names and parts of our bodies • That our bodies are good and we need to look after them • How to maintain personal hygiene • The importance of sleep, rest and recreation for our health
Immesive Events/Visits/Vistors etc	A visit to the library Mass at Church Dental hygiene visit Road safety