Year 4 Term 1 2022

Theme: The Roman Empire

As Readers:

the imagination.

of a text.

of different stories.

stated and implied.

inferences with evidence.

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Draw inferences from reading.

Recall and summarise main ideas.

Draw inferences such as inferring

characters' feelings, thoughts and

Predict from details stated and implied.

Discuss words and phrases that capture

Identify recurring themes and elements

motives from their actions and justifying

Ask questions to improve understanding

Predict what might happen from details

Identify how language structure and

presentation contribute to meaning.



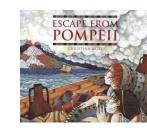
<u>Breadth:</u>

As Writers:

- Use the main features of a type of writing. This term will be Narrative and Newspapers.
- Include clear devices to inform and entertain within their writing.
- Use organisational devises.
- Use a mixture of simple, compound and complex sentences.
- Create clear and descriptive characterisation.
- Create clear and descriptive settings using all senses.
- To identify and include improved synonyms.
- Extend the range of sentences with more than one clause by using a wider range of conjunctions.
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Write sentences that include conjunctions, adverbs and clauses.
- Plan, write, edit and improve. Texts:

Class Reader: Escape from Pompeii







Focus on all times tables and fluency of these facts.

Plus: Place Value

- Rounding numbers to the nearest 10, 100 and 1000.
- Count in 1000's.
- Partitioning numbers.
- Compare 4-digit numbers.
- Count in 25's
- Identifying and ordering negative numbers.
- Ordering numbers using a number line.
- Identifying Roman Numerals.

Addition and subtraction

- Add and subtract 1's, 10s, 00s and 1000s.
- Add up to 4-digit numbers, without exchange, with one exchange and with more than one exchange.
- Estimate answers and checking strategies.



As Scientists:

- Ask relevant questions.
- Record findings using simple scientific language, drawings and labelled diagrams.
- Report on findings from enquiries, including oral and written explanations.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions.
- Use straightforward scientific evidence to answer questions or to support findings.

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.

 As Geographers: Focus on the countries involved in the growth of the Roman Empire. Use maps, atlases, globes and digital mapping to locate countries and describe features. Name the countries of Europe included in the Roman Empire. Identify the location of Hadrian's Wall. Place Rome and the UK on a map. As Citizens (PSHCE): Being me in my World: Becoming a class Team. Becoming a school citizen. Exploring rights, responsibilities and democracy. The links between rewards and consequences. Owning our own learning. 	 As Historians: Focus- The Roman Empire and invasion of Britain. Use evidence to ask questions and find answers about the past. Suggest suitable sources of evidence for historical enquiries. Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. Describe the characteristic features of the past, including ideas, beliefs and experiences of men, women, and children. Place events, artefacts and historical figures on a timeline. Use appropriate historical vocabulary. Know when Roman civilisation existed. The Roman influence in Britain. Know how Roman society was structured. To understand the significance of Hadrian's wall. 	As Computer Experts: Computing systems and networks - The Internet • Connecting networks • What is the internet made of? • How we share information. • Explore what a website is. • How can you own a website? Do we always believe what we read online? Religious Education: Christianity • What makes something sacred? • Explore different books within the Bible. • To know what a psalm and a proverb is. • What purpose do the stories inside the Bible have?	As Musicians: Sing from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Pronounce words within a song clearly. Compose and perform melodic songs. Create accompaniments for tunes. Evaluate music using musical vocabulary to identify areas of likes and dislikes
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As artists:	Being physically active:		
 Develop ideas from starting points throughout the curriculum. 	 Throw and catch with control and accuracy. 		
 Comment on artworks using visual language. 	 Strike a ball and field with control. 		
 Create and combine shapes to create recognisable forms. 	 Choose appropriate tactics to cause problems for the opposition. 		
• Adapt and refine ideas as they progress.	 Follow the rules of the game and play fairly. 		
 Select and arrange materials for a striking effect. 	 Adapt strategies and tactics. 		
 Create original pieces that are influenced by studies of others. 	 Pass to team mates at appropriate times. 		
 Add materials to provide interesting detail. 			
Key Vocabulary: Kingdoms, Empire, turmoil, frontiers, territory, constitution, dictator, assassinated, emperor, sanitation, resistance, archaeologists, preservation, e			
construction, architects, prosperous, economy, exporting, o	acknowledged.		

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	How can the events in Pompeii tell us about Roman life?	Explore the sources of evidence that help historians understand Roman life.	To consider what is important when people have different opinions.
	Where did Hadrian build a wall and why? When and how was Britain conquered by the Romans? Who are the Iceni Tribe? and what impact did they have on Roman Britain.	Know how the Roman army were key in the growth of the Roman Empire. Understand how the events in Pompeii tell us about Roman life. Understand the impact the Roman invasion had on Britain, both positive and negative.	How to create a community which is harmonious – respecting others' beliefs and opinions. Aspire to live in a peaceful world. Aspire to explore the history of Britain further. Aspire to pursue a career in archaeology.
	Who was Julius Caesar? How was the Roman Empire governed?	Understand why Queen Boudicca lead the Iceni Tribe against the Romans.	To consider the importance of myths in modern day Britain.

Home learning:	Year 4 homework for this term will be the following:		
	Weekly logging into Spelling Shed to practise the weekly spellings – 5 games to unlock other games		
	Weekly logging into Times Tables Rockstars - 15 minutes to release other games. This is really important as children will be sitting the Government time	s tables	
	assessment in the summer term. Please visit Multiplication Tables Check - Timestables.co.uk for an online version which will be very similar to the actual asse	essment.	
	Reading- recorded into the reading diary to be entered into the readers raffle every MOnday and Key Stage 2 readers raffle at the end of term.		
	One item to be chosen from the homework menu per week, to be handed in on the last Tuesday of term i.e. 4 pieces chosen from the menu to be handed in on	Tuesday	
	18 th October.		