

**Year group: 4 Term: Spring Term 1**

**Focus Subject: History**

**BIG Question: Why did the Romans invade and settle in Britain?**



Educate  
Protect  
Love  
Serve

**Key Vocabulary:**

**Historical Procedural Vocabulary:** Chronology, duration, narrative, period of history, enquiry question, source of evidence, artefact, reconstruction, continuity and change, Archaeologist, interpretation, significant site

**Topic Specific Vocabulary:** Europe, Italy, Rome, military, conquer, invade, client kingdom

**Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:**

**Practise at Home:**

Maths Flex, Spellings/Grammar, Times Table Rock Stars, daily reading and topic challenges

**Science: As scientists, we will:**

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

**Relationships and Health Education:**

In Unit 2 – Me, My Body, My Health, children meet animated character, AJ, who will reappear throughout this scheme of work. In this Unit, children will learn to celebrate similarities and differences, and to appreciate and look after their bodies as gifts from God. Teaching also covers specific physical and emotional changes during puberty, and that growing from boys and girls to men and women is part of God's loving plan for creation.

**As Musicians, we will:**

**Developing Pulse & Groove Through Improvisation**

In this unit, the Musical Spotlight is 'Developing Pulse and Groove Through Improvisation'. Improvisation is a great way to create music that belongs to YOU, and to express your feelings and ideas, often without even having to think too much about it. In this unit, you will improvise in time with the music (keep the pulse) and feel the music by getting into the groove. It helps to move to the music when getting into the groove



**Maths: As mathematicians, we will:**

Learn how to multiply and divide whole numbers  
Learn about perimeter and length  
Learn to solve questions by applying knowledge of length and perimeters  
Find out about fractions and find out about equivalences of fractions.  
Learn about fractions of amount and of number.  
Explore the link between fractions and decimals.  
Understand tenths, hundredths and thousandths  
Use and apply knowledge of number in fractions and decimals and multiplication and division.

**RE: as theologians, we will:**

**RED Branch 3 and 4**



- The central theme here is Jesus. The question posed to Peter 'Who do you say I am' is the question that links all the work. We come to know who Jesus is through the eyes of the Gospel writers: they share what Jesus did and said. His words and actions are consistent even when he faced death and torture.

**History: As historians, we will:**

Explain what was important to people in Ancient Rome.  
Explain the meaning of the words 'empire', 'invasion' and 'settlement'.  
Analyse the different reasons for the Roman invasion of Britain.  
Explain how the Celts responded to the Roman invasion.  
Explain how the Roman army's structure, discipline and equipment made it so successful.  
Use artefacts to make deductions about the lives of Roman soldiers in Britain.  
Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.

**Computing: As programmers, we will:**

Programming A – Repetition in shapes  
Create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming

**English: As readers and writers, we will:**

Pupils should be taught to:

- ask relevant questions to extend their understanding and knowledge.
- use relevant strategies to build their vocabulary.
- articulate and justify answers, arguments and opinions.
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- speak audibly and fluently with an increasing command of Standard English.
- participate in discussions, presentations, performances, role play, improvisations and debates.
- gain, maintain and monitor the interest of the listener(s).
- consider and evaluate different viewpoints, attending to and building on the contributions of others.
- to select and use appropriate registers for effective communication.
- to write sentences by saying out loud what they are going to write about.
- to write sentences by composing a sentence orally before writing it.
- to write sentences by sequencing sentences to form short narratives.
- write sentences by re-reading what they have written to check that it makes sense.
- discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
- Use of commas after fronted adverbials

**Art: As artists, we will:**

Exploring still life

- I have explored the work of contemporary and more traditional artists who work within the still life genre.
- I have felt able to express my thoughts about other artists' work, and talk about the meanings of objects as artists present them.
- I can use my sketchbook to make visual notes, record and reflect.
- I can draw from observation and think about how I can use line, colour, shape, texture, form and composition to make my artwork interesting.
- I can present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.

**PE: As athletes, we will:**

Dance – Shake, rock and roll Develop movement vocabulary and motifs based on Rocks, Soils, Volcanoes and Rock and Roll. perform dances using a range of movement patterns

Netball – High 5 netball - play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending