

Year group: 4 Term: Autumn 2

Topic: Roman Britain



Literacy

Class Text: The Roman Mysteries: The Thieves of Ostia

Journey 1: Narrative recount (letter from character- descriptive)

- Session 1 – **immerse**
- Sessions 2 and 3 – **analyse** (in narrative, this would include 'mapping' the story)
- Sessions 4 and 5 (possibly 6) – skills (grammar and punctuation)
- Sessions 6, 7 and 8 – **plan**, modelled, shared, guided **writing**
- Session 9 – independent **write**, whole text in IWB
- Session 10 – **edit** (structured)

Journey 2: Story chapter- build up (journey)

- Session 1 – **immerse**
- Sessions 2 and 3 – **analyse** (in narrative, this would include 'mapping' the story)
- Sessions 4 and 5 (possibly 6) – skills (grammar and punctuation)
- Sessions 6, 7 and 8 – **plan**, modelled, shared, guided **writing**
- Session 9 – independent **write**, whole text in IWB
- Session 10 – **edit** (structured)

Journey 3: Story chapter- Problem (building tension)

- Session 1 – **immerse**
- Sessions 2 and 3 – **analyse** (in narrative, this would include 'mapping' the story)
- Sessions 4 and 5 (possibly 6) – skills (grammar and punctuation)
- Sessions 6, 7 and 8 – **plan**, modelled, shared, guided **writing**
- Session 9 – independent **write**, whole text in IWB
- Session 10 – **edit** (structured)

Maths

Multiplication and Division:

- Using and explaining short multiplication.
- Exploring mental division.

Discrete and Continuous data:

	<ul style="list-style-type: none"> • Representing data as pictograms. • Representing data using bar charts. • Exploring time graphs. <p><u>Calculating with multiplication and division:</u></p> <ul style="list-style-type: none"> • Using and explaining short division. • Applying multiplication and division.
Science	<p><u>States of Matter:</u></p> <ul style="list-style-type: none"> • What are states of matter? • What happens when you freeze liquids? • What happens when you heat solids? • What are the melting points of different solids? • What is evaporation? • What is the water cycle? <p><u>Pupils will acquire the following scientific knowledge throughout this unit of work:</u></p> <ul style="list-style-type: none"> • what the three states of matter are and the properties of each one. • the processes of melting and freezing and how these processes affect the properties and state of a substance • some of the conditions that can affect melting and freezing for example temperature • what the processes of evaporation and condensation are • what the water cycle is • where the processes of evaporation and condensation fit into the water cycle • the importance of the water cycle for plants and animals. <p><u>In this unit children will work scientifically by:</u></p> <ul style="list-style-type: none"> • Make careful observations. • Ask relevant questions and use different types of scientific enquiries to answer them. • Record findings using simple scientific language, drawings, and labelled diagrams. • Use results to draw simple conclusions and make predictions. • Use a range of equipment. • Use models to represent a scientific concept or process

History	<p><u>Pupils will acquire the following historical knowledge throughout this unit of work:</u></p> <ul style="list-style-type: none"> • Who lived in Roman Britain – analysis of human remains that indicate the diversity of people living in Roman Britain. • What life was like in a Roman town and how those towns were connected – Roman town buildings, Roman bathhouse, Roman roads • Roman beliefs – Gods and Goddesses and Christianity. • How the Roman’s linked Britain to the rest of the Empire – trade and slave trade. • Influence of the Romans on our words and numbers – Latin and Roman Numerals. • What we can learn about Roman Britain from an archaeological site - Caerwent
Geography	N/A This half term.
Art	N/A This half term.
Design Technology	<p><u>Structure: Pavilions</u></p> <ul style="list-style-type: none"> • Produce a range of free-standing frame structures of different shapes and sizes. • Design a pavilion that is strong, stable and aesthetically pleasing. • Select appropriate materials and construction techniques to create a stable, free-standing frame structure. • Select appropriate materials and techniques to add cladding to their pavilion. Work co-operatively to create a joint artwork, experimenting with their methods.
Computing	<p><u>iData</u></p> <ul style="list-style-type: none"> • Use the more advanced features of applications. • Send an email. • Reply to an email. • Use the search facility in a database to find the answer to questions. • Carry out searches involving more than one condition to find answers to a variety of questions, sometimes with support. Confidently enter URLs into an address bar of a browser.
PE	<p><u>Fitness:</u></p> <ul style="list-style-type: none"> • I know how to sprint. • I know how to show balance when changing direction. • I know how to use control when sprinting.
RE	<p><u>Prophecy and Promise:</u></p> <ul style="list-style-type: none"> • The importance of understanding historical context to appreciate the literal sense of biblical stories.

	<ul style="list-style-type: none"> • What is meant by ‘prophecy’ • For Christians, the prophets awaken an expectation of the coming of the Messiah in people’s hearts. • John the Baptist is sent to prepare the way for Jesus. • In the Advent liturgies, Christians pray for the second coming of Jesus alongside preparing for Christmas. • Advent is a time of preparation for Jesus’ incarnation at Christmas and for the second coming as King of the Universe • The Feast of Christ the King. • The Jesse tree. • ‘He will come again in glory’ from the Nicene Creed • How Christians prepare for the coming of Christ during Advent. • How Christians use the Jesse tree during Advent, identifying its meaning and representation in art around the world, connecting to God’s plan for salvation. • How some artists have depicted Jesus Christ as King
Spanish	<p>Habitats: Pupils will be able to:</p> <ul style="list-style-type: none"> • learn how to express in the foreign language the essential elements that all plants and animals need to survive. • how to decode longer and more complex texts in the foreign language that explore some of the key habitats in our world. • look at decoding longer and more complex texts in the foreign language that explore which plants grow in specific habitats. • explore the different animals that live in the different habitats through listening and reading activities in the foreign language. • consolidate all vocabulary taught so far in the unit by presenting in oral and written form which animals and which plants live in different habitats. • Revise and consolidate all language covered in the unit and complete the end of unit assessment.
Music	N/A This half term.

RSE	We Don't Have to Be the Same. Respecting Our Bodies. What is puberty Changing Bodies
Immersive Events/Visits/Vistors etc	N/A