

Year group: 4 Term: Autumn 1 Topic: The Romans



Literacy

Class Text: The Rotten Romans by Terry Deary

SPaG focus:

- The grammatical difference between plural and possessive -s
- Use of paragraphs to organise ideas around a theme
- Use of commas after fronted adverbials
- Apostrophes to mark plural possession

Journey 1: Instructions (How to Join the Roman Army)

Immerse

- Listen to, decode and apply key information from spoken instructions. In groups, children will create and present a set of instructions for making a sandwich. These will then be followed, highlighting the importance of specific, clear and concise instructions.

Analyse

- Review example instructions on how to join the Roman army. Identify key features such as layout (titles, subheadings, bullet points), chronological order and word choices (imperative verbs, adverbs, technical vocabulary).
- Explore further features: tone (formal, impersonal), sentence types and clarity of communication. Compare two sets of instructions and present a reasoned argument for which is more effective, using key features as evidence.

Plan

- Use images as prompts to generate imperative verbs and adverbs. Consider chronological order and suggest suitable headings/subheadings.
- Co-write the first two instructions, then independently write a third, ensuring clarity, precision and the inclusion of key features identified in the analysis stage.

Write

- Write a complete set of instructions for joining the Roman army.

Edit

- Use modelled examples, thesauruses and dictionaries to refine vocabulary, tone and presentation.
- Proofread for spelling, punctuation and grammar.
- Self and peer review using the instructions checklist.

Journey 2: Recount (A Day in the Life of a Roman Soldier)

Immerse

- Watch a documentary about the Romans.

Analyse

- Identify the features of a recount, using a checklist to spot key features.
- Study a recount about joining the Roman army. Identify which features have been used and discuss their purpose.

Plan

- Sequence images showing stages of joining the army. Use these as a stimulus for hot seating and dramatic retelling, considering thoughts and feelings.
- Generate ideas for recount writing using the checklist. Co-write an introduction from the first-person perspective of a Roman soldier.

Write

- Write a recount from the perspective of a soldier joining the Roman army.

Edit

- Use modelled examples, thesauruses and dictionaries to revise word choices, tone and presentation.
- Proofread for spelling, punctuation and grammar.
- Self and peer assess using the recount checklist.

Journey 3: Explanation (How to Take Care of Yourself and Your Equipment in the Roman Army)

Immerse

- Explore images of Roman armour and weapons, then respond creatively by making a Roman shield. This will be followed by a discussion about the importance of looking after oneself and maintaining equipment.

Analyse

- Identify the features of explanation texts (title, introduction, logical sequencing, technical vocabulary). Use a checklist to analyse examples in both historical and modern contexts.
- Study a model explanation text (about Roman armour) to highlight key features.

	Plan • Create a flow chart showing the steps a Roman soldier would take to look after themselves and their equipment. • Engage with a shared introduction explaining the purpose of self- and equipment-care, then plan and generate ideas for the full text in logical order. Write • Write an explanation text entitled <i>“How to Take Care of Yourself and Your Equipment in the Roman Army.”</i> Edit • Use modelled examples, word banks, thesauruses and dictionaries to refine vocabulary (e.g. replacing <i>clean</i> with <i>maintain</i> or <i>polish</i>). • Proofread for spelling, punctuation and grammar. • Self and peer assess using the explanation checklist. • Self and peer review using the explanation checklist to ensure all key features are present.
Maths	<u>Unit 1: Reasoning with 4 digit numbers</u> • 4-digit place value • Read, write, represent, order and compare • Find 10, 100 or 1000 more or less • Round numbers to the nearest 10, 100 or 1000

	<u>Unit 2: Addition and subtraction</u> • Select appropriate strategies to add and subtract • Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping <u>Unit 3: Multiplication and Division</u> • Identify and explore patterns in multiplication tables including 7 and 9 • Distributive property including multiplying three 1-digit numbers • Mental multiplication and division strategies using place value and known and derived facts • Short multiplication
Science	<u>Teeth and Digestion</u> • Pupils should be taught to: • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey. Pupils will acquire the following scientific knowledge throughout this unit of work: • What do human teeth look like? • What can happen if we do not look after our teeth? • Can eating and drinking damage your teeth? • Do all animals have the same teeth? • What makes up our digestive system? • How does our digestive system work? <u>Children will work scientifically in this unit by:</u> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests

	making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
History	<u>The Romans</u>

- Who were the Romans and why did Julius Caesar want to invade Britain?
- Who were the Britons and why did Claudius invade Britain in 43CE?
- Why was the Roman army so successful in spreading the Roman Empire?
- Who was Boudicca and how did she challenge Roman rule in Britain?
- How did the Romans try to defend the land they took while taking more?
- What caused the decline of Roman Britain and the end of the Roman rule?

National Curriculum Aims

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Art

Drawing: Power prints

Pupils will be able to:

- Create several pencil tones when shading and create a simple 3D effect.
- Explore the effect of holding a pencil in different ways and applying different pressures.
- Use charcoal and rubber to show areas of light and dark in their drawings.
- Demonstrate an awareness of the relative size of the objects they draw.
- Use scissors with care and purpose to cut out images.
- Try out multiple arrangements of cut images to decide on their composition.

	• Use different tools to create marks and patterns when scratching into a painted surface. • Show some awareness of how to create contrast by including areas with more and less marks. • Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.
Design Technology	N/A This half term
Computing	Iprogram: iMake Blocks: To understand the need to reuse code in programming. iSync: To understand that action can be programmed to synchronised. iScene: To understand that broadcast can be used to change scenes in Scratch. iDebug: To detect and correct errors in a computer program. iCreate: To understand that code can be remixed and reused to create new content.
PE	<u>Basketball</u> • I know how to defend in basketball. • I know how to dribble in basketball. • I know how to pass a ball correctly. • I know how to receive a ball. • I know the simple tactics of basketballs.
RE	<u>Creation and covenant:</u> Understand • Show some understanding of the historical context of Abraham (and Joseph) and the cultural and religious context out of which he was called. (RVE) • Retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term 'covenant'. • Show an understanding of the story of Abraham and Isaac (Genesis 22:1-18), recognising the importance of historical context in explaining the meaning of this story then and now. • Recognise that God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.

	• Show some understanding of how the decisions of Abraham (and Joseph) were informed by their faith, hope, and love in God. • Make links between prayers that show trust in God and the virtues of faith, hope, and love. Discern • Describing and explaining the virtues: faith, hope, and love making links between these virtues of and the life of a person who was an example of faith made active in love (e.g., the intervention of Cardinal Manning in the London dockworker's strike in 1889). • Explaining why they think Abraham is seen as a model of prayer. Respond • Considering how their own lives and the lives of their communities could be transformed by the virtues of faith, hope, and love. (RVE) • Reflecting on how the virtues of faith, hope and love help them to be a good neighbour. (RVE) • Reflecting on the challenges and blessings Abraham (and Joseph) experienced and how their faith played a part in how they reacted.
Spanish	<u>Phonetics 1 & 2:</u> • Early language teaching phonics • Intermediate language teaching phonics first set. <u>Presenting myself:</u> • Pupils will revise basic greetings and will learn how to ask and answer the question 'how are you?' • Pupils will consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?' • Pupils will consolidate numbers 1-10 and will progress to learning numbers 11-20. • Pupils will consolidate their knowledge of numbers 1-20 in the foreign language and apply this knowledge to be able to say how old they are. • Pupils will learn how to ask and answer the question 'where do you live?' • Pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment .

Music	<u>Adapting and transporting motifs (Theme: Romans)</u> Pupils who are secure will be able to: Learn a new song, singing in time and in tune while following the lyrics. • Identify motifs aurally and play a repeated pattern on a tuned instrument. • Create and performing a motif, notating it with reasonable accuracy. • Transpose their motif, using sharp or flat notes where necessary and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation.
RSE	<u>Creating love by God:</u> • Get up! • The Sacraments.
Immersive Events/Visits/Vistors etc	N/A