**Year Group: 4**

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| **History**  **As historians we want to know and remember**  **Knowledge** The Romans and when they invaded Britain. We will look at a timeline, the roman army, roman settlements and everyday roman life. We will find out about Roman entertainment (gladiators and feasts) We will also study Boudicca and the Celts.  **Key questions:**  When did the Romans invade Britain? What does empire mean? How was Britain influenced by the Roman Empire? Who was Boudicca? What did the Romans do for us?  **Key vocabulary:**  Romans, Londinium, empire, army, Boudicca, settlement, legacy, invasion, conquest, gladiator. | **Geography**  **As geographers we want to know and remember learning about where the Romans came from. We will use maps to locate Italy and where they invaded.**  **We will look at countries and continents across the globe. We look at a map of the UK and the north east to locate Roman towns, Hadrian’sWall , Wallsend.**  **Key questions:**  **Where is Italy located?**  **Which countries make up the roman empire?**  **Which cities did the Romans invade in Britain?Where is Hadrian’s Wall and Wallsend?**  **Key vocabulary:**  **atlas, world map, globe,**  **continent, country, north east, Italy, Britain,**  **roman empire, Londinium, Colchester, Hadrian’s Wall, Wallsend** | **Art and Design**  **As artists we want to know and remember**  **Knowledge. As budding artists we will have the chance to create Roman Mosaics using a mixture of different media. design Celtic patterns and design shields and helmets. We will develop our drawing and pencil skills by sketching a roman soldier. As part of our virtual trip to Segedunum/ Houseteads, we will also look at Roman artefacts and evidence found.**  **Key questions:**  **What are mosaics? Can I**  **create a mosaic using pattern and colour? Can I use marks and lines to produce texture?**  **Key vocabulary:**  **texture, line, colours, pattern,**  **shape, tone, shading , design, colour mixing** |
| **Music**  **As musicians we want to know and remember**  **Knowledge In music lessons we will learn**  **to sing new songs from Charanga Unit Lean on Me which is a gospel song by Bill**  **Withers.. We will play musical games and play musical instruments linked to the song.**  **Key questions:**  **Can I sing along to a song? Can I play an**  **instrument and keep the beat?**  **Key vocabulary: lyrics, pitch,**  **pulse, rhythm, melody,**  **harmony, tempo, beat** | **Topic: Romans**  **Question driver:**  **What did the Romans do for us in the North of England?**  **Project\ purpose:**  **Roman Feast** | **PE**  **As sports people we want to know and remember Knowledge. We will work as a team and play small sided games. In indoor PE we will have the chance to develop our SAQ (Speed, Agility and Quickness) skills using**  **ladders and hurdles.**  **Key questions:**  **Can I move with coordination and control? Can I throw and catch the ball accurately? Can I be a team player? Can I develop my**  **defending skills? Why is it important to warm up and cool down?**  **Key vocabulary:**  **warm up, fitness, active, agility, quickness, speed, accuracy, throwing, catching, aim, shooting, score, team, sportsmanship,**  **pass, rules of the game, attack, defend, timing** |
| **PSHCE**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge. In our Jigsaw sessions we will set new targets through “Healthy Me”.**  **We will think about how to make healthy choices, eat a healthy,balanced diet, be physically active, keep safe, be a good friend, keep calm and deal with difficult situations. We will discuss feelings, coping strategies and complete mindful activities and breathing techniques.**  **Key questions: How can I keep myself healthy? What is a balanced diet? How can I stay safe? What is being a good friend? How can I be active? How am I feeling? What can I do when I feel angry/ worried/ scared/jealous? How can I be kind? How can I help others?**  **Key vocabulary: healthy, choices, balanced diet, unhealthy,physically active, feelings, anxious, worried, unhappy, jealous, scared,**  **nervous, breathing, mindfulness, coping, support, be kind** | **RE**  **As citizens of our community and the wider world we want to know and remember in R.E we will be learning abvout Islam and its festivalsand celebrations, Ramadan and Eid-al-Fitr. WE will explore and understand what happens during Ramadan. We will also be looking at The Easter Story, its meaning and relevance to Christians today.**  **Key questions:**  **Why do muslims fast? When can Muslims eat during Ramadan and how do they break their fast? What is Eid-al-Fitr? How is Eid-al-Fitr celebrated? How and why do Christians celebrate Easter? What happened to Jesus at Easter? Why did Jesus die?**  **Key vocabulary:**  **Islam, muslim, mosque, prayer, fast,**  **Ramadan, Eid-al-Fitr, pilgrimage, Christians, Easter,**  **bible, crucifix, resurrection** | **Design and Technology**  **As designers\ engineers\ carpenters etc.. we want to know and remember Knowledge Design & Technology We will use Phunky Foods Programme to develop our cutting, chopping, peeling and slicing skills to**  **make a Roman stew. We will investigate seasonal foods and where our food comes from.**  **Key questions:**  **Where are different foods grown? Which season do certain foods grow? How**  **do we safely prepare food? How do we hygienically prepare food?**  **Key vocabulary:**  **peel, chop, slice, cut, grate, stew, recipe, ingredients, seasons, seasonal,**  **climate, hygiene** |
| **Maths**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge As mathematicians we will be learning about Fractions and understanding that they are equal parts of a whole. We will learn how to identify fractions, tenths and hundredths.Using a fraction wall we will compare and identify equivalent fractions. We will add and subtract fractions.**  **To link with The Romans we will identify and**  **use roman numerals. Mental skills in addition, subtraction, multiplication and division will be reinforced weekly. They will be used in everyday contexts during science and technology lessons**  **Key questions:**  **Can we identify fractions**  **of shapes and amounts? Can we identify**  **numerator and denominator? Can we identify**  **whether a fraction is larger or smaller? Can**  **we identify whole and parts of a mixed**  **number? How many equal parts? Can we add**  **and subtract fractions? Can we identify**  **equivalent fractions? Can we understand**  **roman numerals? Can we solve problems**  **using roman numerals?**  **Key vocabulary:**  **whole, part of a whole,**  **equal parts, numerator, denominator, tenth,**  **hundredth, equivalent fraction, improper**  **fraction, simplify, simplest fraction, adding**  **and subtracting fractions, roman numerals** |  | **Literacy**  **As citizens of our community and the wider world we want to know and remember**  **Knowledge our Literacy lessons we will be studying NonFiction texts based around Roman facts and lifestyles. We will write diary entries based on Roman soldiers. We will develop our reading and comprehension skills. We will also learn about Roman**  **legends—Romulus and Remus. Handwriting will be taught regularly and children will be expected to use joined letters in all of their work. The use of punctuation will be reinforced and the children will be taught how to improve sentence structure. We will learn and use new key vocabulary linked to the**  **topic of the Romans. Spellings will be taught weekly. As a class we will read Romans on the Rampage, by Jeremy Strong.**  **Key questions:**  **Can we write in the first person, use time connectives, feelings, add detail and historical vocabulary to our diary entry? Can we**  **recall main events of a story?**  **Key vocabulary:**  **Romans, Londinium, empire,**  **army, Boudicca, settlement, legacy, invasion,**  **conquest, gladiator, diary, time connectives, first person, past tense, paragraphs, myths and legends** |
| **We will involve our families in our learning by** Using the online platform of Seesaw and our school website. Regular communication and homework.  Yellow reading record books form part of the dialogue, conversations in person/phone call. | | |
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