

**As Writers we will:**

Be exploring the form and structure of poetry. The children will have the opportunity to read a range of different types of poetry, focusing on the use of powerful language to capture the readers' interest and imagination. The children will also continue to learn spelling rules, including further homophones, and how to add prefixes and suffixes to root words. At the end of the topic, the children will use exciting vocabulary to write poems that create imagery within the reader's mind.

We will also be expanding our knowledge of non-fiction texts, by recapping the features and language associated with this genre of writing; including technical vocabulary and simple organisational devices. We will also explore, and give reasons, as to how the structure can enable the reader to retrieve and understand information easily. After discussing and assessing a wide range of non-fiction, we will then plan, draft, edit and publish our own informative, non-fiction fact file on Roman Britain; enabling us to combine both our English and historical skills and knowledge.

Later in the term, we will delve into the world of imaginary settings, where the children will have the opportunity to let their imagination and creativity run wild, as they create their own captivating imaginary worlds.

**As Readers we will continue to:**

Apply our growing knowledge of common letter strings; both to read aloud and to understand meaning. We will read further exception words and identify themes and conventions in a wide range of books. We will develop positive attitudes to our reading and understand what we read by: listening, using dictionaries, discussing words and phrases, checking that the text makes sense to us and explaining the meaning of words in context. We will ask questions to improve our understanding of a text, draw inferences, predict, identify main ideas; and identify how language, structure, and presentation contributes to meaning.

In addition to this, we will develop our ability to retrieve and record information from non-fiction texts. We will participate in discussions about books that are read to us and those we can read; taking turns and listening to what others say.

**As Mathematicians we will:**

Continue to focus on the formal written methods to solve multiplication and division calculations efficiently. To develop these skills further, we will also be encouraging children to develop their reasoning and problem-solving skills to extend their understanding. Later in the term, we will be exploring fractions and decimals, where we will be focusing on the value of different amounts and understanding the significance of the decimal point.

In addition, we will be completing regular times table practise in preparation for our upcoming times tables test in June.

**As Computer Technologists we will:**

Continue to use Purple Mash and other computer programmes to explore spreadsheets, and use them purposefully. Later in the term, we will be using computing programs to create writing for different audiences. We will explore how texts differ, depending on the reader.



**As Historians we will continue to:**

Study the Roman Empire and its impact on Britain. We will begin the topic by exploring chronology, and ordering significant events from the Roman era. We will build upon our understanding that our knowledge of the past is constructed from a range of sources, and we will study what life would have been like prior to the Roman Empire. Finally, we will explore the terms 'invade' and 'settle' and understand how this impacted the Roman Era.

**As Artists we will:**

Focus on Roman Britain as a hook to our art work, and continue to develop our art sketchbooks by using different mediums to develop our drawing and sketching skills. Later in the term, we will be looking at Roman mosaics, where the children will have chance to create their own mosaic design.

**As Scientists we will:**

Explore and investigate how magnets work. We will be looking at how magnets attract and repel objects, looking at the forces created from the North and South Poles. We will also explore which metals are magnetic and investigate whether the size of the magnet affects its strength. Finally, we will look at which factors impact magnetic force, including the distance from the object, object mass, magnet strength and material.

Later in the term, we will find out how solids, liquids and gases are described by their observable properties and how to classify them into these states. We will investigate how heating and cooling causes solids, liquids and gases to change state as well as the temperatures at which these changes happen. We will also find out which state changes are reversible. Finally, we will explore how to separate materials when they have been mixed together and identify changes that are irreversible.

**We will also study:**

**MFL:** *Un Village en France*- key places in towns and villages/ similarities and differences between our own locality and village in France.

**PE:** Curling, Rounders, Rhythmic Gymnastics, Tag Rugby

**PSHE:** Money matters; Who likes Chocolate?

**RE:** Devotion; The Paschal Candle

**DT:** Sewing Roman money containers

**MUSIC:** Specialist Music Teacher

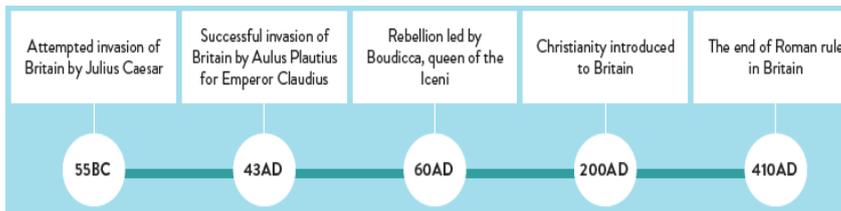
# Year 4 The Romans



## Key facts:

- Before the Roman conquest, Britain was a collection of Celtic tribes' people.
- Rome was founded in Italy by Romulus in 753 BC. Romulus was one of a pair of twins. He killed his brother Remus during a disagreement of where to build the city.
- The Roman Empire spread across Europe, Parts of Asia and North Africa.
- Roman Britain was a province of the Roman Empire from 43 to 410AD.
- In 60BC, Boudicca, Queen of the Iceni tribe, led a rebellion against Roman rule. She defeated the Romans at Colchester, St Albans and London before they finally won at the Battle of Watling Street.
- The Romans built Hadrian's wall to keep the Scottish tribes out of England.
- The Romans worshipped many different Gods and Goddesses, including Jupiter, Juno, and Mars.
- The Romans made significant changes to Britain: they built brick houses, roads and towns, introduced Christianity, laid the foundations of our legal system and influenced our language.
- Julius Caesar's attempted an invasion on Britain in 55-54 BC.
- 100 years after Julius Caesar attempted to invade Britain, Emperor Claudius successfully invaded.

## Timeline:



## Key people:

- Julius Caesar: A Roman leader.
- Emperor Claudius: The Emperor at the time of the successful invasion of Britain in 43 BC.
- Tacitus: Roman historian and source of much of our information about the Romans.
- Boudicca: Celtic queen of the Iceni tribe.

## Historical Skills:

- Understand the chronology of the Roman Invasion.
- Compare the similarities and differences between Roman and Celtic artefacts, and explore their historical ruins.
- Understand what it means to invade and settle.
- Use and evaluate different historical sources to aid our knowledge.
- Understand the impact of the Roman Invasion and consider the power of the Roman Army.
- Investigate the Roman Empire's impact on Britain.
- Investigate British resistance e.g. Boudicca and the Iceni tribe.

## Concepts:

- **Agriculture:** The system of farming.
- **Invader:** Someone who enters another country by force.
- **Settler:** Someone who decides to live in a different place to that in which they were born.
- **Empire:** A group of countries under one ruler.
- **Resistance:** Standing up to invaders.

## Roman Legacy:

- Towns and roads e.g. Bath, St Albans, Chester.
- Inventions: central heating, aqueducts, toilets, sewers.
- Language, numbers & laws.
- Christianity.
- Coins.
- Entertainment: public baths, amphitheatres.

