



YEAR 4 TERM 1 CURRICULUM MAP

ROTTEN ROMANS



During this topic, the children will learn about the key events during the Roman invasion of Britain, adding to their chronological understanding. They will learn about what life was like in Britain at this time, both for the invaders and the British who already inhabited our country. They will use the knowledge they have gained about Roman Britain to write stories, diaries, reports and newspapers. They will create Roman inspired artwork and products and sing Roman inspired songs. The children will begin with a Roman banquet where they will be able to taste a range of Roman foods, meet a Roman centurion and finish with a trip to Lullingstone Roman Villa which will bring the facts they have been learning in the classroom to life.

HISTORY: The topic will begin with a **ROMAN FEAST**. The children will know and understand AD and BC; when and why the Romans invaded Britain; British resistance; life in Roman Britain and the Roman number system; they will be able to place key Roman events on a timeline and be able to describe them; ask and answer questions about Roman life; understand the causes and consequences of change; use different sources and understand why they can be interpreted in different ways; construct informed responses and represent in different ways. The children will have a visit from **THE ROMAN CENTURION** as well as visiting **LULLINGSTONE VILLA** to see the remains of a Roman settlement, Roman mosaics and other finds, handle Roman artefacts and experience the flavours and textures of Roman food.

GEOGRAPHY: The children will be using examples of Roman settlements as a basis, know the features of and differences between cities and villages; explain why people choose to live in both; use maps and atlases, both physical and digital to locate specific places; know the symbols they use for different physical features; examine how land was used then and now.

ENGLISH: The children will write their own story with a Roman setting; they will write a diary entry set in Roman Britain; they organise the facts they have learnt about Roman life into a non-chronological report and be reporters, writing newspaper articles about key events of the period.

MATHEMATICS: The children will learn how to read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.

ART & DESIGN - ROMAN MOSAICS: Following their visit to Lullingstone Villa, the children will examine Roman mosaics; select ideas to use in our designs; understand the materials used in mosaics; design and create our own mosaics; evaluate these and suggest improvements.

DESIGN TECHNOLOGY -ROMAN SHIELDS: The children will consider the preferences of the user; consider how to suitability of the materials; use a template; explain how to join; use a range of techniques; use finishing techniques. They will also create clay writing tables.

MUSIC - ROMAN RAP: The children will sing in tune with expression; control timbre, tempo, volume and duration; understand how to improve by controlling breathing posture and diction. They will invent lyrics for a song; create a soundscape by combining layers of sound; analyse and comment on how effective the sounds and instruments are. **COMPUTING:** The children will create wiki reports about Roman life and make a PowerPoint about Roman London.



STORIES WITH HISTORICAL SETTINGS

Based on 'The Poisoned Honey Cake'; read, analyse and map the stages of stories with an historical setting in preparation to plan, write and edit own story with a Roman setting.

DIARY

Using facts about life in Roman Britain; write diary entries of different fictional or real characters from the past.

NON-CHRONOLOGICAL REPORT

Read a range of non-chronological reports; recognise the structure and language features; use information collected about life in Roman Britain from reading more than one source; plan, write, edit and publish reports about an aspect of the topic studied.

NEWSPAPERS

Read real and fictional newspapers; organise and sequence a recount, identifying key events; read and discuss concepts of 'fact' and 'opinion'; plan, write, edit and publish newspapers about key events during the Roman occupation of Britain.

MAGAZINES

Using an understanding of the difference between fact and opinion; produce a class magazine.

READING

Reading is taught in different ways, using a rich variety of texts. During writing sessions, pupils investigate a text in depth, usually linked to topic work. In guided reading sessions, children work in smaller groups, on a range of texts, these sessions are targeted to develop their reading (decoding) and comprehension skills at their individual level. As well as taking books home, a love of reading is encouraged through reading corners, author visits and celebrations of reading and literature.

The year 4 programmes of study for **VOCABULARY, GRAMMAR, PUNCTUATION** and **SPELLING** will also be followed.



MATHEMATICS

Review of the Year 3 Key Performance Indicators.

NUMBER AND PLACE VALUE

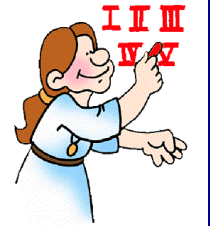
Identify, represent and estimate numbers using different representations and solve problems with increasingly large positive numbers; round any number to the nearest 10, 100 or 1,000; count backwards through 0 to include negative numbers. read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.

ADDITION & SUBTRACTION

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate; estimate and use inverse operations to check answers to a calculation; solve addition and subtraction two-step problems in contexts; deciding which operations and methods to use and why.

MULTIPLICATION & DIVISION

Recall multiplication and division facts for multiplication tables up to 12 x 12; recognise and use factor pairs and commutativity in mental calculations; multiply two-digit and three-digit numbers by a one-digit number using formal written layout; solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects,



ENGLISH

COMPUTING

Design, write and debug programs that accomplish specific goals; use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. **Scratch**

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; use sequence, selection, and repetition in programs; work with various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. **Scratch**

R.E.

CHRISTIANITY - PLACES OF WORSHIP AND CELEBRATIONS

Know Christian places of worship and how Christians celebrate the events of Jesus' life.

BRITISH VALUES: Acquire an appreciation of and respect for their own and other cultures in order to develop tolerance and harmony between different cultural traditions.



IN A STATE

Compare and group materials together according to whether they are solids, liquids or gases; observe that some materials change state when they are heated or cooled; measure or research the temperature at which this happens in degrees Celsius (°C); identify the part played by evaporation and condensation in the water cycle; associate the rate of evaporation with temperature.



WHO AM I?

Explore and use classification keys to help group; identify and name a variety of living things in their local and wider environment; recognise that living things can be grouped in a variety of ways; explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.



OUR CHANGING WORLD

Observe and classify plants in the local area at different times of year.



P.E.

GAMES: Develop skills in invasion games. Work on sending, passing and receiving skills. To develop dodging, marking and signalling off the ball in basketball, football or netball.

GYMNASTICS: Create and perform sequences with balancing and travel movements. Use a variety of body parts to balance and develop a variety of balance positions.

DANCE: Creating, rehearsing and performing dance based on the Romans.

ART

Begin to show facial expressions and body language in their sketches; create mood in my paintings; organise line, tone, shape and colour to represent figures and forms in movement; begin to sculpt clay and other mouldable materials

MUSIC

Recognise how different musical elements are combined and used expressively; read rhythmic notation; begin to read staff notation.

P.S.H.E. i incl. R.S.E.

Demonstrate that children recognise their own worth and that of others (for example by making positive comments about themselves and classmates).

BRITISH VALUES: Develop their self-knowledge, self-esteem and self-confidence;

RSE: Know that there are differences between males and females.

M.F.L.

Naming parts of the body
Partes del Cuerpo
Days, weeks, months
Dias, semanas y meses

