





Medium Term Planning Spring 1 Year 4

Topic:	From the Stone Age to the Romans	
Main Subject	History	
Linked Subjects	Art (Roman mosaics)	
NC objective	Pupils should be taught about: *the Roman Empire and its impact on Britain	
Main subject key knowledge and skills	The Romans *I know about the main events from a period of history, explaining the order of events and what happened. *I know how Britain changed from the iron age to the end of the Roman occupation. *I know how the Roman occupation of Britain helped to advance British society. *I know how there was resistance to the Roman occupation and know about Boudicca. *I know about at least one famous Roman emperor. *I can order dates from earliest to latest on simple timelines.	
Linked subject key knowledge and skills	<u>Roman Mosaics</u> I know how to use different grades of pencil to shade and to show different tones and textures I know how to create a background using a wash I know how to use a range of brushes to create different effects in painting I know how to use marks and lines to show texture in art I can create a repeating pattern. I can experiment with the styles used by other artists and creative practitioners. I can explain some of the features of art from historical periods. I can use photographs to help create reflections.	
Discrete Subjects	Science - Sound RE - French - All about me PE -	
Main Text		

Main Writing Genre	Battle Cry	Setting Description
Enrichment	Now press play History - Grosvenor Museum - Chester Virtual Head set - Romans Roman Box - Library RE Workshop Sound Workshop	
Weekly overview	WK1 08.01.24 HISTORY ROMANS Reading- Bodicca's Army 1) Reading for pleasure 2) Vocabulary 3) Text Cohesion 4) Comprehension English: Battle Cry 1. Performing a Battle Cry 2. Structural Features 3. Language Features 4. Features of a battlecry 5. Persuasive language Maths: L1 - Factors and Factor pairs L2 - Using Factor Pair L3 - Multiply by 10 L4 - Multiply by 100 L5 - Dividing by 10 HISTORY Can I order dates from the earliest to the latest on a simple timeline? How did the Romans Impact Britain? Artefacts What was the Roman empire? Which other countries were part of it?	
	WK2 15.01.24 - HISTORY ROMANS Reading- Bodicca's Army 1) Reading for pleasure 2) Vocabulary 3) Text Cohesion 4) Comprehension 5) Inference English: 1. Feelings and emotions 2. Rhetorical questions 3. Superlatives Maths L1 - Divide by 100 L2 - Related Facts L3 - Informal written method (Multiplication) L4 - Multiply 1 by 2 digit L5 - Multiply 1 by 3 digit	

HISTORY

Did everyone like the Romans in Britain?

Why did the Romans leave Britain?

Assessment

WK3 22.01.24 SCIENCE - SOUND

Reading- Bodicca's Army

- 1) Reading for pleasure
- 2) Vocabulary
- 3) Text Cohesion
- 4) Comprehension
- 5) Inference

Plan, Write, Edit and Preform their own battle cry

Maths

- L1 - Divide 2 digit by 1 digit
- L2 - Divide 2 digit by 1 digit
- L3 - Divide 3 digit by 1 digit
- L4 - Problem solving
- L5 - Efficient Multiplication

Science - Sound Workshops

- 1) Elicitation of task and ideas
- 2) How sounds are made and vibrations
- 3) How sound travels through the ear

Pitch

WK4 - 29.01.24 - SCIENCE SOUND

Reading- Illiona

- 1) Reading for pleasure
- 2) Vocabulary
- 3) Text Cohesion
- 4) Comprehension
- 5) Inference

English: Setting Description

- 1) WAGOLL
- 2) Plan a Setting Description
- 3) Paragraph 1 - Sentence of 3 and Noun Phrases
- 4) Editing - Punctuation

Maths

- L1 - Measuring - KM and Metres
- L2 - Equivalent lengths
- L3 - Perimeter on a grid
- L4 - Perimeter of a rectangle
- L5 - Perimeter of rectilinear

Science

- 1) Patterns of volume of sound and of vibrations
- 2) How sound gets fainter the further the distance.

3) Assessment

4)

WK5 - 05.02.24 - ART MOSAICS

Reading- Diary of Ilona

- 1) Reading for pleasure
- 2) Vocabulary
- 3) Text Cohesion
- 4) Comprehension
- 5) Inference

English:

- 1) Paragraph 2 - Complex sentences
- 2) Editing - Dictionaries and Spelling
- 3) Plan the Hot Write
- 4) Write up
- 5) Edit and Publish

Maths

- L1 - Find missing lengths
- L2 - Calculate the perimeter
- L3 - Perimeter of regular polygons
- L4 Perimeter of polygons
- L5 - Fractions - Understand a whole

ART

- Can I give detail and annotate about the style of Roman mosaic.
- Can I experiment with different media to create patterns.
- Can I create a sketch of a roman mosaic
- Can I create a replica of a roman mosaic

	<p><u>WK6 -12.02.24 - RE_Why do Christians call the day Jesus died ‘Good Friday’?</u></p> <p><u>(Salvation)</u></p> <p>Reading- Diary of Iliona</p> <p>1) Reading for pleasure</p> <p>2) Vocabulary</p> <p>3) Text Cohesion</p> <p>4) Comprehension</p> <p>5) Inference</p> <p>Maths</p> <p>L1 - Count beyond 1</p> <p>L2 - Partitioning a mixed number</p> <p>L3 - Number lines with mixed numbers</p> <p>L4 - Order mixed numbers</p> <p>L5 - Understand improper fractions</p> <p>English: Hot Task</p> <p>1. Plan</p> <p>2. Write</p> <p>3. Edit</p> <p>4. Publish</p> <p>RE</p> <p>1) Diary of a disciple</p>			
Reflection of Learning	<p>Kahoot</p> <p>Performance</p>			
Sticky Knowledge	<p>Romans</p> <ul style="list-style-type: none">• Julius Caesar was probably the best known Roman leader. He extended the empire by invading other lands.• Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire.• A legend tells that Rome was created by two brothers, Romulus and Remus who were abandoned after they were born.• Romans used to eat food like dormice dipped in honey.• Romans occasionally used a spoon, but they would never use a knife and fork. Rich Romans liked to eat exotic food, such as stork, roast parrot and even flamingo! <p>When the Romans came to Britain they helped us by creating roads; a written language (which was Latin); introducing coins and even introducing rabbits to our country.</p> <p>Science</p> <table><tr><td><input type="checkbox"/> A sound produces vibrations which travel through a medium from the source to our ears.</td></tr><tr><td><input type="checkbox"/> Different mediums such as solids, liquids and gases can carry sound, but sound cannot travel through a vacuum (an area empty of matter).</td></tr><tr><td><input type="checkbox"/> The vibrations cause parts of our body inside our ears to vibrate, allowing us to hear (sense) the sound.</td></tr></table>	<input type="checkbox"/> A sound produces vibrations which travel through a medium from the source to our ears.	<input type="checkbox"/> Different mediums such as solids, liquids and gases can carry sound, but sound cannot travel through a vacuum (an area empty of matter).	<input type="checkbox"/> The vibrations cause parts of our body inside our ears to vibrate, allowing us to hear (sense) the sound.
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	<div> <input type="checkbox"/> The loudness (volume) of the sound depends on the strength (size) of vibrations which decreases as they travel through the medium. Therefore, sounds decrease in volume as you move away from the source. </div> <div> <input type="checkbox"/> A sound insulator is a material which blocks sound effectively. </div> <div> <input type="checkbox"/> Pitch is the highness or lowness of a sound and is affected by features of objects producing the sounds. For example, smaller objects usually produce higher pitched sounds. </div>
British values/citizenship	How Britain has changed over time?
Maths links	History - (Maths - Roman numerals - PV5) French - (Maths - units of time - Y3 M24) Swimming - (Maths - length and perimeter - M19,M20) Art - (Maths - lines of symmetry, complete a symmetrical figure - G25, G26)
Computing Links	Now press play Use of data logger in science.
Outdoor learning	Science investigations conducted outdoors.
Home learning	Brain Builder Making a costume and shield