
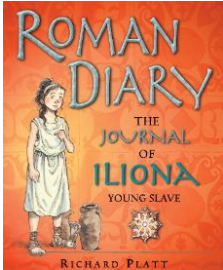




Medium Term Planning Spring 1  
Year 4

|                                       |  |
|---------------------------------------|--|
| Topic:                                | From the Stone Age to the Romans   |
| Main Subject                          | History  |
| Linked Subjects                       | Art (Roman mosaics)<br>Reading - Boudicca's Army and In their shoes, my life as a Roman Slave.<br>Writing - Recount and a Battle Cry   |
| NC objective                          | <p>Pupils should be taught about:</p> <p>HISTORY - The Roman Empire and its impact on Britain</p> <p>SCIENCE - *identify how sounds are made, associating some of them with something vibrating</p> <ul style="list-style-type: none"> <li>♣ recognise that vibrations from sounds travel through a medium to the ear</li> <li>♣ find patterns between the pitch of a sound and features of the object that produced it</li> <li>♣ find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>♣ recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p>ART</p> <p>about great artists, architects and designers in history.</p>  |
| Main subject key knowledge and skills | <p>History</p> <ul style="list-style-type: none"> <li>• Accurately set out different events on a timeline (the reasons for expansion and chronology of attempting to invade Britain)</li> <li>• Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart (empire, invasion of Britain, withdrawal of Britain)</li> <li>• Appreciate that some significant events in the past caused major changes to the British landscape, eg. Roman occupation</li> <li>• Recognise the impact that bias has on records of historical events eg. Specific Roman accounts?</li> <li>• Know that historical recounts are prone to exaggeration</li> <li>• Look at more than one version of the same event or story in history and identify differences (Focus on Boudicca's story from her perspective and the Roman perspective)</li> <li>• Know about the impact of a past action on our lives today (Roman invasion)</li> </ul> |

|   |   |                |
|---|---|----------------|
| <p>Linked subject key knowledge and skills</p> <p>Discrete Subjects</p> | <p>Art</p> <ul style="list-style-type: none"> <li>• I can adapt and refine ideas as I progress.</li> <li>• I can explore ideas in a variety of ways.</li> <li>• I can comment on art work using visual language.</li> <li>• I can use layers of two colours.</li> <li>• I can replicate patterns observed in natural or built environments.</li> <li>• I can make precise repeated patterns.</li> </ul> <p>Science - Sound<br/> RE - Why do Christians call the day Jesus<br/> French - At the Tea room<br/> PE - Basketball and Hockey</p>                                       |                |
| <p>Main Text</p>  | <div style="display: flex; justify-content: space-around; align-items: center;">   </div>   |                |
| <p>Main Writing Genre</p>   | <p>Battle Cry</p>   | <p>Recount</p> |
| <p>Enrichment</p>   | <p>Now press play - Roman Britain and The Easter Story<br/> History - VR Head set session and Roman Artefacts Box<br/> RE Workshop<br/> Sound Workshop</p>  |                |
| <p>Weekly overview</p>  | <p><u><a href="#">WIKI</a></u> HISTORY</p> <p>Reading- Bodicca's Army</p> <ol style="list-style-type: none"> <li>1) Reading for pleasure</li> <li>2) Vocabulary</li> <li>3) Text Cohesion</li> <li>4) Comprehension</li> </ol> <p>Recount</p> <ol style="list-style-type: none"> <li>1) Structural Features &amp; Language Features</li> <li>2) Whole class planning</li> <li>3) Vocabulary Development</li> <li>4) Apostrophes - 3 x paragraphs</li> <li>5) Edit</li> </ol> <p>Maths:</p> <p>L1 - Factors and Factor pairs<br/> L2 - Multiply by 10<br/> L3- Multiply by 100</p> |                |

L4 - Dividing by 10  
L5 - Divide by 100 and Related Facts

#### HISTORY

L1 - Can I order dates from the earliest to the latest, on a simple timeline?  
L2 - How did the Romans Impact Britain?  
L3 - Artefacts  
L4 - What was the Roman empire?

FRENCH:

#### WK2 - HISTORY ROMANS

Reading- Bodicca's Army

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

Recount

- 1) Plan
- 2) Write
- 3) Edit
- 4) Write and Edit
- 5) Publish

Maths

L1 - Informal written method (Multiplication)  
L2 - Multiply 1 by 2 digit  
L3 - Multiply 1 by 3 digit  
L4 - Divide 2 digit by 1 digit  
L5 - Divide 2 digit by 1 digit

#### HISTORY

L1 - Which other countries were part of the Roman Empire?  
L2 - Did everyone like the Romans in Britain?  
L3 - Why did the Romans leave Britain?  
L4 - Assessment

#### WK3 - ART

Reading- Bodicca's Army

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

English - Performance Poetry

- 1) What is a 'good' performance?
- 2) Performing poetry
- 3) Feedback
- 4) Choral Speaking
- 5) Performance

Maths

- L1 - Divide 3 digit by 1 digit
- L2 - Problem solving
- L3 - Efficient Multiplication
- L4 - Measuring - KM and Metres
- L5 - Equivalent lengths

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?

WK4 - SCIENCE SOUND

Reading- Illiona

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

English:

English: Battle Cry

- 1. Performing a Battle Cry
- 2. Structural Features
- 3. Language Features
- 4. Features of a battlecry
- 5. Persuasive language

Maths

- L1 - Perimeter on a grid
- L2 - Perimeter of a rectangle
- L3 - Perimeter of rectilinear
- L4 - Find missing lengths
- L5 - Calculate the perimeter

Science

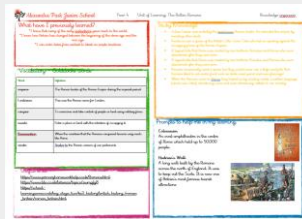
- 1) Elicitation of task and ideas
- 2) How sounds are made and vibrations
- 3) How sound travels through the ear
- 4) Pitch

WK5 - SCIENCE

Reading- Diary of Iliona

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

|                        |  |
|------------------------|--|
|                        | <p><u>English:</u></p> <ol style="list-style-type: none"> <li>1. Feelings and emotions</li> <li>2. Rhetorical questions</li> <li>3. Superlatives</li> </ol> <p><u>Maths</u></p> <p>L1- Perimeter of regular polygons<br/> L2 - Perimeter of polygons<br/> L3 Fractions - Understand a whole<br/> L4 -Count beyond 1<br/> L5 - Partitioning a mixed number</p> <p>Science - Sound</p> <ol style="list-style-type: none"> <li>1) Patterns of volume of sound and of vibrations</li> <li>2) How sound gets fainter the further the distance.</li> <li>3) Assessment</li> </ol>  |
|                        | <p><u>WK6 - RE</u> Why do Christians call the day Jesus died 'Good Friday'? (Salvation)</p> <p>Reading- Diary of Iliona</p> <ol style="list-style-type: none"> <li>1) Reading for pleasure</li> <li>2) Vocabulary</li> <li>3) Text Cohesion</li> <li>4) Comprehension</li> <li>5) Inference</li> </ol> <p>English</p> <ol style="list-style-type: none"> <li>1) Plan</li> <li>2) Write</li> <li>3) Edit</li> <li>4) Preform their own battle cry</li> </ol> <p>Maths</p> <p>L1 - Number lines with mixed numbers<br/> L2- Order mixed numbers<br/> L3 - Understand improper fractions<br/> L4 - Convert mixed numbers to improper fractions<br/> L5 - Convert improper fractions to mixed numbers</p> <p><u>English</u> Hot Task</p> <ol style="list-style-type: none"> <li>1. Plan</li> <li>2. Write</li> <li>3. Edit</li> <li>4. Publish</li> </ol> <p>RE</p> <ol style="list-style-type: none"> <li>1) Diary of a disciple</li> </ol> |
| Reflection of Learning | Kahoot<br>Performance  |
| Sticky Knowledge       |  |



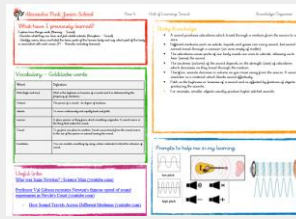
Julius Caesar was probably the best known Roman leader. He extended the empire by invading other lands. Boudicca was a queen of the British Celtic Iceni Tribe who led an uprising against the occupying forces of the Roman Empire.

A legend tells that Rome was created by two brothers, Romulus and Remus who were abandoned after they were born.

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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!

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.



A sound produces vibrations which travel through a medium from the source to our ears.

Different mediums such as solids, liquids and gases can carry sound, but sound cannot travel through a vacuum (an area empty of matter).

The vibrations cause parts of our body inside our ears to vibrate, allowing us to hear (sense) the sound.

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. A sound insulator is a material which blocks sound effectively.

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



A mosaic is a picture or pattern produced by arranging together small pieces of stone, tile, glass. Roman mosaics are an ancient form of art consisting of geometrical and figural images built up from arrangements of tiny pieces of stone and glass. Thousands of extant fragments and entire mosaics have been found on the walls, ceilings, and floors of Roman ruins scattered throughout the Roman empire.

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<br>Use of data logger in science. |
| Outdoor learning | Science investigations conducted outdoors.       |
| Home learning    | Making a costume and shield                      |