

# Year 4: Rotten Romans

## 1. Key Vocabulary

**English** — evident, period, react, tradition, role, unique, on-going, positive, select, vary, foundation, predominant

**Maths** — round, decimal, decline, parallel, result, remainder, interchangeable, numerical, section, augment, qualitative, progression, ultimately, route,

**Science** — successive, commenced, digestion, carnivore, herbivore, omnivore, preliminary, pluck, insulation, vibration, pitch, volume.

**History** — B.C. - Before Christ, Emperor, A.D. - Anno Domini, Dynasty, Chronological, Dictator, Events, Lifetime, Timescale, Invasion

**Geography** — Province, Territory, Nation, Mountain, Republic, City, Kingdom, Empire, Conquer, Milestones, Road,

**RE** — Gurdwara, Values, Granthi, Karah Prasad, Langar, Equality, Amrit, ceremony, obligations, Khalsa, significance, Turban

**PSHE** — initiative, advise, confidence, remind, justice, symptom, discretion, discrimination, incidence, presumption

**Art** — slip, sagraffito, plasticity, frottage, wedge, engrave, metallic, etch, aging, ceramic, glaze, bust

**DT** — construction, pulley, specification, modify, amendment, brief, projectile, manpower, sturdy, reinforce, durability, transportable

**Spanish** — Soy, estoy, tengo, me gusta, Enero, Febrero, Marzo, Abril, Mayo, Junio, Julio, Agosto, Septiembre, Octubre, Noviembre, Diciembre

**Computing** — backdrop, behaviours, computational thinking, interactive, sprite, stage, upload, speaker, recorder, multimedia, copyright, composition

**Music** — Ties & slurs, Legato, Sharps & flats, Soul Music, Indigenous Music, Singing on stage, ensembles, Projection in performance

**PE** — shoot, fielding, confined, banned, respiration, kinaesthetic, agility, dodge, defence, co-operative, offside, assigned

## 2. Curriculum Knowledge

- I can use chronological understanding to place the Romans in time and know how long they reigned for.
- I can use historical enquiry and primary and secondary sources to find out whether Septimius Severus, Boudicca and/or Julius Caesar was good leader; to debate on this verbally and write a motion.
- I can summarise what the Romans did for us.
- I have write a newspaper article about Septimius Severus' invasion of Caledonia.
- I can identify and reason with Roman Numerals when writing the year and numbers.
- I can use standard and non-standard units of measurement when measuring length.
- I can explain how the digestive system works.
- I can work scientifically by setting up a comparative test and observing over time whether Ancient Romans or we have better teeth.



	Enterprise	Communication	Well-Being	Possibilities	Environment
<b>Drivers:</b>	Art—Making and understanding Roman currency.	English—Using different debating techniques.	PHSE— Understanding how to take care of our well being	Science—different job roles related to science.	Science—understanding how the environment impacts our bodies.

## 3. English

The children will be taking part in narrative writing of myths and legends based on Roman myths. They will use myths such as Romulus and Remus to base their writing on, and re-tell the story.



They will make balanced arguments and debates about issues such as who was the more effective leader: Boudicca, Caesar or Septimius Severus.



The children are going to write imagery poems using images of Roman battle scene.



Creating narratives in the diary form using diary entries from the perspective of Boudicca or Septimius Severus.

As well as, writing journalistic articles about the Invasion of Britain by Septimius Severus on Caledonia!

The term will end with the children writing haikus based on different elements of the Roman lifestyle covered in 'The Rotten Romans' key text.



## 4. Maths

### Place value

Children will learn the value of each digit in a 4 digit number. They will order, compare, partition and round numbers. They will learn about Roman Numerals in the context of Roman life. They will count backwards through zero into negative numbers and learn to count in 25s, 50s, 100s and 1000s.

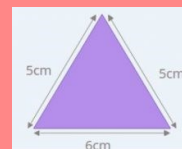
thousands	hundreds	tens	ones
4	0	7	4
4,000	000	70	4

### ROMAN NUMERALS 1 - 20

I One	II Two	III Three	IV Four
V Five	VI Six	VII Seven	VIII Eight
IX Nine	X Ten	XI Eleven	XII Twelve
XIII Thirteen	XIV Fourteen	XV Fifteen	XVI Sixteen
XVII Seventeen	XVIII Eighteen	XIX Nineteen	XX Twenty

### Addition and subtraction

This term, children will learn formal written methods for addition and subtraction. They will add and subtract up to 4 digit numbers. They will use the vocabulary exchanging and regrouping.



### Length and perimeter

The children will learn equivalent lengths between m and cm and mm and cm. They will learn how to add and subtract lengths, converting when needed. Measuring the perimeter of a 2D shapes, using grids for support.

0	4	5
8	3	6
	3	6
	3	6

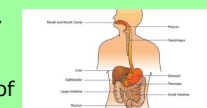
### Multiplication and division

Children will learn how the multiply and divide by 10 and 100. They will use the formal written method to divide 3 digits by 1 and multiply 3 digits by 1. As well as learning the 6, 9 and 7 times table.

## 5. Science

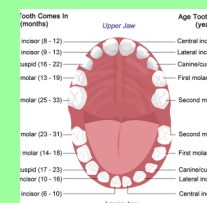
### Animals including humans

In Autumn 1, the children will have a biology focus.



They will be describing the simple functions of the basic parts of the digestive system in humans.

Identifying the different types of teeth in humans and their simple functions.

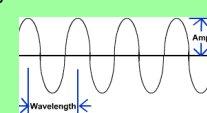


Constructing and interpreting a variety of food chains, identifying producers, predators and prey.

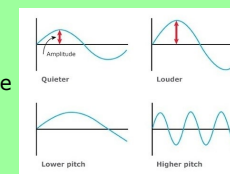
### Sound

In Autumn 2, the children will have a physics focus.

They will identify how sounds are made, associating some of them with something vibrating.



Recognise that vibrations from sounds travel through a medium to the ear.

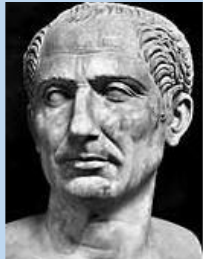
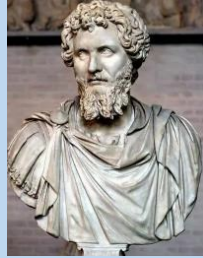


Find patterns between the pitch or volume of a sound and the strength or shape of the vibrations that produced it.

Recognise that sounds get fainter as the distance from the sound

## 6. History/ Geography

The children will explore the origins of the Roman empire; how far it expanded; routes taken by the emperors Caesar and Severus; how the Romans changed the geography of Britain. They are going to discuss the rise and fall of the Roman Empire, including its leaders Julius Caesar and Septimius Severus.



The children will learn about the impacts that the Romans have had on our daily life, and things that we use today which were introduced by them! They will also understand how Britain looked before, during and after the invasion.

Some significant figures we will be looking at are:

### Septimius Severus

He was known as the 'Black Emperor'. He led an invasion of Caledonia (present day Scotland).

### Julius Caesar

He is arguably the most famous Roman leader. He put an end to the Roman Republic and was a dictator. He worked to get Rome out of debt.

### Boudicca

She was the queen of the Celtic tribe, the Iceni. Her and her tribe rebelled against the Romans in Britain.



## 10. Spanish

### **Autumn 1: Talking about me**

The children will revisit greetings and responding to greetings from Year 3. They will be extending their learning by introducing themselves and talking about their nationality, their likes and their dislikes.



### **Autumn 2- Que fecha es?**

The children will revisit the numbers 1-50 as well as the days of the week and the months of the year. They will extend this learning by saying the date in Spanish.

## 7. RE

### **Sikhism:**

The children will learn about the Gurdwara and the Guru Granth Sahib, the final and everlasting Guru with a possible visit to a Gurdwara. They will understand how the Gurdwara is the centre for worship for Sikhs and how they demonstrate the Sikh values.



In Autumn 2, the children will continue to learn about Sikhism and develop an understanding for the Sikh Community, why Guru Gobind Singh was important and the significance of the Amrit Ceremony.

## 8. PSHE

### **Autumn 1: My Identity**

Children will show an awareness of their own identity, what they are like and why this makes them unique and special. Children can reflect on what they achieved in year 3 and what they intend to achieve in year 4. These will also be discussed during circle time sessions.

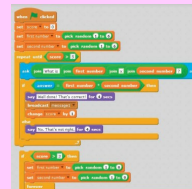


### **Autumn 2: Diversity and Equality**

Children will explore why it is important to accept people for who they are. Children will become aware of differences around the world that should be celebrated but are not. Children will identify the key features of the different kinds of bullying.

## 11. Computing

In Autumn 1, children will learn about internet safety. They will learn how to spot scams and phishing and how to report these actions if seen.



In Autumn 2, the children will be programming, coding and controlling devices (Computer Science). They will create a simple game which includes repeat codes and 'what if' codes.



## 9. Art/ DT

In Art, we will create a Roman coin made of clay based on an emperor 'self-portrait'. Use clay joining techniques, such as making slip (mix some clay and water together to make a liquid) and scoring (use a fork to make a criss-cross effect on the areas of clay you want to join together).



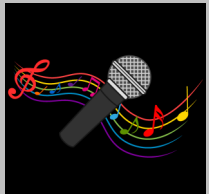
In DT, we will not only learn about different weapons the Romans used but we will also construct our own catapults using different materials and techniques. We will also devise ways in which to improve our catapults and have a competition to see whom can construct a cata-



## 12. Music

### **Music Theory 4 / Types of Black Music / Music Performance / Production**

The children will use notation to record compositions. Use notation to record and interpret sequences of pitches. They will also sing songs from memory with accurate pitch.



## 13. PE

### **Autumn 1: Football and Tag Rugby**

### **Autumn 2: Netball and Hockey**

The children will learn how to play competitive games and apply basic principles suitable for attacking and defending.

