

**Year 4 Medium Term Plan – Roman Britain**

**2024-2025**

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| **Term** | Autumn 1 2024 | | |
| **Key text** | Gladiator Clash | | |
| **Key Vocabulary** | Ancient Romans, Empire, Invaders, Settlers, Rome, Italy, Gladiators, Emperor, | | |
| **Key thread through** | History of Roman Britain: Invasion; expansion of empire; resistance; settlers and legacy. | | |
| **Topic curriculum coverage and content** | | | |
| **Key Learning Ideas** | **Subject covered within learning** | **Curriculum content covered within learning** | **What will this look like when it’s achieved?** |
| Key Learning Area 1:  Who were the Ancient Romans and where did they come from?  When did they live(timeline)?  How did the Roman Army help expand the Roman Empire expand | History | * Develop a chronologically secure knowledge and understanding of world and British history * They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. * Understand how our knowledge of the past is constructed from a range of sources | Children will be able to:   * Locate where the Roman Empire originated * Place the beginning of the Roman Empire onto a timeline * Evaluate stories about the founding of Rome (Legends and Facts) * Discuss how the Roman Empire expanded over time * Evaluate how the Roman army contributed to the expansion of the empire * Design a Roman shield |
| Key Learning Area 2 When did the  Roman’s Invade Britain and was there any  resistance to the invasion? | History | * Develop a chronologically secure knowledge and understanding of world and British history * They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. * Understand how our knowledge of the past is constructed from a range of sources * Contrast Iron Age Britain to Ancient Romans * Invasion and resistance | Children will be able to:   * Discuss what was Britain like before the Romans invaded * Evaluate how different aspects of life in Iron Age Britain might have affected the success of the Roman invasion * **Write a letter** home about Iron Age Britain * **Create a fact file by:** * 1.Researching Boudicca * 2.Explore the story of Boudicca’s rebellion against the Romans |
| Key Learning Area 3:  What was Roman Life like in Britain?  What happened when the Romans withdrew from Britain? | History | * Understand how our knowledge of the past is constructed from a range of sources * Construct informed responses that involve thoughtful selection and organisation of relevant historical information. | Children will be able to   * Explain how where Roman towns were and what they looked like * Give examples of how the Romans designed buildings and structures to make a more efficient society * Create a mosaic/ diorama of Roman structure (Art) |
| Key Learning Area 4:  The lasting impact of Roman Britain  Archaeologists tell us about Roman Britain? | History | * Make connections, contrasts and trends over time and develop the appropriate use of historical terms. * Devise historically valid questions about change, cause, similarity and difference, and significance. * Construct informed responses that involve thoughtful selection and organisation of relevant historical information | Children will be able to:   * Evaluate the impact of the Roman Empire on modern Britain * Debate the most important Roman legacies * Discuss how archaeologists helped piece together our understanding of Roman Britain |
| **Science** | | | |
| **Lesson WALT** | **Subject covered** | **Curriculum content covered within unit** | **What will this look like when it’s achieved?** |
| Lesson 1 WALT: understand and create food chains. | Science  Animals including humans – teeth and digestion | * Animals cannot make their own food * animals get nutrition from what they eat * recap and extend knowledge of food chains * identify animals need the right types of food to survive   Investigation – grouping and sorting   * Identify that animals (humans) need the right types and amount of nutrition * Expand knowledge of food groups needed by humans   Investigation – grouping and sorting   * Identify that humans need the right types and amount of nutrition   Investigation – secondary sources grouping/ sorting   * describe the simple functions of the basic parts of the digestive system in human   Investigation – sorting   * Describe the functions of human teeth and their make up   Investigation – secondary sources grouping   * Identify what damages our teeth * Understand what we can do to prevent damage   Investigation – fair test- prediction focus   * Identify what damages our teeth * Understand what we can do to prevent damage   Investigation – fair test   * interpret results and draw a conclusion focus * Identify the different types of teeth in different animal groups   Investigation - grouping and secondary sources | Children will   * Identify producers, predators and prey. * Create food chains from different environments * Explain what the arrows mean in a food chain. * Understand that food chains start with producers |
| Lesson 2 WALT: identify different types of teeth from different animal groups. | Children will   * Identify different types of teeth in different skulls * Identify if skull is a herbivore, carnivore or omnivore. Explain reasoning |
| Lesson 3 WALT: understand the make-up and functions of human teeth. | Children will   * Start a teeth booklet * Identify major teeth types and functions * Examine their own teeth to find location of different types of teeth |
| Lesson 4 WALT: understand how to protect our teeth | Children will   * Know that we need to brush our teeth twice a day. * Know we need to visit the dentist to keep healthy teeth * Complete leaflet for year 2 to keep teeth healthy * Tooth paste experiment – length of tooth paste line - what affects it and predict.   Set up egg experiment- to demonstrate tooth decay – fair test |
| Lesson 5 WALT: identify what damages teeth through interpreting results of a fair test. | Children will   * Analyse egg experiment – edit format * Record results clearly * Draw conclusions based on aims   Identify food and drinks which damage our teeth |
| Lesson 6 WALT: explain the different food groups humans need to be healthy | Children will   * Sort foods for humans into food groups * Name food groups ( carbohydrates, fats, dairy , fibre , sugars, protein ) * Explain function of each group * Understand that diet means what you eat and that you can change your diet to help you be healthy. |
| Lesson 7 WALT: describe the functions of the human digestive system. | Children will   * Label the parts of the digestive system * Watch and discuss the digestion demonstration * Create a voice over for a digestion video |
| Lesson 1 WALT  Ask about where you live and name some of the major cities in France | French  Year 4  **All around Town** | **All around town**  Name some of the major cities of France;  Identify and say typical amenities to be found in French towns;  Say and order multiples of ten;  Ask and give a simple address in French;  Locate the correct part of a bilingual dictionary to translate from French-English or vice versa. | Children will   * listen to and repeat names of some French towns and cities. * ask and answer questions to find out where someone lives. * ’habite à… [I live in…], Où [where], Où habites tu? [Where do you live?], Paris, Marseille, Lyon, Toulouse, Nice, Nantes, Strasbourg, Montpellier, Bordeaux, Lille. |
| Lesson 2 WALT  Identify and say some of the amenities found in a town. | Children will   * listen to new language and repeat with increasing accuracy. * identify typical places in my town. * describe Gaddesby / Melton/ Syston my town. * agasin (m) [shop], école (f) [school], église (f) [church], musée (m) [museum], boulangerie (f) [bakery], piscine (f) [swimming pool], gare (f) [railway station], pâtisserie (f) [cake shop], café (m) [cafe], supermarché (m) [supermarket], cinéma (m) [cinema], parc (m) [park], théâtre (m) [theatre], marché (m) [market], mosquée (f) [mosque], rivière (f) [river], il y a [there is/are…], il n’y a pas de [there isn’t/aren’t…]. |
| Lesson 3 WALT  count in tens in French and build numbers to 100 | Children will   * identify spellings or sounds I know in new words. * say the tens numbers to 100. * Role dice to make multiples of 10 |
| Lesson 4 WALT  Count in 100s and build numbers in the hundreds. | Children will   * identify spellings or sounds in new words. * use word patterns to predict what the next number will be. * say any number from 1-100 with support. * Roll dice to make any nos. to 100 – using support sheet- number game challenges . |
| Lesson 5 WALT  Ask for and say our address in French | Children will   * listen to and repeat common French expressions. * construct a simple sentence. * say an address clearly * Mon adresse est… [My address is…], avenue [avenue], boulevard [boulevard], allée [lane], rue [street/road], place [place/square], du/de l’/de la/des… [of the…]. |
| Lesson 6 WALT  Use a dictionary to broaden vocabulary | Children will   * sort vocabulary into topic groups. * suggest further English words in a vocabulary set. * use a bilingual dictionary to translate the word I want * Montagne (f) [mountain], lac (m) [lake], soleil (m) [sun], hôpital (m) [hospital], bois (m) [woods], arbre (m) [tree], singe (m) [monkey], chameau (m) [camel], plage (f) [beach], mairie (f) [town hall], ferme (f) [farm], lune (f) [moon], fraise (f) [strawberry], fleur (f) [flower], chèvre (f) [goat], vache (f) [cow], Que veut dire…? [What does...mean?] |
| Lesson 1 WALT: recognise the meaning behind the Jewish religious symbols and artefacts | RE | 5 Fingers of Faith  Judaism | Lesson 1 children will   * Recognise and draw a menorah know that it is a symbol of the presence of god. * Recognise and draw the Shield ( star of David) know this is used on some flags ( Israel) |
| Lesson 2 WALT: understand the meaning behind Hanukkah | Lesson 2 children will   * Discuss Hanukkah and its similarities to faiths they have met before * Meet traditions of Hanukkah eg gifts, games, menorah and food |
| Lesson 3 WALT: To understand the meaning behind Passover | Lesson 5 children will   * Discuss the story of Passover – how God set the Jewish people free * Sample traditional food eaten at Passover ( Seder plate) - Matzah (flat bread), bitter herbs and haroset. |
| Lesson 4 :  WALT: understand the story of Elijah |  |  | Lesson 6 children will   * Listen to and discuss the story of Elijah * [Bing Videos](https://www.bing.com/videos/riverview/relatedvideo?q=jewish+story+of+Elijah+bbc+kids&mid=1809D50B168D284A3CFD1809D50B168D284A3CFD&FORM=VIRE) |
| Lesson 5 :  WALT: understand the Harvest festival celebrations in our local church. |  |  |  |
| Lesson 6 WALT: understand the meaning behind Sukkot |  |  | Lesson 3 children will   * Understand the story behind Sukkot   Sequence the story and retell with a partner. |
| Lesson 7 WALT: understand the meaning behind Sukkot |  |  | Lesson 4 children will  Build shelters to represent the early Jewish settlers living in the wilderness. ( outdoor leaning ) |
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| Key Learning Area 1:  Famous Artists and Designers of Mosaics | Art | * Describe some of the key ideas, techniques and working practices of artists, architects and designers who they have studied. * Know about some of the great designers in history. | Children will be able to:   * Discuss great architects and designers in history and describe their work |
| Key learning Area 2:  Exploring Roman myths that were portrayed through art and mosaics |  | * Experiment with different materials to create a range of effects and use these techniques in the completed work | Children will   * Match the mosaic to the myth * Discuss why we know about mosaics today * Choose which Roman image they would make into a mosaic |
| Key Learning Area 3:  Designing, creating and evaluating and improving |  | * Experiment with different materials to create a range of effects and use these techniques in the completed piece of work | Children will   * Plan and draw a design of a mosaic * Create their mosaic * Evaluate and improve designs * Display their work with a card to describe the inspiration |
| Key Learning:  Session1: Researching, designing, creating and evaluating a Roman Shield | DT | * Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world * build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users * critique, evaluate and test their ideas and products and the work of others | Children will:   * Ask questions: What were shields used for? * Gather images of Roman shields from online * Explore what kind of materials would it be made from.   Plan:   * Mind map some ideas, drawings and sketches of shapes and patterns that could be on my Roman shield and why they might include them * Create a set of instructions: what I will need to make a Roman shield   Make and evaluate   * Make shield and take a photograph * Evaluate and write down what they would improve |
| Lesson 1:  Making friends and Staying friends | PSHE  VIPS | This unit, entitled VIPs (Very Important Persons), will focus on relationships we have with our VIPs. It will look at friendships, how friendships are formed and maintained, and the qualities of a good friend. The lessons will then move on to disputes and bullying and will address strategies for coping with each of these | Lesson 1 children will:   * Discuss actions affect themselves and others. * Understand and explain why friends are important * Create a list of positive actions needed to stay friends with my friends. |
| Lesson 2 WALT:  Is this a good friend? | Lesson 2 children will:   * Discuss the different kinds of relationships such as family and friends * Understand what is an unhealthy relationship * Discuss who is part of their trusted network |
| Lesson 3 WALT:  Falling out | Lesson 3 children will:   * Develop ideas of strategies to deal with conflict such as negotiation |
| Lesson 4 WALT:  Bullying and anti-bullying | Lesson 4 children will:   * Will identify what bullying is (including prejudice-based bullying both in person, online and through social media) * Realise the consequences of discrimination |
| Lesson 5 WALT  Identify what bullying is | Lesson 5 children will:   * identify bullying ( accident , teasing bullying) * Recognise forms of bullying * Role play to show impact of bullying   Understand the bully needs help too |
| Lesson 6 WALT  Build strategies if someone is being bullied. | Lesson 6 children will:   * understand those being bullied may not be able to help themselves but we can help- scenarios * Look at school anti- bullying policy   Design an anti-bullying poster . |
| Part of our P.E. will be taught by a school sports coach – Cross country running  Part of our PE will be taught by visiting coaches - TAG rugby | | | |
| In music we follow the Leicestershire Music Scheme – Unit 1 - Pulse | | | |
| For computing we use the Kapow computing scheme – this terms lessons will teach the children about **Collaborative Working: Emails, Spreadsheets, Using google** | | | |