



## YEAR 4

### CURRICULUM LEAFLET

#### DISCOVER—AUTUMN 1

## Roman Britain



## READING/ POETRY

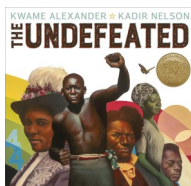
### Reading:

Children will begin to read *The undefeated* by Kwame Alexander in Destination Reader. We will be revising key strategies taught in Y3. The children will also develop their fluency skills to increase their speed and accuracy of what they read.

### Poetry:

Children will begin to recite the following poems:

*The Coming of the Iron Man* by Brenda Williams Jr



## WRITING

Using the text *Iron Man* by Ted Hughes and illustrated by Laura Carlin, children will explore the devices of mystery and suspense. They will write a range of different texts-types including letters, a news article and a poem with the extended written outcome being a published narrative.

Using the text *Tar Beach* by Faith Ringgold, children will explore the theme of 'freedom' and do so by creating their own story. They will also create retellings, book reviews, character descriptions and dialogue.



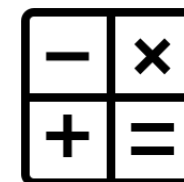
## MATHS

### Review Prior Learning:

- Recognise the place value of each digit in three-digit numbers.
- Add and subtract up to three-digit numbers using columnar methods. (Secure fluency)

### New Learning:

- Reasoning with large numbers
- Addition and Subtraction



## RE/ PSHE

**RE:** What is worship? Why is it important for believers?'

We will be answering the question 'What is worship? Why is it important for believers?'

### PSHE:

Introduction: Setting ground rules for RSE & PSHE lessons, Wellbeing



## PE

In Year 4, we will have weekly swimming lessons.

**4EY: Monday**

**4HB: Wednesday**



Our First Kicks sports coaches will be teaching PE every Tuesday. The children will be developing their Gymnastic skills.

Please ensure children wear their PE kits on that day.

## COMPUTING

### Online Safety

We will be learning how to search for information within a wide group of technologies and making a judgement about the probable accuracy; learning how to recognise adverts and pop-ups; distinguishing fact from opinion online; recognising that technology can be distracting; being respectful to others online.



## ART/ DT

**Art :** Formal elements of art- Texture and pattern

Children learn how to explore two of the formal elements of art: texture and pattern; pupils will develop a range of mark-making techniques, make and use their own textured stamps for printing; draw a 'flip' pattern and recreate a famous and ancient geometric pattern.

**DT: Food: What could be healthier?**

Children work in groups to adapt a simple biscuit recipe, to create the tastiest biscuit. While making they will also ensure that their creation comes within the given budget of overheads and costs of ingredients.



## YEAR 4

## DISCOVER—HISTORY AUTUMN 1

## ROMAN BRITAIN

### PRIOR KNOWLEDGE

- Let's Explore London (Y2 Geography unit)
- Changes in Britain from the stone age to the iron age (Y3)
- Shang Dynasty (Y3)
- Ancient Greece (Y3)

### SKILLS YOU ALREADY HAVE

- Begin to develop an understanding of chronology.
- Devise historically valid questions about change, cause, similarity and difference, and significance.



You can still see Roman ruins across the world today. This is the Colosseum in Rome, but there are also Roman ruins in Britain.

### Vocabulary

Amphitheatre	An theatre without a roof, used for entertainment.
Aqueduct	A special kind of bridge used to transport water.
Barbarian	The Roman word for people who weren't part of their empire.
Centurion	A Roman officer in the army, in charge of 100 soldiers.
Citizen	A member of the Roman Empire. Only men were allowed to be citizens.
Client King	A tribal King allowed to continue being king, as long as he was loyal to Rome.
Culture	The artistic and intellectual creations of a group of people.
Dictator	A leader with complete control of a country or empire.
Emperor	Someone who is in charge of a country or whole empire.
Empire	Lots of countries all ruled by one person or country.
Government	A group of people responsible for running a country.
Import	An item brought in from one country to another.
Latin	The language spoken by the Romans.
Legion	A large group (3.000-6.000) of soldiers in the Roman army.
Oppidum	The Roman word for any large, walled settlement used by some tribes in Britain.
Paganism	Any religion with multiple Gods, usually based on nature.
Rebellion	Fighting against someone who is in power.
Taxes	Money paid to a government.
Toga	A piece of clothing worn by citizen of Rome.
Villa	A large home, often with several buildings.

### NEW HISTORY KNOWLEDGE

Lesson Question	You will learn
How did the Roman Empire become so powerful?	<ul style="list-style-type: none"> <li>• How Rome began</li> <li>• How Rome became a Republic</li> <li>• The Punic wars</li> <li>• Julius Caesar and dictatorship</li> </ul>
How do the Romans conquer Britain?	<ul style="list-style-type: none"> <li>• What life in Britain was like in 43 CE</li> <li>• The difference between the Roman and Celtic armies</li> <li>• How the Romans built up new towns and cities</li> </ul>
Why did Boudicca lead a revolt against the Romans?	<ul style="list-style-type: none"> <li>• The Iceni tribe under Prasutagus</li> <li>• What happened when Prasutagus died</li> <li>• How Boudicca defeated the Romans in several battles</li> </ul>
How did the Romans change Britain?	<ul style="list-style-type: none"> <li>• Roman towns, cities and buildings</li> <li>• Roman roads</li> <li>• Government and taxes</li> <li>• Roman plumbing and sewage</li> </ul>
What did the Romans believe?	<ul style="list-style-type: none"> <li>• Paganism in Britain</li> <li>• Roman Gods</li> <li>• The Emperor</li> <li>• Constantine's dream</li> <li>• Christianity in Britain</li> </ul>
Why did the Romans leave Britain?	<ul style="list-style-type: none"> <li>• The collapse of the Roman Empire</li> <li>• How the empire had become too big to support itself</li> <li>• The Vandals, Huns, Visigoths and Goths</li> </ul>



YEAR 4

SCIENCE

AUTUMN 1

Chemistry: Phases of Matter

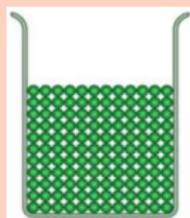
## PRIOR KNOWLEDGE

- **Changing Materials**—*How can the shape of solid objects be changed? (Y2)*
- **Making and Mixing**— *What are the differences between solids, liquids and gases? (Y2)*
- **Practical Skills** —*Define a dependent, independent and control variable (Y3)*

- Temperature is a measure of how hot a substance or a place is.
  - Melting point is the temperature a substance changes from a solid to a liquid.
  - Boiling point is the temperature a substance changes from a liquid to a gas.
- Water's melting point = 0 °C.  
and boiling point = 100 °C

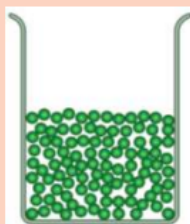
State of matter	Examples
Solid	Iron poles, Wood, Ice,
Liquid	Water, Oil, Milk, Washing up liquid
Gas	Oxygen, Carbon Dioxide, Steam,
Difficult to categorise	Oobleck, Sand, Jelly, Custard

## Properties of the particles in the three states of matter



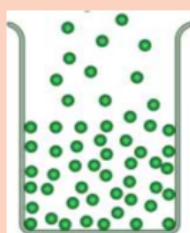
Solid:

- Particles are very close together
- In a regular pattern
- Particles cannot move but can vibrate



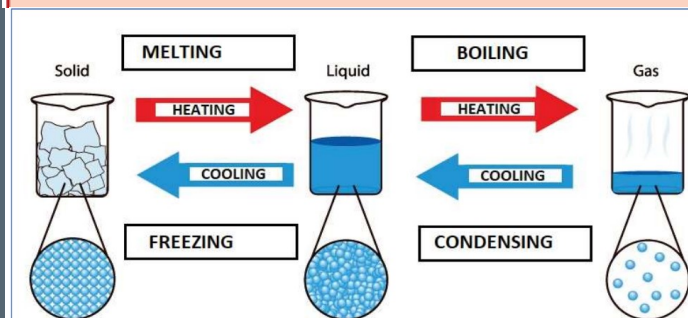
Liquid:

- Particles are close together
- In a random arrangement
- Particles can slide past each other



Gas:

- Particles are far apart from each other
- In a random arrangement
- Moving constantly in all directions



## NEW KNOWLEDGE

Lesson Question	You will learn
What are the properties of solids, liquids and gases?	<ul style="list-style-type: none"> <li>• Describe what is meant by the property of a substance</li> <li>• Name the properties of solids, liquids and gases</li> <li>• Explain which state of matter a substance is in based on its properties</li> </ul>
How do particles behave inside of solids, liquids and gases?	<ul style="list-style-type: none"> <li>• Describe what a particle is</li> <li>• Describe how particles are arranged in solids, liquids and gases</li> <li>• Explain how we know particles in liquids and gases are moving</li> </ul>
What happens when you heat or cool each state of matter?	<ul style="list-style-type: none"> <li>• Describe what happens to particles when a substance is heated or cooled</li> <li>• Predict what happens to a solid, liquid or gas when it is heated or cooled</li> <li>• Give the evidence to show that each state expands when heated and contracts when cooled</li> </ul>
What are changes of state and why do they take place?	<ul style="list-style-type: none"> <li>• Describe what happens to the arrangement of particles when a substance changes state</li> <li>• Name each of the changes of state</li> <li>• Give an example of each change in state</li> </ul>
How can we measure the melting points and boiling points of a substance?	<ul style="list-style-type: none"> <li>• Describe what is meant by melting point and boiling point</li> <li>• Describe how it is possible to measure the melting point and boiling point of a substance</li> <li>• Suggest which state of a matter a substance will be in given its temperature</li> </ul>
Which substances do not fit into one state of matter?	<ul style="list-style-type: none"> <li>• Give examples of substances that do not show typical properties of any state of matter</li> <li>• Explain how some not show typical properties of one state of matter</li> <li>• Describe what a non-Newtonian fluid is</li> </ul>