St Mary's Medium Term Planning

Year group: 4 **Term:** Autumn 1 **Topic:** The Romans

Literacy	**Book: Escape from Pompeii - Author: Christina Balit** Setting Description – Surroundings in the story. **Immerse** • Identifying themes within the genre • Using imagination to examine a piece of text • Comparing pieces of text within the same genre • Creating vocabulary based on a still image **Skills** • Identifying features of the genre • Using 5 senses to create vocabulary • Exclamation sentences for effect

	• Creating and using similes (extended to metaphors for Y4 children) • Correctly punctuated fronted adverbials • Co-ordinating conjunctions to link sentences **Analyse** • Planning paragraphs around a theme • Drafting and writing, organised around a theme • Proof reading and editing against a checklist Letter - Writing as a chosen character **Immerse** • Exploring and making comparisons across the genre • Summarising a characters experiences and feelings – hot seating **Skills** • Discussing writing within the same genre to learn structure, vocabulary and grammar • Informal and formal styles of writing • Indicating possession using the possessive apostrophe • Using correctly punctuated fronted adverbials **Analyse** • Planning paragraphs around a theme • Drafting and writing, organised around a theme • Proof reading and editing against a checklist

	Non-Fiction Leaflet – Pompeii today **Immerse** • Exploring and making comparisons across the genre • Unpicking different styles of leaflet, analysing which theme is most appropriate **Skills** • Discussing writing within the same genre to learn structure, vocabulary and grammar • Creating and using headings and sub-headings • Collecting research and evidence to support our theme • Creating sentences in a descriptive but factual style • Use of imperatve verbs **Analyse** • Planning paragraphs around a theme • Drafting and writing, organised around a theme • Proof reading and editing against a checklist
Maths	**Reasoning with large numbers** • 4-digit place value. Read, write, represent, order and compare. • Find 10, 100 or 1000 more or less. • Round numbers to the nearest 10, 100 or 1000. **Addition and Subtraction** • Select appropriate strategies to add and subtract. • Illustrate and explain appropriate addition and subtraction strategies including column method with regrouping.

Science	**Teeth and Digestion** **Lesson 1:** What do human teeth look like? • Our teeth are important as they help us to eat. • We have two sets of teeth in our lifetime. • If we lose our adult teeth, they will not grow back. • We have four different types of teeth: incisors, canines, premolars, and molars. • Each type of tooth looks different and has a different function. **Working scientifically:** • Make careful observations. **Lesson 2:** What can happen if we do not look after our teeth? • Our teeth are made of enamel, dentine, and pulp. • Removing plaque from our teeth will prevent decay. • Decay that is not removed will cause further damage. • Our teeth may rot and fall out if we do not look after them. **Working scientifically:** • Make careful observations. **Lesson 3:** Can eating and drinking damage teeth? • Food and drinks that include sugar and acid can damage teeth. • Brushing teeth prevents tooth decay.

- We should try to limit eating and drinking foods that damage our teeth.

Working scientifically:

- Plan simple scientific enquiries.
- Use a range of equipment.
- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.
- Report on findings from enquiries, including oral and written explanations.

<u>Lesson 4:</u>

Do all animals have the same teeth?

- Different animals have different kinds of teeth.
- Carnivores have teeth designed for eating meat.
- Herbivores have teeth designed for eating plants.
- Omnivores have teeth designed for eating both meat and plants.
- Looking at animal teeth can help us to understand what the animal eats.

Working scientifically:

- Make careful observations

<u>Lesson 5:</u>

What makes up our digestive system?

- Our digestive system breaks food down so that it can be absorbed into our bloodstream.
- Our digestive system begins to work as soon as we put food into our mouths.
- Our digestive system is made up of different parts: tongue, oesophagus, stomach, small intestine, large intestine, and rectum.

Working scientifically:

	• Ask relevant questions and use different types of scientific enquiries to answer them **Lesson 6:** How does our digestive system work? • We can build a model of the digestive system to help us understand the journey that food takes. • Our digestive system breaks down food. • The food is broken down so that its nutrients can be absorbed into our bloodstream. • Each part of our digestive system has its own function. **Working scientifically:** • Use models to represent a scientific concept or process.
History/Geography	**The Romans** **Lesson 1** Who were the Romans and why did Julius Caesar want to invade Britain? • The Romans came from Rome, Italy. • The Romans controlled much of the area around the Mediterranean Sea by 58BCE. • The Romans controlled parts of what we now call Europe, Africa and Asia. • Julius Caesar was a Roman general. He led two invasions of Britain in 55 and 54BCE. • The Roman Empire began in 27BCE when Augustus became Emperor. **Lesson 2** Who were the Britons and why did Claudius invade in 43CE? • At the time of the Roman invasions, Britain was split into different areas. • Areas were ruled by separate communities who often fought each other. • The leader of one group fled to Rome to ask for support in defeating another group. • Emperor Claudius used the request for support as a reason to invade Britain in 43CE. **Lesson 3** Why was the Roman army so successful in spreading the Roman Empire? • The strength of the army was key to the success of the spread of the Roman Empire.

	• The army was strict, well organised, and the largest military force of its time. • The army was divided into units. • There were both positive and negative factors linked to joining the Roman army. **Lesson 4** Who was Boudicca and how did she challenge Roman rule in Britain? • The Romans continued to invade parts of Britain, but tried to keep the peace with most of the communities. • Boudicca was Queen of the Iceni people, who lived peacefully with the Romans. • Boudicca raised a rebel army after the Romans took control of Iceni lands. • The rebel army successfully attacked three Roman towns before they were defeated by the Roman army. **Lesson 5** How did the Romans try to defend the land they took while taking more? • To defend land they had taken, the Romans built forts. Forts all followed the same plan. • In 112CE, Emperor Hadrian began building Hadrian's Wall, which stretched 75 miles across the north of Roman lands in Britain. • We can find out about how Romans defended their land by looking at different sources. **Lesson 6** What caused the decline of Roman Britain and the end of Roman rule? • Between 192CE and 273CE there were many problems in Rome. • Roman Britain went through a series of important changes. • Roman troops were called away from Britain to deal with rebellions across the empire. • The Angles and Saxons took advantage and began to raid more often. • In 410CE, Emperor Honorius ended Roman rule in Britain.
Art/DT	**Making a slingshot car** Designing and making a car with a working slingshot mechanism and housing the mechanism using a range of nets. **Unit outcomes** • Pupils who are secure will be able to:

	• Work independently to produce an accurate, functioning car chassis. • Design a shape that is suitable for the project. • Attempt to reduce air resistance through the design of the shape. • Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed. • Construct car bodies effectively. • Conduct a trial accurately and draw conclusions and improvements from the results. Lesson 1: Chassis and launch mechanism To build a car chassis. Lesson 2: Designing the car body To design a shape that reduces air resistance. Lesson 3: Making the car body To make a model based on a chosen design. Lesson 4: Assembly and testing To assemble and test my completed product.
Computing	<u>iProgram</u> • I can draw simple shapes using programming blocks containing direction and loops. • I can create and test a sequence of statements that make letters of the alphabet. • I can create programs that change the size of a shape. • I can program a robot to draw letters of the alphabet • I can use if…then…else statements in my programs • I can plan a number of commands in order to solve a puzzle • I can plan algorithms and test programs systematically • I can program features and call them more than once.

PE	Fundamentals Balancing, running, jumping, hopping and skipping. • Pupils will develop their ability to change direction with balance and control. They will be given the opportunity to explore how the body moves at different speeds as well as how to accelerate and decelerate. • Pupils will be asked to observe and recognise improvements for their own and others' performances and identify areas of strength and areas for development. • Pupils will be given the opportunity to work on their own and with others, taking turns and sharing ideas.
Spanish	N/A
Music	N/A
RSE	**Module 1: Created and loved by God:** **Unit 2 Emotional wellbeing** **Lesson 1 -** I Like, You Like, We All Like! **Lesson 2 -** All the Feelings! **Lesson 3 -** Let's Get Real **Unit 3 Life cycles -** Growing up
Immersive Events/Visits/Visitors etc	