

St Mary's Medium Term Planning

Year group: 4 Term: Autumn 2 Topic: Roman Britain

Literacy

Book: Empires End: A Roman Story - Author: Leila Rasheed

Diary Entry – Camilla's perspective

Immerse

- Exploring a wide range of diary entries, including fiction and non-fiction
- Discussing writing within the same genre to learn from structure, vocabulary and grammar
- Hotseating different characters to gain perspective
- Inferring characters thoughts and feelings, justifying with evidence from the text

Skills

- Identifying features of the genre
- Using and punctuating fronted adverbials
- Using present form of verbs in contrast to the past tense
- Recognising and using rhetorical questions
- Using facts and opinions based on the text to justify points of view
- Choosing nouns and pronouns for clarity and cohesion

Analyse

- Planning paragraphs around a theme

- Drafting and writing, organised around a theme
- Proof reading and editing against a checklist

Character Description – based on a chosen character

Immerse

- Exploring and making comparisons across the genre
- Identifying different characters and their profiles
- Summarising a characters experiences and feelings – hot seating
- Explaining a characters physical external appearance, using evidence from the text

Skills

- Discussing writing within the same genre to learn structure, vocabulary and grammar
- Building a range of varied vocabulary to support descriptions
- Creating pronouns to avoid repetition
- Using alliteration to describe features, using correct punctuation
- Creating and using similes to describe

Analyse

- Planning paragraphs around a theme
- Drafting and writing, organised around a theme
- Proof reading and editing against a checklist

Maths

Multiplication and division

- Identify and explore patterns in multiplication tables including 7 and 9
- Distributive property including multiplying three 1-digit numbers
- Mental multiplication and division strategies using place value and known and derived facts
- Short multiplication

Discrete and continuous data

- Read, interpret and construct pictograms, bar charts and time graphs
- Compare tables, pictograms and bar charts

Science

States of matter

Lesson 1 – What are the states of matter?

- All materials are either a solid, liquid, or gas.
- Solids have a firm shape that can be measured in length, width, and height.
- Liquids flow easily and change shape to fit their container.
- Gases have no fixed shape and fill the space they are contained in.

Working scientifically:

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.

Lesson 2 – What happens when you freeze liquids?

- Freezing is the change of state from liquid to a solid.
- Liquids freeze as they get cooler.
- Water freezes at 0°C.
- Viscosity is how thick a liquid is or how easily it can flow.
- The thicker the liquid, the longer it takes to freeze.

Working scientifically:

- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.
- Use results to draw simple conclusions and make predictions.

Lesson 3 – What happens when you heat solids?

- Melting is the change of state from a solid to a liquid.
- Some solids melt when they get warm.
- A material is the substance or substances a thing is made from.
- It is important to know what an object will be used for to decide what it should be made from.

Working scientifically:

- Use a range of equipment.
- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.
- Use results to draw simple conclusions and make predictions.

Lesson 4 – What are the melting points of different solids?

- The melting point is the temperature when a solid changes to liquid.
- The greater the temperature, the quicker the change of state.
- The greater the amount of ice, the slower the change of state to liquid water.
- Ice melts at 0°C.

Working scientifically:

- Use a range of equipment.
- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.
- Use results to draw simple conclusions and make predictions.

Lesson 5 – What is evaporation?

- Evaporation is the change of state from liquid to gas.
- The greater the temperature, the quicker evaporation will occur.
- The greater the amount of water, the slower it will evaporate.
- Water at the surface of seas, rivers, etc. evaporates into water vapour (a gas).

Working scientifically:

- Use a range of equipment.
- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.
- Use results to draw simple conclusions and make predictions.

Lesson 6 – What is the water cycle?

- Condensation is the change of state from gas to liquid.
- Water vapour is a gas. It changes state to a liquid when it gets colder.
- The water cycle is the continuous journey that water takes from lakes, rivers, and the sea to the sky, then to the land, and then back to the lakes, river, and sea.

Working scientifically:

- Make careful observations.

- Record findings using simple scientific language, drawings, and labelled diagrams.
- Use models to represent a scientific concept or process.

History

Roman Britain

Lesson 1 – How do we know who lived in Roman Britain?

- The Romans controlled much of Britain for almost 400 years, when Britain was one small part of the Roman Empire.
- People from across the Roman Empire moved quite freely between the different lands.
- We know that Roman soldiers settled in Britain.
- We can learn a lot about who lived in Roman Britain by investigating burial sites.

Lesson 2 – Why did the Romans build towns and what were Roman towns like?

- The Romans built towns across Britain.
- The towns would all follow the same plan, with the same key buildings and roads.
- Romans introduced bathhouses to Britain—they were an important part of Roman life.

Lesson 3 – What can we learn about Roman Britain by investigating an archaeological site?

- Archaeological sites linked to Roman Britain can be found across Britain.
- Archaeological sites can tell us a lot about what life was like at different times in the past.
- We can make predictions about what life was like using the sources and evidence we find.
- A famous Roman site is Caerwent, but there may be sites nearer to your school.

Lesson 4 – How did the Romans link together the places they ruled?

- Roads were built to connect towns, to make it easier for troops to travel, and to transport supplies.
- The Romans developed a trade system across the empire, so they could import and export the goods they needed.
- The Romans also traded enslaved people across their empire.
- The Romans introduced a currency and different coins to make trade easier across the empire.

	<p><u>Lesson 5 – What did the Romans believe, and did they bring their beliefs to Britain?</u></p> <ul style="list-style-type: none"> • The Romans had their own gods. • Britons were able to worship their own gods as long as they also respected the Roman ones. • As Britons began to lose faith in the gods, Christianity became popular. • At first, Christianity was banned, and many were killed for their beliefs. • Emperor Theodosius eventually declared Christianity the official religion of the Roman Empire. <p><u>Lesson 6 – What influence have the Romans had on our words and numbers?</u></p> <ul style="list-style-type: none"> • Before the Romans invaded, most Britons could not read and write. • The Romans introduced an alphabet and writing. • Many of our words today have Roman origins. • The Romans introduced the calendar to Britain. • The Romans introduced a number system.
Geography	N/A
Art/DT	<p><u>Painting & mixed media: Light and dark</u></p> <p>Lesson 1: Tints and shades To understand how to darken or lighten a colour when mixing paint.</p> <p>Lesson 2: Three dimensions To use tints and shades to give a three-dimensional effect when painting.</p> <p>Lesson 3: Painting techniques To explore how paint can create very different effects.</p> <p>Lesson 4: Composition</p>

	<p>To consider proportion and composition when planning a still life painting.</p> <p>Lesson 5: Still life To apply knowledge of colour mixing and painting techniques to create a finished piece.</p>
Computing	N/A
PE	<p><u>Gymnastics</u></p> <p>LESSON 1 To develop individual and partner balances.</p> <p>LESSON 2 To develop individual and partner balances using apparatus.</p> <p>LESSON 3 To develop control in performing and landing rotation jumps.</p> <p>LESSON 4 To develop rotation jumps and sequence building using apparatus .</p> <p>LESSON 5 To develop the straight, barrel, forward and straddle roll.</p> <p>LESSON 6 To assess my straight, barrel, forward and straddle roll.</p> <p>LESSON 7 To link actions that flow using the rolls I have learnt.</p> <p>LESSON 8 To link actions that flow in a partner sequence using the rolls I have learnt.</p> <p>LESSON 9 To develop strength in inverted movements.</p> <p>LESSON 10 To develop strength in inverted movements.</p> <p>LESSON 11 To create a 'great' partner sequence to include the skills I have learnt and apparatus.</p> <p>LESSON 12 To create a 'great' partner sequence to include the skills I have learnt and apparatus.</p> <p><u>Dodgeball</u></p> <p>LESSON 1 To develop throwing and apply this to a target game.</p> <p>LESSON 2 To develop dodging skills to avoid being hit.</p> <p>LESSON 3 To develop catching and learn the rules of the skill within this game.</p> <p>LESSON 4 To further develop catching and use the rules of the skill within this game.</p> <p>LESSON 5 To begin to think tactically and apply this to a game.</p> <p>LESSON 6 To apply skills and knowledge to compete in a tournament.</p>
RE	<p><u>Prophecy and Promise</u></p> <p><u>Hear</u></p> <p>By the end of this unit of study, pupils will hear the following key texts:</p>

- The miracle of the flour and the oil (1 Kings 17:7-14) Elijah's encounter with God: the journey 1 Kings 19:4-8, The meeting: 1 Kings 19:9-15
- The preaching of John the Baptist (Matt 3:1-12 and Mk 1:1-8)
- Isaiah 40:3 (contained within the gospel accounts) The ancestry of Jesus (Matt 1:1-17) By the end of this unit of study, pupils will know some facts about:
- The importance of understanding historical context to appreciate the literal sense of biblical stories. What is meant by 'prophecy'.

Believe

By the end of this unit of study, pupils will know that the Church teaches that:

- For Christians, the prophets awaken an expectation of the coming of the Messiah in people's hearts.
- John the Baptist is sent to prepare the way for Jesus. In the Advent liturgies, Christians pray for the second coming of Jesus alongside preparing for Christmas. Advent is a time of preparation for Jesus' incarnation at Christmas and for the second coming as King of the Universe.

Celebrate

By the end of this unit of study, pupils will know:

- The Feast of Christ the King.
- The Jesse tree.
- 'He will come again in glory' from the Nicene Creed.

Live

By the end of this unit of study, pupils will know:

- How Christians prepare for the coming of Christ during Advent.
- How Christians use the Jesse tree during Advent, identifying its meaning and representation in art around the world, connecting to God's plan for salvation.
- How some artists have depicted Jesus Christ as King?

Spanish

Vegetables

Aim of Unit: In this unit the pupils will learn how to:

- Name and recognise up to 10 vegetables in Spanish.
- Attempt to spell some of these nouns (including the correct article)
- Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall.

	<ul style="list-style-type: none"> • Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.
Music	<p><u>Body and tuned percussion (Theme: Rainforests)</u></p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Identify the structure of a piece of music. • Have an idea as to when there is one layer in a piece of music and when there are two. • Play a sequence in the correct order in time with their partner. • Have two contrasting rhythms being played together. • Have two different melodies being played together. • Have a complete piece of music with four different layers with an appropriate structure.
RSE	N/A
Immersive Events/Visits/Visitors etc	