

**Engage: Roman clay design**  
**Express: Roman dress up day**

### **Literacy Reading**

WALT Apply our growing knowledge of root words, prefixes and suffixes to read and understand new words.  
 WALT Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.  
 WALT Predict what might happen from details stated and implied.  
 WALT Identify main ideas drawn from more than one paragraph and summarise these.  
 WALT Identify how language, structure, and presentation contribute to meaning.  
 WALT Retrieve and record information from non-fiction.

### **Writing**

WALT Develop spelling and handwriting skills in line with curriculum objectives  
 WALT Plan our writing by drafting and organising our ideas.  
 WALT Evaluate and edit our own work and provide feedback to others.  
 WALT Extend the range of our sentences with more than one clause by using a wider range of conjunctions.  
 WALT Use the present perfect form of verbs in sentences.  
 WALT Choose nouns or pronouns appropriately for clarity and cohesion, and to avoid repetition.  
 WALT Use conjunctions, adverbs and prepositions to express time and cause.  
 WALT Use fronted adverbials to vary our sentence openers.

### **Mathematics**

*Please see termly Success and Challenge cards*

### **Physical Development**

#### **Gymnastics:**

Use running, jumping, throwing and catching in isolation and in combination  
 Develop flexibility, strength, technique, control and balance  
 Perform dances using a range of movement patterns  
 Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## **Personal, Social and Emotional Development**

### **PSCHE: Going for Goals**

Taking responsibility – for our successes and when things go wrong  
 Waiting for what you want – persistence (keeping going)  
 Resilience – bouncing back/maintaining effort  
 Setting and achieving goals  
 Ladder to success I would be, but .....  
 Excuses, excuses! Making wise choices  
 Planning for: "Looking at risk"

### **Being Different and Equal**

What does it mean to belong?

### **R.E.: Hinduism – God and sacred writings**

Children should learn that Hindus believe:  
 - God is one (Brahman) but represented in different forms such as: Vishnu, Shiva and Ganesha  
 - the ten 'avatars' of Vishnu, especially Krishna and Rama  
 - stories connected to Rama and Krishna such as : Rama's exile and return (Ramayana) : Childhood of Krishna  
 Hindus have their own Sacred Writings  
 - Vedas  
 - Bhagavad Gita  
 - Ramayana  
 Hindus have respect for:  
 - God  
 - other people  
 - cows and all forms of life

## **SPRING TERM 1** **Activities** **I am Warrior!** **Year 4**

### **Knowledge Outcomes**

What countries are included in The Roman Empire?  
 What are The Twelve Tables?  
 What are The Romans most known for? What did they make?  
 What did The Romans believed in?

### **Challenge**

**How many classes were there in Roman society and what were they called?**

## **Understanding of the World**

### **HISTORY: The Roman Empire**

WALT Evaluate the Roman Empire and its impact on Britain.  
 WALT Discuss the power of the Roman army.  
 WALT Describe the successful invasion of Britain by Claudius and the conquest of different towns, including Hadrian's Wall  
 WALT Identify that there was British resistance to the Roman invasion, including the example of Boudicca.  
 WALT Evaluate the impact of 'Romanisation' on Britain – technology, culture and beliefs, including early Christianity.  
**Being Different and Equal**  
 To understand key historical events beyond living memory that are significant nationally or globally

### **SCIENCE: Sound**

WALT Identify how sounds are made, associating some of them with something vibrating.  
 WALT Recognise that vibrations from sounds travel through a medium to the ear.  
 WALT Find patterns between the pitch of a sound and features of the object that produced it.  
 WALT Find patterns between the volume of a sound and the strength of the vibrations that produced it.  
 WALT Recognise that sounds get fainter as the distance from the sound source increases.

### **COMPUTING: iProgram**

Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  
 Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

## **Languages**

### **Meet the family**

Understand nouns for members of a family.  
 Ask "Who is it?" and give a response with a family member noun.  
 Understand and say some nouns for parts of the face.  
 Understand simple sentences using nouns and colours about the face.  
 Write a simple sentence to describe the colour of a part of the face.

## **Expressive Art and Design**

### **Art and Design: Materials – pattern, texture, experimenting**

Create visual texture using different marks and tools.  
 Create patterns/ motifs with repeated mark making.  
 Evaluate beginning to use artistic language.

### **Music:**

Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  
 Develop an understanding of the history of music