

**OUTCOME: A Soldier’s Diary Entry**

**Geography**

The children will be labelling maps of Europe and understanding the route taken by the Romans to reach Britain. We will learn about trading, battles and settlements to better understand the impact the Romans had on life today.

**History**

The children will begin this topic by learning when the Romans invaded Britain in relation to other familiar periods in history that they have already learned about. We will then move on to learn about the conflict that occurred between existing tribes in Britain and the invading Romans. The children will focus in particular on the Iceni tribe and Boudicca’s revolt. By reading a range of accounts of significant battles, the children will learn about viewpoint and perspective.

**Writing**

Using their developing historical knowledge and understanding, the children will be writing a diary entry from the perspective of a Roman soldier during conflict with Boudicca and the Iceni tribe. They will use drama and role play techniques to put themselves into the shoes of the soldier. Writing in first person, and using the viewpoint that they have developed, the children will focus upon using long sentences for detail and short sentences for impact. They will also learn to use expanded clauses beginning with -ing words to start sentences (for example – Grinning menacingly, the fierce soldier charged determinedly towards me).

**OUTCOME: E-Book**

**Writing/Art**

The children will learn about the range of Roman literature that was written and performed. They will grow increasingly familiar with a range of myths, focusing particularly on the story of Romulus and Remus. The children will plan and re-tell the story, using dialogue within their writing. The children will complete their writing by planning key illustrations based upon their interpretation of the story’s moral.

**Computing**

The children will use the iPads to present their Romulus and Remus stories as an e-book. They will type their text and take photographs of their illustrations, combining these in a clear layout to share their narrative with others.

**Maths**

This term, we will be focusing on multiplication and division, using both mental and formal written methods to calculate. We will look at patterns within timestables as well as formal written methods to help us multiply and divide 3-digit numbers by 1-digit numbers. We will then move on to focus on fractions. Within fractions we will look at equivalence, fractions of amounts, counting in tenths and adding and subtracting fractions.  
**Pupils should have memorised their multiplication tables up to and including the 12 times table by the end of Year 4.** Any support practising tables at home will help build your child’s confidence in mental maths, which they will use in many areas of their learning.

**PE**

The children will begin this half term focusing on gymnastics. They will learn different ways to travel (including jumps, rolls and vaults), executing these with control. When they are confident, they will link movements together to form a sequence. They will also learn to use a range of equipment safely.  
  
During the second half of the Spring term, the children will be developing their rugby skills. They will be working on co-ordination, spatial awareness and decision-making skills. This will culminate in an inter-house competition!

**PSHCE**

In PSHCE the children will look at a topic called ‘Dreams and Goals’. This encompasses staying motivated when finding something challenging, showing a positive attitude and helping other to achieve their goals. The children will also be supported to understand and reflect on disappointment.

**Music**

This term in music, the children are going to learn about the language of music through playing the glockenspiel! Their learning will be focused around exploring and developing playing skills and they will start to use and read musical notation in scores.

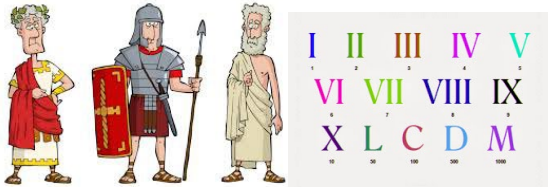
**RE**

In RE this term we will be finding out the answer to two questions: ‘Why is praying important for Christians?’ and ‘Why do Christians share communion?’. The children will be able to explain simply how what happens at a communion service relates to the story of the last supper. They will also show an understanding of the importance of remembering someone who is important to an individual or group.

**French**

In French this term the children will learn the months of the year and numbers to 31 so that they can make sentences regarding the date and their birthdays. They will also be looking at the festival of Mardi Gras and a storybook related to this. The children will learn some basic prepositions.

**Year 4 – Spring  
Swords & Sandals**



During this half term, the children will be learning about how and why the Romans came to England, as well as what can still be found in Britain today as part of the Roman empire’s legacy. This topic culminates in our residential visit to Ufton Court during which the children will consolidate their learning about key events and key people who shaped this period in history, take on the role of Roman soldiers and show their curiosity as historians who explore artefacts and the clues they can give us to the past.



**OUTCOME: Art Museum**

**History/Computing**

The children will be using the internet to research home life during Roman times, including the villas they lived in, their belief systems and creative arts at this time.

**Art**

The children will be looking at examples of Roman pottery. By looking carefully at form, structure and colour, the children will design their own Roman pots. They use the coil method to make their pots from clay and, once dried, paint them using traditional colours.

The children will also be looking at Roman mosaics. By looking at colour and pattern, and understanding the significance of Roman mosaics, the children will design and make their own.

**OUTCOME: Double Page Spread**

**History/Computing**

The children will be using the internet to research Roman inventions. They will learn about Roman baths, road systems, aqueducts, heating systems and medication as they seek to answer our key question – What have the Romans done for us?

**Writing**

The children will present their research findings in a double page spread. They will need to consider how to organise their findings into paragraphs around a common theme and use the ‘rule of three’ to show action (for example - *The Romans enjoyed food, loved marching but hated the weather*).