



Homework

Power Project 1 - 'Invasion and Battle'
Power Project 2 - 'Who were the Romans?'

Trips

There is not a trip currently planned to link with our Roman Rule topic. Trips will be later in the school year.

Enrichment

- Roman army battle re-enactment using Latin commands.
- Roman invasion.
- Life as a Roman gladiator

Roman Rule Year 4

Personal Development

Spiritual

- Compare laws and rules within the Roman Empire.
- To look at Roman Gods, the roles and responsibilities they held and how they were symbolised.
- "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.

Moral

- To look at how the Roman Empire was led and discuss the effects of democracy within an empire.

Social

- Children to work collaboratively.
- Discuss the use of rules and laws within Roman society and how it may've been different if the rules were different.

Cultural

- Explore the Roman way of life and discuss how traditions affected daily life.

Citizenship

- Describe changes that have happened in the locality of the school throughout history.
- Discuss immigration and emigration.

Rights Respecting Schools

- Article 16 - You have the right to privacy.
- Article 22 - You have the right to special protection and help if you are a refugee.
- Article 38 - You have the right to protection and freedom from war.
- Article 42 - You have the right to know your rights.

Religious Education

Jesus Teaches Us to Pray

To know that Jesus prayed to the Father and to be able to identify some of the prayers that he learnt growing up in the Jewish faith.

To be able to explain why it is important to call and to pray to God the Father.

To know some of the traditional prayers of the Church including the prayer of the Rosary.

The Story of Abraham and Joseph

To know the stories of creation, Abraham and Isaac, Jacob and Joseph from the Old Testament.

To understand from the story of creation that human beings are made in God's image and likeness and that this needs to be valued and respected in other people.

To be able to identify how God called and protected both Abraham and Isaac.

Advent

To know that Jesus was descended from the House of David.

To know some stories about some of Jesus' ancestors and to be able to recognise how important their relationship with God was to them.

To be able to place some of the characters into an historical sequence and to identify some important symbols for these different people as featured on the Jesse Tree.

Roman Rule Year 4: Links to National Curriculum Framework

Core Subjects:

English

- To become familiar with a range of fables and their morals.
- To recognise common structural elements and language of fables.
- To recognise that fables often contain talking animals
- To recognise the human characteristics attributed to the animals
- To recognise key characters and their characteristics
- To use a variety of conversational punctuation correctly when writing a conversation between characters,
- To achieve an understanding of how the author uses characters' traits in the story for cause and effect
- To write own versions of fables or alternative stories
- To introduce pupils to a range of poetry on a particular theme
- To encourage pupils to respond imaginatively and creatively to poetry
- To use drawing, sounds and drama to show their understanding of poetry
- To explore a wider range of poetry forms and literary devices
- To engage in poetry reading and performance
- To write their own compositions using poems read as an inspiration for their own compositions.

Mathematics

- Number - Place Value
- Number - Addition and Subtraction
- Measurement - Length and Perimeter
- Number - Multiplication and Division

Science

Classification

- recognise that living things can be grouped in a variety of ways (plants: trees, grasses, flowers, ferns and mosses, vertebrates: fish, amphibians, reptiles, birds, and mammals. Invertebrates: snails and slugs, worms, spiders, and insects
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

Digestion

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Foundation Subjects

History and Geography

History:

- To suggest and evaluate sources of evidence using appropriate vocabulary.
- To describe different accounts of historical events
- To use evidence to ask questions in order to understand
- To suggest causes and consequences of events in history
- Describe changes that have happened in the locality of the school throughout history.
- Place events and historical figures on a timeline using dates.

Geography:

- Use maps and atlases to ask and answer geographical questions
- Name and locate countries within Europe
- Describe using geographical vocabulary how the locality of the school has changed over time.

Art and Design and Design Technology

Art:

- Comment on art work using visual language and use tessellation, mosaic and montage techniques.
- Select and arrange materials for a striking effect.
- Print making - Roman Architecture.

Design and Technology:

Mechanical Systems - levers and linkages

Music, Languages and Physical Education

Physical Education:

- Develop a range of basketball skills and then apply them in games. To be able to play within the correct rules and guidelines of the games.
- Use tactics whilst playing and to compare personal performances to previous ones,

Music

- Choose, order and combine sound to create an intended effect.

Spanish

- Presenting Myself
- Family

Computing

- We are Software Developers
- We are Toy Designers