



Rotten Romans

Children will be learning about the Romans, and using the theme as a vehicle for all creative, literacy and knowledge and understanding

Grange View C.E
Primary School



KUW— Knowledge based objectives

Scientist focus: Aristotle (philosopher)

Science— Sound

To observe and name a variety of sounds of sound, identify how sounds are made, recognize how sounds get fainter, find patterns with pitch and the volume of sound
To make comparisons and identify simple patterns or associations in their own observations and measurements or other data
To use observations, measurements or other data to draw conclusions
To decide whether these conclusions agree with any prediction made and/or whether they enable further predictions to be made
To use their scientific knowledge and understanding to explain observations, measurements or other data or conclusions

Geography -

To identify and describe what places are like
To include the location of places and environments they study and other significant places and environments
To describe where places are

History -

To know to find out about the events, people and changes studied from an appropriate range of sources of information, including ICT-based sources
To ask and answer questions, and to select and record information relevant to the focus of the enquiry.
To recall, select and organise historical information
To use dates and historical vocabulary to describe the periods studied
To communicate their knowledge and understanding of history in a variety of ways

RE— Multi faith thematic unit. L2: 12

How and why do people try to make the world a better

Week 1 and 2

Literacy - Persuasion Texts (3 weeks)

ICT— Can you choose a data set to answer a given question?

History/ Art — How can we create a roman mosaic ?

Science— How does sound travel?

ICT— What are sensors? How do they input data?

History— How was the roman empire founded?

Week 3 and 4

ICT— Where is a suitable place to collect data?

History— How was Rome ruled?

Science—How does sound travel in waves?

16th June— Primary Enterprise

19th June— Year 4 QUAD Kids

Literacy— Narrative—Action (3 weeks)

ICT— How can we view data in different ways?

History— How did a Roman soldier dress for battle?

Science—How can you block sound?

27th June—SPORTS DAY

Week 5, 6 and 7

ICT— How can a data logger help answer a posed question?

Geography— What areas were ruled by the Roman empire?

Science— What is pitch and how does it change?

HERITAGE PROJECT—HISTORY WEEK

ICT— How can a data logger help answer a posed question?

History — How did Claudius invade?

DT—How can we design and make a catapult?

OUR ARTIST SPINE IS: Gaudi & Trencalis Creative Development

Art -

To investigate and combine visual and tactile qualities of materials and processes and to match these qualities to the purpose of the work

To apply their experience of materials and processes, including drawing, developing their control of tools and techniques

To use a variety of methods and approaches to communicate observations, ideas and feelings, and to design and make images and artefacts.

DT -

To select appropriate tools and techniques for making their product

To suggest alternative ways of making their product, if first attempts fail

To explore the sensory qualities of materials and how to use materials and processes

To measure, mark out, cut and shape a range of materials, and assemble, join and combine components and materials accurately

Mathematical Development

Measurement: Time

Read, write & convert time between analogue and digital 12 and 14 hour clocks.

Convert between different units of measure eg hour to minute. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

Geometry: Properties of Shapes

Identify acute and obtuse angles and compare and order angles up to two right angles by size.

Identify lines of symmetry in 2D shapes presented in different orientations.

Complete a simple symmetric figure with respect to a specific line of symmetry.

Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

Measurement: volume and capacity (Y3)

Measure, compare, add and subtract: mass (kg/g); volume/ capacity (l/ml).

Co-ordinates (Y4)

Describe positions on a 2D grid as coordinates in the first quadrant.

Describe movements between positions as translations of a given unit to the left/ right and up/ down.

Plot specified points and draw sides to complete a given polygon.

Fridays fluency: To develop times table fluency and recap skills

MFL—French— Oral presentation

Life as a Roman

Key
Outside environment
Multiculturalism
Arts

Arts specific learning (Y4):

DT: Technical knowledge - Complex structures

To design, make and evaluate

PSED—How can we manage risk in different places?

Health and wellbeing Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37,

H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15

How to recognise, predict, assess and manage risk in different situations

How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)

How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence

How people's online actions can impact on other people - how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online

How to report concerns, including about inappropriate online content and contact

That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

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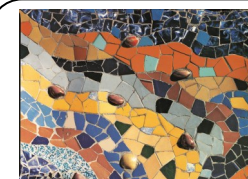
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Physical Development

TUESDAY am: Newcastle Foundation: Striking and fielding

WEDNESDAY pm: Complete PE: Athletics—throwing / jumping



Communication Language and Literacy

Non Fiction —persuasive writing, writing for a purpose

Narrative Writing —the use of action within story writing

ICT- Data and information—Data logging (Y3 unit)

To explain that data gathered over time can be used to answer questions

To use a digital device to collect data automatically

To explain that a data logger collects 'data points' from sensors over time

To use data collected over a long duration to find information

To identify the data needed to answer questions

To use collected data to answer questions

Digital Literacy: Health, wellbeing and life-styles (Y4 unit)