



Everybody Excelling, Every Day. No Excuses!

Theme Title: <u>Invasion</u>			Year group: 4
			Term: Spring 1
Hook	Explore	Excite	Celebrate
A day in the life of a Roman school child	Roman art	Roman invasion enactment – songs, weapons, outfits,	Roman party – food, dress, themed day

Core subjects: Theme Content/ Foundation: Links to National Curriculum

By the end of this unit the children will be able to...

Science	<p><u>States of matter</u></p> <ul style="list-style-type: none"> -compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>I can group materials by state (solid, liquid, gas). I can describe what happens to water as it is heated and cooled.</p>
---------	---

Foundation: Theme Content / Foundation: Links to National Curriculum

PSHE	<p>Communication</p> <p>Clear Messages</p> <p>To recognise that there are many ways to communicate</p> <p>To understand the need to communicate clearly</p> <p>How to Listen</p> <p>To understand why it is important to listen to others</p> <p>Responding to Others</p> <p>To talk about their views on issues that affect themselves and their class</p>
------	---

	<p>Expressing Opinions To know how to communicate their opinions in a group To listen to and show consideration for other people's views</p>
<p>Humanities Spring 1 and 2</p>	<p><u>How did life change from the Stone Age to the Iron Age? Humanities</u> <u>How does Britain remember its Roman past?/What's left from Roman Britain?/Why did people resist the Romans? Roman Empire</u> <u>Julius Caesar attempted invasion 55-54 BC</u> <u>AD42 Empire power and army</u> What were the differences following Roman invasion? How did life change after the Roman invasion? Why did the Romans invade? When did the Romans invade? Which event is older? How do we know? What were the effects of the Roman invasion? How do we know the Romans invaded? What do songs/paintings/stories tell us about the Roman invasion? Was Boudica a heroine? Why was Claudius' invasion successful? Why was Caesar's invasion a failure? Why have such different stories been told about the Romans? What was it like for people during the invasion? How do you think it felt when the Romans invaded? Why was the invasion so important to the people? What types of places did the Romans invade? What was the UK like when the Romans invaded? Why did the Romans choose to settle in certain places? I can name and locate countries and cities of the UK and their identifying human and physical aspects I can identify key topographical features (including hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time I can describe land use I can apply my knowledge of chronology in a secure way I can make a time line of events or developments I can describe how things have changed over time I can use the correct historical vocabulary in my writing and discussions about the past I can use words to describe how time passes and how events are recorded I can describe similarities and differences between time periods, by comparing and contrasting I can describe the ways of life of ordinary people who lived in this country or other parts of the world in the past.</p>

	<p>I can describe the beliefs and ideas people held.</p> <p>I can describe connections between developments in different time periods</p> <p>I can describe why an event, people or individual are significant</p> <p>I can talk about the causes and effects of events in the past</p> <p>I can explain when an important event or development happened, why it happened and what happened next</p> <p>I can ask and answer more complex questions about the past</p> <p>I can select appropriate information from different sources to find out about the past, such as</p> <ul style="list-style-type: none"> *artefacts *museum displays *old buildings and heritage sites <p>I can organise my understanding of history in different ways to make sure it makes sense such as</p> <ul style="list-style-type: none"> *writing <p>I can write as if I were living in the past, perhaps in the style of an autobiography or diary.</p>
RE	<p>How do different Christians show their beliefs?</p> <p>I can make connections between the Christian celebration of the Eucharist/Holy Communion and what Jesus said and did at the Last Supper</p> <p>I can make connections between the Bible, the source of Christian belief and teaching, and the decisions and actions of Christians in their daily lives</p> <p>I can make connections between the different traditions within worldwide Christianity and recognise similarities and differences eg forms of worship in the Catholic, Orthodox and Protestant traditions</p> <p>I can make connections between an awareness that there are Christians of many nationalities, races and cultures within Britain and around the world and their unity in the Church</p> <p>I can make connections between what the Bible teaches about God (Father, Son and Holy Spirit), and how this is expressed in worship and prayer, eg the Lord's Prayer, psalms, songs</p> <p>I can make connections between the commemoration, worship and teaching, which occur at Christian festivals, and the Bible</p> <p>I can make connections between the belief that service to others is service to God, (ie Jesus' commandment to love God and love your neighbour), and its implications for how Christians should respond to others</p>
Arts– Drop Down	Engineering and Science DT focus
PE	<p>Games</p> <p>Netball – First Step</p> <p>Can catch the ball more than 50% of the time.</p> <p>Can pass with one hand or two.</p> <p>Can demonstrate different passes.</p> <p>Can find space during games.</p> <p>Can select the right pass for the appropriate distance.</p> <p>Can complete and demonstrate technical parts of the lesson.</p>

	<p>Can follow the rules of the game</p> <p>Gymnastics Rolling I can perform a range of rolling actions with consistency, fluency and clarity of movement. I can combine actions to make sequences with changes of speed, level and direction, and clarity of shape. I can increase the length of my sequences. Roll and balance with change of front and direction I can make up and lead a warm up that prepares us for gymnastics. I can use modify and improve sequences based on the steps to success.</p>
Computing	<p>Make a Dance Animation using Pivot Animator In this unit children will create dance animations using PA. Resources: Pivot Animator In ICT suite Digital Leaders to assist with the lesson</p> <p>Digital Literacy What is an animation Look at different examples online Show the children how to use Pivot Animator Software with the help of the Digital Leaders.</p>
MFL	<p>I have heard and can make links to the Sleeping Beauty story in Spanish. I can count in tens in Spanish. I understand how the grammar in the story works in Spanish.</p>