

During this half term our enquiry question is: **What would life be like in the North East if Hadrian had never built the wall?** Our learning will be centred on the Ancient Romans, whilst helping us to build upon our History, Geography and Design Technology skills. Through this enquiry, children will learn about the Roman invasion of Britain and how this ancient civilisation shaped the local area we live in today. They will be able to use their history skills to identify what caused events to happen and what were the consequences that followed.

The children will begin this enquiry at the end of the Iron Age and will initially learn more about the Iron Age Celts who lived in Britain before and during the Roman invasion. This will recap learning that they left off in Year 3 ready to continue the narrative of British History. Later in the term, the children will discover what remains of the Romans in the local area and will discover more about a significant local female, Cartimundua - a powerful Briton in Roman Times. A visit to Arbeia Roman Fort in South Shields; will allow the children to learn more about what local life in Roman times was like. They will be able to take part in a real archaeological dig to discover how archaeologists and historians learn more about early civilisations, see how Roman soldiers lived and explore artefacts that have been discovered at the site! Following the term's learning, the children will be able to reach a conclusion about why Hadrian's wall was built and will then face the challenge of building a catapult that soldiers could have used to launch items over the wall!

Read through the attached knowledge organiser with your child and check they understand the content. You could ask them to explain it to you – 'teaching' you helps them to reinforce their own learning. Quiz facts out of order to check children really know the fact and have not just memorised the order on the page!

| Subject | | Possible learning at home |
|---------|---|--|
| English | This term in English we will be reading the historically accurate 'Roman Invasion' by Jim Eldridge, which follows the accounts of a British boy living in AD 84 who finds himself taken prisoner by the Romans. This will give us the opportunity to practise our retrieval skills as we look for evidence, and our inference skills as we try to understand what life was like at that time. We will also be considering how a writer's language and sentence choice can create a response in the reader. We will try applying this in our own writing as we write our own Roman battle scene! We will also be writing informal letters and focusing on using speech punctuation correctly. | <ul style="list-style-type: none"> • Visit the library and look for books about the Romans. Find new facts about the Romans' way of life to share with the class. • Write your own Roman story – try to make it exciting through your language choices. • Write a letter to someone you haven't been in touch with for a while. • Write questions about the text that your child is reading for them to answer. Can they write their own questions about the text for you to answer? • Continue to practise weekly spellings • Read something different – recipe book, comic, magazine, newspaper. |
| Maths | In Maths lessons, the children will learn about the relationship between fractions and decimals. They will learn to recognise, read and represent tenths and hundredths using concrete manipulatives and pictorial representations. This will support them in recognising that tenths arise from dividing one whole into ten equal parts, and that hundredths arise from dividing one whole into one hundred equal parts. Linked to this, they see that one tenth is ten hundredths. The children will learn to write tenths as fractions and as decimals before being introduced to decimals greater than 1. We will then look at dividing 1-digit and 2-digit numbers by 10 and 100, where the quotient is a decimal. We will continue to practise all the tables up to x12 to become more efficient at answering quick fire multiplication calculations. Building maths fluency is a focus, as is developing reasoning and problem solving skills. | <ul style="list-style-type: none"> • Continue to practise rapid recall of all times table's facts. This could be using the programme 'Times Tables Rock stars' or through chanting them and quick-fire questions. • Use the following link to practise answering times table questions in the style of the Year 4 multiplication-table check, which we will be sitting at the beginning of June! https://mathsframe.co.uk (times table check) • Use the following link to access free times table games. Encourage your child to play the games that are linked to the tables that they need to practise more! https://www.timestables.co.uk/games/ |

| | | |
|--------------------|---|---|
| Geography | In Geography, we will be learning about the Roman empire and why they extended it to Britain. We will be using our atlas skills to locate Rome on a map and to find out which countries the Romans had conquered. We will investigate the impact of the Romans building roads and how it helped them be a strong army. Ordnance survey skills will allow us to locate Roman roads on a local map. | <ul style="list-style-type: none"> Look at place names around the UK to see how the Romans left their mark. Design your own new settlement Locate Italy and Rome on a map and find out where key Roman ruins are. Discover what the climate is like in Rome and create a holiday brochure that tells the reader about what you have discovered! |
| History | We will be investigating artefacts to find out more about the Roman period. We will then be locating this time in history and making links with earlier settlers in Britain. We will look at why Rome wanted to invade in an effort to gain access to resources, territory and power, adding to our own timelines as our enquiry deepens. A study of Boudicca will also help us understand what it was like to be invaded as we look at the causes and consequences of an invasion. We will also learn how different interpretations of Boudicca have taken place across the years due to limited sources of evidence that are available. | <ul style="list-style-type: none"> Find out about Roman art/ culture, religion, daily life. Research information about Roman Soldiers then colour and label a soldier's uniform using the information that you have learned. Go on a virtual visit to the Roman baths: https://www.romanbaths.co.uk Go on a virtual visit to Hadrian's Wall: https://www.visithadrianswall.co.uk/ |
| PSHCE | During PSHE lessons, we will be recognising how we can show compassion to both people and animals. We will be learning about the needs of an animal and how animals' needs may be different depending on the type of animal. This will then lead into a discussion about how people have a shared responsibility to help protect the world around them. We will then focus on pollution and its effects so that we can recognise how our choices affect us! | <ul style="list-style-type: none"> Create your own fact file about how to care for your favourite pet or wild animal. Create a vet or animal welfare centre role play environment, to share your knowledge and give advice! Access the following link to find some other ways that we can solve our problem with plastic. https://www.bbc.co.uk/bitesize/articles/z4d62v4 |
| Science/DT | We will undertake a science and DT project to create a Roman Catapult. In science we will explore the forces involved when using catapults and design a fair test to see how to propel something the longest distance. We will record our findings using charts and graphs and then analyse these results to help us design our own. Most importantly, we will test our designs in a 'Catapult Challenge'. | <ul style="list-style-type: none"> Investigate different types of catapult or machines that are used to launch something a distance. Try making your own prototype using paper or card. Focus on cutting accurately and joining materials neatly. Find out more about forces. What forces happen in your everyday life? |
| Computing | Our Computing unit this term will use the software Paint.net and will focus on the following areas: editing digital images using rotation, cropping; changing the composition of digital images through changing colours, or cloning parts of an image; combining images using tools to select and copy between images and understanding how fake images can be created. | <ul style="list-style-type: none"> Explain how our online identity can be different to our offline identities. Talk about the importance of using technology safely, respectfully, and responsibly; identify a range of ways to report concerns about content and contact Use a photo editing tool to see how photographs can be altered/ improved by: removing any unwanted parts of the photo; fixing any problems with brightness or contrast, removing any imperfections, using filters. |
| Physical Education | PE will be on a Wednesday and Friday, although it is advisable to leave PE kits at school during the week as sometimes sporting opportunities occur outside of PE slots. Children must always have a change of outdoor shoes/ wellies in school so that we can access outside areas during break and learning times. In lessons, we | <ul style="list-style-type: none"> Time yourself running short distances. Can you improve on this? Improve your stamina by seeing how far you can jog without stopping. Practise your bowling skills by aiming for a target. Watch a cricket game on TV and recognise the different positions played. |

Year 4

Summer 1 Overview



| | | |
|--------|---|---|
| | will be practising our athletics skills and rounders skills, which will also build on our ability to work and play together as part of a team. | <ul style="list-style-type: none">• Go outside as much as you can! |
| Music | This term in Music, we will be learning and understanding the history and key features of Bollywood films, how ambient sounds can be used to enhance a film score, practising staff notation and performing a film sequence using instruments and movement. | <ul style="list-style-type: none">• Find out more Indian culture and Bollywood music. This video is a good starting point: https://youtu.be/OD2GvnV-oao (Look at the language/clothes/setting/style of the music)• Listen to Bollywood music. What can you hear in the music? (Singing, drum beats, synthesiser sounds) How does the music make you feel?• Learn the names of different notes: quaver, crochet, treble clef, semi quaver, minim etc. |
| French | In French we will be learning how to repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French; tell somebody in French if they have or do not have a pet; ask somebody else in French if they have a pet; tell somebody in French the name of their pet; attempt to create a longer phrase using the conjunctions et ("and") or mais ("but"). | <ul style="list-style-type: none">• Research the role of gender in the choice of determiners – un and une• Practise using 'J'ai' to say 'I have' and 'Je n'ai pas de' to say 'I do not have'• Find out what your pet is called in French.• Recap numbers and colours in French. |