



# TOPIC OVERVIEW



## Romans

Year Group:	Four	Term:	Spring 2018
<b>English Links</b>		<b>Maths Links</b>	
<ul style="list-style-type: none"> <li>Narrative based around class books - Romans on the Rampage and Escape from Pompeii</li> <li>Persuasive writing - Rome</li> <li>Writing diary entries as if we were escaping the eruption of Mount Vesuvius</li> <li>Writing newspaper articles informing people of the eruption of Mount Vesuvius</li> <li>Writing poetry about the eruption of Mount Vesuvius</li> </ul>		<p><b>Roman Numerals</b></p> <ul style="list-style-type: none"> <li>Read Roman numerals to 100 (I to C) and know that over time</li> </ul> <p><b>Looking at the effective use of Roman Roads and the size and structure of Hadrian's wall.</b></p> <ul style="list-style-type: none"> <li>Convert between different units of measure, for example, kilometre to metre</li> </ul> <p><b>Looking at the key dates of the Roman period.</b> add and subtract numbers with up to 4 digits developing/using the formal written methods of columnar addition and subtraction where appropriate</p>	
<b>History</b>	<b>Geography</b>	<b>DT / ART</b>	
<p>Investigate and interpret the past</p> <ul style="list-style-type: none"> <li>Use evidence to ask questions and find answers about the Romans</li> <li>Use more than one source of evidence</li> </ul> <p>Understand Chronology</p> <ul style="list-style-type: none"> <li>Use dates and times to describe events of the Roman empire</li> </ul> <p>Communicate historically</p> <ul style="list-style-type: none"> <li>Use appropriate historical vocabulary to communicate dates, time periods, change.</li> </ul>	<p>Investigate places</p> <ul style="list-style-type: none"> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> <li>Investigate patterns</li> <li>Describe geographical similarities and differences between countries</li> </ul>	<p><b>ART</b></p> <ul style="list-style-type: none"> <li>Use subjects across the curriculum and ideas as inspiration for artwork. Develop and share ideas in a sketchbook and in finished products.</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes.</li> <li>Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing.</li> <li>Evaluate their ideas against their own design criteria.</li> </ul>	
		<b>SCIENCE</b>	
		<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>Looking at appliances, circuits, lamps, switches, insulators and conductors.</li> <li>Looking at circuits, the effect of voltage in cells and resistance and conductivity</li> </ul>	

COMPUTING	RE	PE	PSHCE
<ul style="list-style-type: none"> <li></li> </ul>	<p>What does it mean to be a Sikh in Britain today?</p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>To take part in gymnastic activities.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and learn techniques to improve the six attitudes to learning.</li> <li>Study role models who have achieved success.</li> </ul>
MUSIC	Languages	SMSC	
<p><b>Roman Music</b></p> <ul style="list-style-type: none"> <li>Use voice in increasing accuracy, control and expression.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> </ul>	<p><b>French</b></p> <ul style="list-style-type: none"> <li>read carefully and show understanding of words, phrases and simple writing</li> <li>appreciate stories, songs, poems and rhymes in the language</li> <li>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</li> </ul>	<ul style="list-style-type: none"> <li>Philosophy for Children - Understanding other people's views, to care about other people's feelings and to try to see things from their points of view.</li> </ul> <p><b>Outdoor learning</b></p> <ul style="list-style-type: none"> <li>Creating large 'art attack' style image</li> <li>Creating a roman wall?</li> </ul>	<p><b>Enriching the curriculum</b> (Visits, Visitors, special days)</p> <ul style="list-style-type: none"> <li>Visit to Murton Park - Roman Village (in Summer Term)</li> </ul>