



Year 4

How was Britain influenced by the Roman Empire?

Curriculum Information for Parents

What will my child be learning?
How can I support them at home?

Our new curriculum

At Joseph Turner Primary School, we aim to provide an exciting and engaging curriculum, which will inspire children to nurture a passion for learning. We firmly believe the driving force behind the delivery of an interesting, creative curriculum is a clear focus on delivering excellent teaching and learning which ensures children engage in a range of learning experiences which are challenging, real life and meaningful.

Children at our school embrace our motto "Eager to Learn, Proud to Achieve" and we enforce this in every lesson. Children. We teach that failure is part of the learning process, which ensures deep rooted learning which can eventually be applied.

Autumn- How was Britain Influenced by the Roman Empire?

Our topic for this term focuses on the Romans and how their empire directly impacted Britain. The Roman Empire existed from 27 BC until AD 1453, where emperors ruled over Europe, North Africa and West Asia. The Romans occupied Britain from AD 43 until AD 410. During this topic, we will look into the growth of the Roman Empire, their invasion of Britain, how their empire was ran, trade links, influential people in Britain and their legacy.

Autumn – Name of topic

English and Maths

English

- To identify and use the features of different text types, including expanded noun phrases, adverbials, technical vocabulary and powerful verbs.
- To develop and use an effective range of narrative devices. Children will read a variety of descriptive pieces and evaluate the author's narrative devices and magpie these in their own writing.
- Children will become familiar with a range of sentence types and will be encouraged to include these at regular points in their writing.
- To develop the skim and scan technique. Children will be taught how to identify key language in questions and texts in order to locate information effectively.
- Children will be answering many retrieval questions from the text to help them recall, in detail, the information they have read.

Maths:

- count in multiples of 6, 7, 9, 25 and 1000
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- round any number to the nearest 10, 100 or 1000
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers

COMPUTING

To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

ART AND DESIGN

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
about great artists, architects and designers in history

SCIENCE

- Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.
- Use test results to make predictions to set up further comparative and fair tests.
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions, asking relevant questions and using different types of scientific enquiries to answer them
- Identify scientific evidence that has been used to support or refute ideas or arguments.
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- using straightforward scientific evidence to answer questions or to support their findings
- 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.

HISTORY

To have a chronologically secure knowledge and understanding of British, local and world history,

To establish clear narratives within and across the periods they study

To identify and note connections, contrasts and trends over time

To use historical terms appropriately.

To construct informed responses that involve thoughtful selection and organisation of relevant historical information.

To understand how our knowledge of the past is constructed from a range of sources.

DESIGN AND TECHNOLOGY

Design

To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Make

To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Understand how key events and individuals in design and technology have helped shape the world.

PHYSICAL EDUCATION

- To apply correct techniques and tactics to a variety of games
- To understand, implement and follow game rules fairly.
- To develop leadership roles.
- To communicate, collaborate and compete with others
- To implement a broader range of skills in game situations.

GEOGRAPHY

Use maps, locate countries of Europe and describe features

Ask and answer simple geographical questions about the physical and human characteristics of a location.

Explore similarities and differences, comparing the human geography of a region of the UK and a region of a European country

Use key vocabulary to demonstrate knowledge and understanding in this strand: Italy, Rome, city, physical features, human features, landscape, feature,

Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.

How Can I Help at Home?

Spellings

Spellings will be taken home with your child on a Friday and will be tested the following Friday. These are also on the school website.

Please can you practice these spellings with your child using the Look, Cover, Write, Check method which will be using in class.

Please can you also speak with your child about the meanings of the words given to them (this will be done in class) but it will help your child to use them in their writing.

Activities you can do at home to help your child with the curriculum. You are welcome to upload pictures to SeeSaw (these do not need to be brought into school).

Create a Roman shield and/or weapons using items found around the house.	Design a menu of what a typical Roman would eat.
Read a book or watch a short clip about the Romans and write a review.	Create a Roman mosaic.
Create Roman coins.	Write a poem or rap about the Romans.
Create an A to Z with a definition for each. For example, A – Amphitheatre = centre of entertainment in Roman times.	Create a fact file about a famous Roman.
Draw or create a map of the Roman Empire.	Write out your times tables in Roman Numerals.

Year 4 Autumn 1 Spelling Lists

Spelling test each Friday. Please use Spelling Shed login and SeeSaw to practise spellings.



<u>Date</u>	<u>Focus</u>	<u>Spellings</u>				
Week 1 18.09.23	Words that are homophones or near homophones	accept	knot	peace	plain	weather
		except	not	piece	plane	whether
Week 2 25.09.23	Words with the prefix 'in-' meaning not	inactive	incorrect	invisible	insecure	inflexible
		indefinite	inelegant	incurable	inability	inadequate
Week 3 02.09.23	Words with the prefixes 'il-' 'im-' and 'ir-'	illegal	immature	irregular	impossible	illegible
		irrelevant	immortal	imperfect	impatience	irresponsible
Week 4 09.10.23	Words with the prefix 'sub-' meaning below or further divided	submarine	substandard	subheading	subway	submit
		subtropical	subtle	subject	subdivide	submerge
Week 5 16.10.23	Words with the prefix 'inter-' meaning between or among	interact	intercity	international	interfere	interview
		intercept	intercom	internet	interchange	interface
Week 6 23.10.23	Challenge words	calendar	appear	believe	grammar	increase
		interest	opposite	straight	strength	women

Year 4 Autumn 2 Spelling Lists



Spelling test each Friday. Please use Spelling Shed login and SeeSaw to practise spellings.

<u>Date</u>	<u>Focus</u>	<u>Spellings</u>				
Week 1 06.11.23	Words ending in '-ation'	information	sensation	preparation	vibration	decoration
		donation	duration	registration	population	determination
Week 2 13.11.23	Words with the suffix '-ation'	adoration	admiration	coronation	detonation	observation
		location	generation	exploration	combination	illustration
Week 3 20.11.23	Words with the suffix '-ly'	sadly	completely	wildly	bravely	horribly
		gently	happily	foolishly	proudly	nervously
Week 4 27.11.23	Words ending in '-lly'	generally	usually	finally	beautifully	cruelly
		carefully	faithfully	wonderfully	peacefully	thoughtfully
Week 5 04.12.23	Words where 'ch' makes a /sh/ sound	chef	chalet	machine	brochure	chute
		chaperone	chandelier	parachute	crochet	quiche
Week 6 11.12.23	Challenge words	favourite	complete	continue	experiment	February
		naughty	material	knowledge	remember	focus