Learning Pathway: Year 4 Term 2

Enquiry Question: How did the Romans change life in Britain?

Enquiry Overview: This term, we will be looking at how and why the Romans invaded Britain, leading to the impact that they had, as well as the legacy that we can still see in Britain today. We will then be visiting the Corinium museum and sharing our independent history projects with you.

Week number *Date*		***1*** *2/11 /26*	***2*** *9/11 /26*	***3*** *16/ 11/26*	***4*** *23 / 11/26*	***5*** *30/11 /26*	***6*** *7/ 12/26*	***7*** *14/ 12/26*	***8***
Whole school events		***Arts week Travelling Light Thu 5th Nov***			***Family Learning Conferences Tue (24th) & Thu (26th) INSET Fri 27th Nov***		***10.12.26 KS2 History museum- pm***	***Portals in the Past- Roman workshop in school and optional dress up day Fri 18th Dec End of Term 2***	
Curriculum Links to Enquiry	**English** *To entertain*	Arts days – Balum & Lluvia's house Art – printing techniques to create memory doors. English – writing memory poems.	Building up a word bank, exploring word choice. Introducing our WAGOLL based on Escape From Pompeii.	Using fronted adverbials. Hot seating drama. Character development.	Using dialogue in a story. Innovating our story: character and resolution innovation.	Plan it, write it, edit it.	Publish. Introduce setting descriptions. Using ambitious vocabulary.	Setting description/ Plan, write and edit.	
	Text/Vocab	*Fronted adverbials, conjunctions, clauses, story mountain, prepositions, apostrophes, punctuating speech.*							
	History	Introduce Roman history project.	L.O: to explore chronology using sources	L.O: to understand why the Romans chose to settle in Britain.	L.O: to understand the importance of how sources help us to understand the past.	L.O: to use historical evidence to make inferences about Roman legacy in Britain.	History project celebration.		
	Text/Vocab	*Invade, settle, historical sources (primary and secondary), chronology, legacy, artefacts, empire, AD, BC, Celts*							
	Geography	L.O: to identify the structure of the Earth.	L.O: to understand how volcanoes form	L.O: to understand why people live near volcanoes					

	Text/Vocab	*Tectonic plates, crust, mantle, outer core, inner core, lava, magma*							
	Science	L.O: to identify three main types of rocks							
	Text/Vocab	*Rock, igneous, sedimentary, metamorphic, permeable, impermeable, fossil, sediment, soil, organic matter*							

Maths	Roman Numerals	Column addition (no regrouping) e.g. 14 + 55	Column addition (with regrouping) e.g. 27 + 39	Column addition (with regrouping) e.g. 27 + 39	Choosing the best addition strategy	Column subtraction (no regrouping) e.g. 47 - 23	Column subtraction (with regrouping) e.g. 47 - 29	
PSHE	Connecting with others: how can we respect each other?							
	L.O: to use positive thoughts and words when things are challenging	L.O: to practice being respectful in different settings	L.O: to describe a range of ways to build trusting friendships	L.O: to consider how actions help us look after our friendships	L.O: to explain when and how to ask for help if I see bullying	L.O: to describe what stereotypes are and why they are unfair		
PE	Swimming Basketball	Swimming Basketball	Swimming Basketball	Swimming Basketball	Swimming Basketball	Swimming Basketball	No swimming Basketball	
French	L.O: to recognise and name colour words	L.O: to describe shapes by their colour	L.O: to describe shapes by their size and colour	L.O: to Use French shape, size and colour vocab to give instructions (Matisse style compostitions)	L.O: to follow instructions in French			
Learning Characteristics								