



**Year Group: 4**

**Term: Autumn 21**

## Essential Question

How could being in the Roman army keep you ALIVE?

## Authentic Outcome

Develop chill out spaces for year groups within school

## Driving Text

Escape from Pompeii

Christina Ballit

## Mini Outcomes

Mini outcome 1 - 'L' focus in ALIVE - What happened in Pompeii?

Mini outcome 2 - 'I' focus in ALIVE - Compare the rule of the Romans with our school rules.

Mini outcome 3 - 'V' focus in ALIVE - How much free will was involved in being a soldier?

Final outcome - 'E' focus in ALIVE. What drives our morals and emotions? Children create sensory chill out spaces in year group rooms and inform year groups how to use these spaces via a virtual assembly.

## Experts, Trips, Experiences & Making Community Links

Dantastic

## Key Vocabulary

Roman empire, Emperor  
Invade, Legion  
Colloiseum,  
Bath house  
Soldier, Villa  
Shield, Chariot  
Centurion, Gladiator  
Roman numerals, Rome  
Pantheon, Julius Caesar,  
Legacy, rebellion, Boudicca,  
invasion, empire

Volcano, eruption,  
vent, ash, lava,  
crust, conduit,  
ring of fire,  
crater, mantle,  
magma, fault,  
sill, active,  
extinct, dormant

## Technology

Web cam to show live action from vesuvius -

<https://www.skylinewebcams.com/en/webcam/italia/campania/napoli/vesuvio.html>

## Immersive Environment

Castle wall display paper with Roman soldier guarding.

Tent 'castle' area to use for chill out zone.

## Outcomes for this Term/National Curriculum Links and Coverage

<b>Maths</b>	<b>REAL Project</b>		<b>RE &amp; Other Subjects</b> <i>(taught discretely)</i>
	<b>English</b>	<b>Foundation Subjects</b>	
<p>Place Value (4 weeks)</p> <p>Addition &amp; Subtraction (3 weeks)</p> <p>Measurement - Length &amp; Perimeter (2 weeks)</p> <p>Multiplication &amp; Division (3 weeks)</p> <p>Consolidation weeks (1 weeks)</p>	<p><u>Writing</u> Final pieces: <b>Narrative:</b> the day the volcano exploded. <b>Script/speech:</b> for a virtual assembly to explain our implementation of our final outcome sensory spaces in group rooms. <b>Explanation text:</b> How to free a slave / How does a Soldier leave the army. <b>FACT FILE leaflet:</b> Volcanoes and Earthquakes</p> <p>Pupils should plan their writing by: *Use a WAGOLL in order to understand and learn from its structure, vocabulary and grammar then discussing and recording ideas * draft and write by: * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational devices [for example, headings and sub-headings] * evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements and by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proof-read for spelling and punctuation errors * read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p><u>Grammar &amp; Punctuation</u> Pupils should be taught workshops on: * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * using conjunctions, adverbs and prepositions to express time and cause * using fronted adverbials * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns * using and punctuating direct speech</p> <p><u>Spelling</u></p> <ol style="list-style-type: none"> <li>1. Introduce key words for the topic and display (add to this throughout the topic)</li> <li>2. Homophones or near homophones. They have different spellings SEND: j words - spelt /dʒe/</li> <li>3. The prefix 'in-' can mean both 'not' and 'in' SEND: j sound - spelt /ge/</li> <li>4. The prefix 'sub-' which means under or below. SEND: j sound spelt /g/</li> <li>5. The prefix 'inter-' means between, amongst or during. SEND: The /s/ sound spelled c before e, i and y</li> </ol>	<p><u>History:</u> the Roman Empire and its impact on Britain This could include: * Julius Caesar's attempted invasion in 55-54 BC * the Roman Empire by AD 42 and the power of its army * successful invasion by Claudius and conquest, including Hadrian's Wall * British resistance, for example, Boudica This Must include: <b>CAUSE &amp; CONSEQUENCE:</b> •Reasons why the Romans invaded Britain. •Change from tribal rule to nation. <b>POWER:</b> •Roman Empire. •Roman army – legions, training, weapons, armour, tactics, discipline. <b>LEGACY/INFLUENCE:</b> •The impact of the Romans in Britain. •'Romanisation' of Britain.</p> <p><u>Geography:</u> <b>Human and physical geography</b> * describe and understand key aspects of: * physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <b>Geographical skills and fieldwork</b> ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● Use satellite maps <i>Volcano watch on Google Earth everyday.</i></p> <p><b>Place knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of a region in a European country. <a href="https://world-geography-games.com/world.html">https://world-geography-games.com/world.html</a></p> <p><u>Design &amp; Technology</u> <b>1 Constructing a Roman fort:</b> *learn about features of a fort and make annotated sketches. *design a fort *learn about making nets with cardboard - deconstruct boxes to see how they were made *build a fort * evaluate the project and consider what new techniques have been learned.</p> <p>When designing and making, pupils should be taught to: <b>Design</b> Research and develop design criteria to make a Roman fort Generate, develop, model and communicate their ideas <b>Make</b></p>	<p><u>RE:</u> People Know and understand: • Our family trees – Explore • The family of God in scripture – Reveal ● <b>Remembering, celebrating and responding to our family trees</b> and the family of God in Scripture – Respond</p> <p>Called Know and understand: • The response to being chosen – Explore • Confirmation: a call to witness – Reveal ● <b>Remembering, celebrating and responding to being chosen and the</b> Sacrament of Confirmation: A call to witness – Respond</p> <p>Gift Know and understand: • The gift of love and friendship – Explore • Advent and Christmas: the Church's seasons of preparing to receive God's gift of love and friendship in Jesus – Reveal ● <b>Remembering, celebrating and responding to the gift of love and friendship, Advent and Christmas: The Church's seasons of preparing to receive God's gift of love and friendship in Jesus</b> – Respond</p> <p><u>Judaism</u> Books and the Torah Bar / Bat Mitzvah The Importance of the Torah for Jewish people.</p> <p><u>Science</u> <u>States of matter</u> Statutory requirements Pupils should be taught to: * 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> <p><u>Sound</u> Pupils should be taught to: *identify how sounds are made, associating some of them with something vibrating</p>

6. Challenge Words  
SEND: The /n/ sound spelled kn and gn
7. The suffix '-ation'  
Challenge words  
  
SEND:
- Half term.
8. The suffix '-ation'  
SEND: The /r/ sound spelled wr
9. Adding -ly to adverbs.  
SEND: The /l/ or /ul/ sound spelled -le
10. Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'  
SEND: The /l/ or /ul/ sound spelled -el
11. Word with the 'sh' sound spelled ch.  
SEND: The /l/ or /ul/ sound spelled -al
12. Challenge Words  
SEND: Words ending in -il
13. Adding the suffix '-sion.' When the root word ends in 'd,' 'de' or 'se'  
Challenge words  
SEND:
14. Adding the suffix '-ous.'  
SEND: The long vowel i spelled y

#### Handwriting

Pupils should be taught to:

- \* use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- \* increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing.

Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

#### READING:

##### Year 4 Reading Curriculum

##### Comprehension

Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:

- C) listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- D) reading books that are structured in different ways and reading for a range of purposes
- E) using dictionaries to check the meaning of words that they have read
- F) increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- G) identifying themes and conventions in a wide range of books
- H) preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- I) discussing words and phrases that capture the reader's interest and imagination
- J) recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- K) checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- L) asking questions to improve their understanding of a text
- M) drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- N) predicting what might happen from details stated and implied
- O) identifying main ideas drawn from more than one paragraph and summarising these
- P) identifying how language, structure, and presentation contribute to meaning
- Q) retrieve and record information from non-fiction

Select from and use tools and equipment and materials and components,, 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

#### Technical knowledge

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures monitor and control their products.

#### Art

1.Examine illustrations used in Escape from Pompeii. research and sketch on the theme- 'every picture tells a story'. (looking at a range of Artists work)



\*analyse the techniques and media that could have been used to create the images of the volcano and destroyed city.

\*in sketchbooks recreate wavy sea and smoky sky effects used.

\*examine space - foreground, background, how the image is centred and the scale of the images. layering images task

\*look at / compare natural disaster art work of Jave Yoshimoto.

\*create a frieze of natural disaster images showing a contrasting scale.

\*Evaluate final piece of work.

2.3D Art work volcanoes. make a group sculpture of a volcano - mixed media - some using fabrics flat on the hall floor 2 metres squared, some making clay pinch pots etc.

\*role play lava falling out of a volcano in the wow room. make it explode, fire bomb, drift and seep.

\*discuss/plan how we could make a volcano... consider scale and materials needed to make it 3 dimensional.

\*design active volcano sculpture.

\*Use tools to craft our designs.

\*Review and evaluate.

3.Home learning challenge: Make and decorate a Roman shield design (research heraldry etc). Bring to school or post on Seesaw. Review and evaluate the design and making process.

Aims: all pupils:

\*produce creative work, exploring their ideas and recording their experiences

\*become proficient in drawing, painting, sculpture and other art, craft and design techniques

\*evaluate and analyse creative works using the language of art, craft and design

\*recognise that vibrations from sounds travel through a medium to the ear

\*find patterns between the pitch of a sound and features of the object that produced it

\*find patterns between the volume of a sound and the strength of the vibrations that produced it

recognise that sounds get fainter as the distance from the sound source increases

#### Computing

##### purple Mash Unit 4.1 Coding.

\*To review coding vocabulary.

• To use a sketch or storyboard to represent a program design and algorithm.

• To use the design to create a program.

\* To create a program with an object that repeats actions.

• To use the Repeat Until command to make objects repeat actions.

• To program an object to respond to user keyboard input.

##### Purple Mash Unit 4.5 Logo

\*To learn the structure of the language of Logo.

• To input simple instructions in Logo

\*Using 2Logo to create letter shapes.

• To use the Repeat function in Logo to create shapes.

\* To use and build procedures in Logo

#### Music

Ukulele - taught externally - separate plan

Pupils should be taught to:

\*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

\*improvise and compose music for a range of purposes using the inter-related dimensions of music

\*listen with attention to detail and recall sounds with increasing aural memory

\*use and understand staff and other musical notations

\*appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

\*develop an understanding of the history of music.

#### Jigsaw:

Celebrating differences,

Understanding bullying.

	<p>R) participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p> <p>Guided Reading Texts:</p> <ol style="list-style-type: none"> <li>1. Picture book week - Ruby's worry.</li> <li>2. Twinkle's fairy cakes</li> <li>SEND: The Egg</li> <li>3. Japan</li> <li>SEND: The Pool</li> <li>4. Pet Care</li> <li>SEND: The mirror</li> <li>5. Picture book week. Tuesday</li> <li>6. Why the sea is salty</li> <li>SEND: Emperor Penguin</li> <li>7. Shark attack</li> <li>SEND The Book</li> <li>-</li> <li>8. Stop Bugging Me</li> <li>SEND: The Card</li> <li>9. picture book week: Quest</li> <li>10. Little match girl</li> <li>SEND: Planets</li> <li>11. The chimney boy</li> <li>SEND: The dice</li> <li>12. The black death</li> <li>SEND: The Phone call</li> <li>13. Picture book week. The bog baby</li> <li>14. Christmas literature</li> </ol>	<p>*know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p> <p>Subject content Key stage 2.</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>*to create sketch books to record their observations and use them to review and revisit ideas</li> <li>*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]</li> <li>*about great artists, architects and designers in history</li> </ul>	
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