

## Maths

### Number and Place Value

- Reason about the location of any fourdigit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.
- Divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.

### Number Facts

- Recall multiplication and division facts up to  $12 \times 12$ , and recognise products in multiplication tables as multiples of the corresponding number.
- Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100).

### Fractions

- Interpret and write proper fractions to represent 1 or several parts of a whole that is divided into equal parts.
- Find unit fractions of quantities using known division facts (multiplication tables fluency).
- Reason about the location of any fraction within 1 in the linear number system.

### Geometry

- Draw polygons by joining marked points, and identify parallel and perpendicular sides.
- Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.
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## English

Poster – Persuading someone to become a Roman Soldier.

Recount – A day in the life of being a Roman Soldier.

### Grammar skills - we will be developing our use of:

Multi-clausal sentences; variety of sentence openers; noun-phrases; fronted adverbials.

### Planning:

I discuss different models of writing, taking account of purpose and audience.

I plan my writing by discussing and recording ideas.

I identify structure, grammatical features and use of vocabulary for effects in texts.

### Drafting/Writing:

I begin to open paragraphs with topic sentences and organise them around a theme.

In non-narrative I use simple organisational devices

### Editing/Evaluating:

I suggest improvements to my writing through assessing the writing with peers and through self-assessment.

I propose changes to grammar and vocabulary to improve consistency.

I proof read for spelling and punctuation errors.

## History – The Roman Empire, through historical enquiry questions:

**When did the Romans invade and why?**

**Did the native Britons resist or welcome them and why?**

**What influence did Romans have on British culture?**

**Why did Romans withdraw from Britain?**

Through a range of sources and artefacts we will study Roman Britain from 55BC to 430AD.

## PE - Outdoor and Adventurous Activities

I understand how to read a map.

I can follow a map in a familiar context.

I can follow a route within a time limit.

## RE – Humanism.

### Three key questions through which to explore what

#### Humanism is and what they believe:

How do Humanists decide what to believe?

What do humanists value in life?

What are Humanists' views on happiness?

Learning  
Culture  
LORIC



Year 4 Spring Term 1

**Rotten Romans**

## PSHE Economic Wellbeing – Financial Capability

- What different ways are there to earn and spend money?
- What do saving, spending and budgeting mean to me?
- How can I decide what to spend my money on and choose the best way to pay?
- What might my family have to spend money on?
- What is “value for money”?
- How do my feelings about money change?
- How do my choices affect my family, the community, the world and me?

**Art: Malibu Artist** – panel paintings of Roman Egyptian Mummies.

I can explain some features of art from historical periods.

## Science - Living Things

To recognise that living things can be grouped in a variety of ways.

To explore and use classification keys to help group, identify and name a variety of living things in the their local and wider environment.

To recognise that environments can change and that this can sometimes pose dangers to living things.