

## I am Warrior! Knowledge Outcomes:

**The Roman Empire included Italy, lands around the Mediterranean and much of Europe including parts of Britain.**

**The Romans invaded Britain to gain access to more natural resources.**

**Wealthy Romans often lived in large villas whereas poorer Romans lived in crowded city apartments.**

**Boudicca was a Celtic tribe leader who led a rebellion against the Romans.**

**Romans typically enjoyed watching gladiator fights, chariot racing and using public bathhouses in their leisure time.**

**The Romans were amazing architects - they built roads, aqua ducts, baths, concrete buildings and sewer systems.**

**Key Vocabulary**  
electricity  
circuit  
cell/battery  
wirex  
switch/bulb/buzzer  
conductor/insulator  
Roman Empire  
Invasion/Conquer  
Britain/Boudicca  
Rebellion  
Villa/gladiator  
aqueduct

### **PSCHE: How can our choices make a difference to others and the environment?**

Children will learn that everyone shares responsibility for protecting the world, and that everyday choices—especially what we buy and how we spend—can impact people, animals and the environment (e.g., Fairtrade, single-use plastics, charity). They will practise using relevant skills and vocabulary to discuss topical issues and share opinions, while developing care, concern, and compassion and understanding how to act on personal responsibilities in kind and responsible ways.

### **R.E.: What is Religion?**

### **Buddhism - Can the Buddha's teachings make the world a better place?**

Pupils will explore why problems exist in the world and consider how people can help solve them. They will recall a story from the Buddha and begin to explain its key message. They will also give examples of how Buddhists might learn from these stories and apply the teachings in daily life to help make the world a better place.

## **Understanding of the World**

### **History: The Roman Empire**

Learn about the Roman Empire and its impact on Britain.

### **Science: Electricity**

Identify common appliances that run on electricity

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Recognise some common conductors and insulators, and associate metals with being good conductors

## **SPRING TERM 1 Activities I am Warrior! Year 4**

These are the knowledge outcomes (the things we must aim to know) for our learning this half term.

## **Important Dates:**

### **In Mathematics, this half term children will be working on the following objectives from the Year 4 Success and Challenge cards:**

Multiplication & Division (times tables up to 12, factors, formal methods), Measurement (length, perimeter, mass, volume/capacity) Fractions & Decimals (linking to money/time),

## Languages

### Meet the family

Understand nouns for members of a family. Ask "Who is it?" and give a response with a family member noun. Understand and say some nouns for parts of the face. Understand simple sentences using nouns and colours about the face. Write a simple sentence to describe the colour of a part of the face.

## English

### In English, this half term children will be working on the following objectives from the Year 4 Success and Challenge cards:

Present perfect (links past to now): He has always been fascinated by clocks.  
Past tense (something finished): He found a brass key yesterday.  
Fronted adverbials & comma: At midnight, the clocktower hummed.  
Noun phrases (expanded detail): the ancient, dust-choked clocktower.  
Accurate nouns/pronouns (avoid repetition): Ben... he... his... the boy...  
Conjunctions (more than one clause): He hesitated because the door was trembling, but he stepped in.  
Paragraphs by theme: setting / problem / action.  
Ambitious vocabulary: vivid verbs and precise adjectives.

## Expressive Art and Design

### ART & DESIGN: Famous Artists

#### Art and Design: Sculpture

Use tools to cut, make and combine shapes to create recognisable forms.  
Use clay and practise joining techniques.  
Add materials to the sculpture to create detail.  
Use papier mâché to create 3D models.

#### MUSIC: Composing

##### Music: Composing

Improvise on a limited range of pitches on a tuned instrument.  
Apply musical features to own compositions including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations.  
Use letter names to create short pentatonic phrases.  
Sing and play these phrases as self-standing compositions.  
Begin to recognise note values (minim, crotchet, crotchet rest and paired quavers)  
Explore how to create a specific mood with music.  
Capture and record creative ideas using graphic symbols, rhythm notation and staff notation or technology.

Engage:

Express:

### Paragraph 1 – Setting description with all taught grammar included

At the edge of the silent town, the ancient, ivy-clawed clocktower loomed above the rooftops. Ben, a curious, freckle-faced boy with a restless imagination, has always been drawn to places that others avoid. For years, he has dreamed of discovering what lay behind its rusted door.

### What are we writing this half term?

Week 1 & 2	Week 3	Week 4	Week 5
A diary entry	A setting description	A letter	A chapter re write

### This half term, we will be reading the books:

*Anna Ciddor's The Boy Who Stepped Through Time*

## Physical Development

This term children will learn  
Hockey

### PE lessons will be on:

**SG** Tuesday & Wednesday  
**WM** Rowling - Monday and Friday  
Presley - Monday and Thursday  
**LPS** Mandela - Wednesday and Thursday  
Pankhurst – Thursday and Friday

## Strength Lies in Difference

Understand why people travelled to and from places.  
Understand the impact of people travelling to different places/countries (migration) has had on societies/communities.  
Understand that an empire is a group of countries ruled by a single monarch.  
Understand that the British Empire consisted of a number of countries  
Understand the role of migration in the development of the Great Britain dating back to Roman times  
Understand the multicultural make-up of the Roman Empire  
Understand Caracalla's achievements and their significance  
Understand why it is important to know that the Romans were drawn from a wide cultural heritage.

## Computing: iAnimate

Children will learn what animation is and how it can be created using digital tools. They will design a scene, storyboard their ideas, and create a short, animated scene/animation.