

# What did the Romans Ever Do for Us?

Spring Term, 2024-25

## Year 4

<p><b><u>PE</u></b></p> <p>• <b>Striking and fielding</b></p> <ul style="list-style-type: none"> <li>• To know how to roll/throw and receive a ball with accuracy</li> <li>• To know how to strike a bowled ball</li> <li>• To know how to intercept and stop a ball as a fielder</li> <li>• To know how to work as a team to prevent others scoring.</li> <li>• To know how to work safely in a confined space avoiding others</li> </ul>	<p><b><u>Science</u></b></p> <p><b>Forces and magnetism</b></p> <ul style="list-style-type: none"> <li>• Know how to compare how things move on different surfaces and that magnetic forces can be transmitted without direct contact</li> <li>• Know how some magnets attract or repel each other and classify which everyday materials are attracted to magnets and which are not</li> <li>• Know that magnets have two poles (N &amp; S) and can predict whether two magnets will attract or repel each other depending on which poles are facing</li> </ul>	<p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>• Know how to present opinions that are contradictory to their own (Link to English)</li> <li>• Build on, challenge and summarise others ideas in discussions, giving reasons for their opinions coherently (Link to English)</li> <li>• Know how to order a number of significant events from the Romano-British era on a timeline.</li> <li>• Know why a good road network and well-planned towns were so important to the Romans.</li> <li>• Know and describe the different viewpoints relating to Boudicca's Rebellion.</li> <li>• Know how to ask questions about historical artefacts and answer some key questions by finding evidence from primary sources.</li> <li>• Know how to make sound deductions about the lives of people in the past.</li> <li>• Know how to find out about an aspect of Roman daily life and record a number of key facts.</li> <li>• Know how to use primary and secondary sources to gain a clearer understanding of the Romano-British era.</li> <li>• Know how to evaluate and describe the impact and legacy of the Romans on Britain.</li> </ul>			<p><b><u>P.S.H.E.</u></b></p> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• To know how to say how it feels when someone else is pushing me to do something.</li> <li>• To know how to identify feelings of anxiety and fear associated with peer pressure.</li> <li>• To know how to make safe and healthy choices</li> </ul>
<p><u>Key Vocab:</u> fielder, striker, defender, bowl</p>	<p><u>Key Vocab:</u> magnetic, force, repel, attract, pole</p>	<p><u>Key Vocab:</u> opinion, discussion, significant, timeline, network, Boudicca, rebellion, artefacts, evidence, primary, secondary, deductions, legacy</p>			<p><u>Key Vocab:</u> commitment, self-belief, motivation, enterprise, cooperation</p>
<p><b><u>Art / DT</u></b></p> <p><b>Trebuchet/Chariots</b></p> <ul style="list-style-type: none"> <li>• Know how to use equipment and tools with increased accuracy and safety</li> <li>• Know how to manipulate materials effectively and measure, cut and assemble accurately</li> <li>• Know how to use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears)</li> </ul>	<p><b><u>Computing</u></b></p> <p><b>Data logging</b></p> <ul style="list-style-type: none"> <li>• To know how to collect data to answer our question</li> <li>• To know whether a sensor(s) needs to be used to answer our question</li> <li>• To know how some data points are different</li> </ul>	<p><b><u>Music</u></b></p> <p><b>Stop!</b></p> <ul style="list-style-type: none"> <li>• To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different moods and effects.</li> </ul>	<p><b><u>R.E.</u></b></p> <p><b>Kernewik (Cornish) curriculum</b></p> <ul style="list-style-type: none"> <li>• Know about Cornish culture and history, and learn about the importance of traditions, festivals, and beliefs</li> <li>• To know about St Piran and why he is important</li> <li>• To know why Mayday and the Maypole are important</li> <li>• To know the importance of different Cornish festivals</li> </ul>	<p><b><u>MFL</u></b></p> <p><b>Les Romains</b></p> <ul style="list-style-type: none"> <li>• To know how to decode unknown language.</li> <li>• To know the names of 7 Roman gods and goddesses and link them to the days of the week in French.</li> <li>• To know about key Roman inventions.</li> <li>• To know how to use the negative structure in French and present to the class in spoken French</li> </ul>	
<p><u>Key Vocab:</u> equipment, machine, manipulate, materials, assemble, accuracy, gears, levers, winding, mechanics, mechanism, pulley</p>	<p><u>Key Vocab:</u> data, collect, sensor, database, analysis, logging</p>	<p><u>Key Vocab:</u> rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch,</p>	<p><u>Key Vocab:</u> Saint, dedicate, convert, holy well, oratory, stone cross, stone circle, community, celebrate, celebration, festival, feast day, liturgical music, carol, Methodist, Celtic, community</p>		