Year 4 – Summer Term 2 Explore and Enquire MTP

Theme: Romans
<u>Driver:</u> History/Geography

The Big Question: What Did the Romans Do for Us?

Reading for Pleasure Class Novel:



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Unit: Myths and Legends	<u>Unit:</u> Myths and Legend	<u>Unit:</u> Character Description	<u>Unit:</u> Character Description	<u>Unit:</u> Information Text	<u>Unit:</u> Information Text	
	Supporting Text: The Myth of	Supporting Text: The Myth of	Supporting Text: Empire's End	Supporting Text: Empire's End	Supporting Text: Jeremy	Supporting Text: Jeremy	
	Romulus and Remus.	Romulus and Remus.	– A Roman Story.	– A Roman Story.	Strong – Romans on the	Strong – Romans on the	
	Romulus and Remus	Romulus and Remus			Rampage. STRONG	Rampage.	
	To write a Roman myth.	To write a Roman myth.	A ROMAN STORY LILIA RASHED	A ROMAN STORY LILIA RASHED	RAMIA CO	TAM!AGE	
			To write a character	To write a character			
	NC Link: In narratives, creating settings, characters and plot.	NC Link: In narratives, creating settings, characters and plot.	description.	description.	To write information on Romans.	To write information on Romans.	
English	Composing and rehearsing	Composing and rehearsing	NC Link: Discussing writing like that which they are planning	NC Link: Discussing writing like that which they are planning	NC Link: Composing and	NC Link: Composing and	
5	sentences orally (including	sentences orally (including	to write in order to understand	to write in order to understand	rehearsing sentences orally	rehearsing sentences orally	
	dialogue), progressively	dialogue), progressively	and learn from its structure,	and learn from its structure,	(including dialogue),	(including dialogue),	
	building a varied and rich vocabulary and an increasing	building a varied and rich vocabulary and an increasing	vocabulary and grammar.	vocabulary and grammar.	progressively building a varied	progressively building a varied	
	range of sentence structures.	range of sentence structures.	Read aloud their own writing,	Read aloud their own writing,	and rich vocabulary and an increasing range of sentence	and rich vocabulary and an increasing range of sentence	
			to a group or the whole class,	to a group or the whole class,	structures	structures	
	Organising paragraphs around a theme.	Organising paragraphs around a theme.	using appropriate intonation	using appropriate intonation			
	a trieffie.	a tileme.	and controlling the tone and volume so that the meaning is	and controlling the tone and volume so that the meaning is	Read aloud their own writing, to a group or the whole class,	Read aloud their own writing, to a group or the whole class,	
	Using the present perfect form	Using the present perfect form	clear.	clear.	using appropriate intonation	using appropriate intonation	
	of verbs in contrast to the past	of verbs in contrast to the past			and controlling the tone and	and controlling the tone and	
	tense.	tense.	Organising paragraphs around	Organising paragraphs around	volume so that the meaning is	volume so that the meaning is	
			a theme.	a theme.	clear.	clear.	
		Cross curricular – history – myths		7 T		**	

		<u>Launch:</u> Bosworth Battlefield `								
	Enrichment	Key Questions: What Did the Romans Do for Us? Media/Visual Literacy:								
		Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.			
		Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.			
Visit to	PAG Focus	Using conjunctions, adverbs and prepositions to express time and cause.	Using conjunctions, adverbs and prepositions to express time and cause.	Using and punctuating direct speech	Using and punctuating direct speech	Using conjunctions, adverbs and prepositions to express time and cause.	Using conjunctions, adverbs and prepositions to express time and cause.			
	S	Using fronted adverbials. Learning the grammar for	Using fronted adverbials. Learning the grammar for	Using conjunctions, adverbs and prepositions to express time and cause.	Using conjunctions, adverbs and prepositions to express time and cause.	Using fronted adverbials. Learning the grammar for	Using fronted adverbials. Learning the grammar for			
		years 3 and 4 in English Appendix 2	years 3 and 4 in English Appendix 2	Using fronted adverbials.	Using fronted adverbials.	years 3 and 4 in English Appendix 2	years 3 and 4 in English Appendix 2			
				Learning the grammar for years 3 and 4 in English Appendix 2	Learning the grammar for years 3 and 4 in English Appendix 2					

		Text: The Astounding Broccoli Boy by Frank Cottrell Boyce Focus: Retrieval, Vocabulary, inference, predict, explain, summarise	Text: The Astounding Broccoli Boy by Frank Cottrell Boyce Focus: Retrieval, Vocabulary, inference, predict, explain, summarise	Text: The Astounding Broccoli Boy by Frank Cottrell Boyce Focus: Retrieval, Vocabulary, inference, predict, explain, summarise	Text: The Astounding Broccoli Boy by Frank Cottrell Boyce Focus: Retrieval, Vocabulary, inference, predict, explain, summarise	Text: The Astounding Broccoli Boy by Frank Cottrell Boyce Focus: Retrieval, Vocabulary, inference, predict, explain, summarise	Text: The Astounding Broccoli Boy by Frank Cottrell Boyce Focus: Retrieval, Vocabulary, inference, predict, explain, summarise
	adıng	NC Link: Reading books that are structured in different ways and reading for a range of purposes.	NC Link: Reading books that are structured in different ways and reading for a range of purposes.	NC Link: Reading books that are structured in different ways and reading for a range of purposes.	NC Link: Using dictionaries to check the meaning of words that they have read.	NC Link: Using dictionaries to check the meaning of words that they have read.	NC Link: Asking questions to improve their understanding of a text.
4	Guided Kea	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns	Retrieve and record information from non-fiction.	Predicting what might happen from details stated and implied.	Identifying main ideas drawn from more than 1 paragraph and summarising these.	Identifying main ideas drawn from more than 1 paragraph and summarising these.	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying
		and listening to what others say. Cross curricular – PSHE – treating others/bullying	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.	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	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	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.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns
				say.	say.	Respect	and listening to what others say.

Unit: Fractions

Step 4 Number lines with mixed numbers
Step 5 Compare and order mixed numbers
Step 6 Understand improper fractions
Step 7 Convert mixed numbers to improper fractions
Step 8 Convert improper fractions to mixed numbers

NC Link: recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundreds

Unit: Fractions

Step 9 Equivalent fractions on a number line Step 10 Equivalent fraction families Step 11 Add two or more fractions Step 12 Add fractions and mixed numbers Step 13 Subtract two fractions

NC Link: recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundreds

Unit: Fractions

Step 14 Subtract from whole amounts
Step 15 Subtract from mixed numbers
Lesson 16 – End of block assessment (fractions)
Step 1 Tenths as fractions

NC Link: recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundreds



Unit: Decimals

by 10

Step 2 Tenths as decimals
Step 3 Tenths on a place value chart
Step 4 Tenths on a number line
Step 5 Divide a 1-digit number by 10
Step 6 Divide a 2-digit number

NC Link: recognise and write decimal equivalents to 1/4, 1/2, 3/4

find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with 1 decimal place to the nearest whole number compare numbers with the same number of decimal places up to 2 decimal places solve simple measure and money problems involving fractions and decimals to 2 decimal places

Unit: Decimals

Step 7 Hundredths as fractions Step 8 Hundredths as decimals Step 9 Hundredths on a place value chart Step 10 Divide a 1- or 2-digit number by 100

NC Link: recognise and write decimal equivalents to 1/4, 1/2, 3/4

find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with 1 decimal place to the nearest whole number compare numbers with the same number of decimal places up to 2 decimal places solve simple measure and money problems involving fractions and decimals to 2 decimal places

Unit: Revisit and Review.

End of block assessment – Decimals

Revisit and Review

NC Link: recognise and write decimal equivalents to 1/4, 1/2, 3/4

find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with 1 decimal place to the nearest whole number compare numbers with the same number of decimal places up to 2 decimal places solve simple measure and money problems involving fractions and decimals to 2 decimal places



		Unit: Living Things and Their Habitat.	<u>Unit:</u> Living Things and Their Habitat.	<u>Unit:</u> Living Things and Their Habitat.	<u>Unit:</u> Living Things and Their Habitat.	<u>Unit:</u> Living Things and Their Habitat.	<u>Unit:</u> Living Things and Their Habitat.	
	Science	Lesson: How to group things in a range of ways? NC Link: Recognise that living things can be grouped in a variety of ways.	Lesson: How can I identify vertebrates by observing their similarities and differences? NC Link: Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Lesson: How can I use a key to identify invertebrates? NC Link: Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Lesson: Which way can I show the characteristics of living things? NC Link: Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Lesson: What are the changes in the local environment? NC Link: Recognise that environments can change and that this can sometimes pose dangers to living things. Cross curricular – geography - locational	Lesson: How are endangered species impacted by environmental dangers? NC Link: Recognise that environments can change and that this can sometimes pose dangers to living things.	
_	Computing	Unit: Teach Computing – Data Logging Lesson: Answering Questions NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Unit: Teach Computing – Data Logging Lesson: Data Collection NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Unit: Teach Computing – Data Logging Lesson: Logging NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Unit: Teach Computing – Data Logging Lesson: Analysing Data NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Cross curricular – science/maths - graphs	Unit: Teach Computing – Data Logging Lesson: Data for Answers NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Unit: Teach Computing – Data Logging Lesson: Answering my Question NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	

			<u>Unit:</u> Texture – Roman Portrait				
			Lesson: Exploring texture	<u>Lesson:</u> Skills.	Lesson: Materials.	Lesson: Designing my portrait.	
			Where can we find different	How can we create different	How can I use texture?	What design can I make and	
			textures?	textures?		what is the purpose?	
					Lesson: Printing.		
			NC Link: To create sketch	NC Link: To improve their	Can I create lines using print?	Lesson: Can I create my design	
			books to record their	mastery of art and design		and evaluate it?	
<u>چ</u>			observations and use them to	techniques, including drawing,	NC Link: To create sketch		
Design			review and revisit ideas.	painting and sculpture with a	books to record their	NC Link: To create sketch	
ے ا				range of materials.	observations and use them to	books to record their	
ب ھ					review and revisit ideas.	observations and use them to	
Art			Cross curricular – history –	***		review and revisit ideas.	
			Roman art	Resilience	To improve their mastery of		
					art and design techniques,	To improve their mastery of	
					including drawing, painting	art and design techniques,	
					and sculpture with a range of	including drawing, painting	
					materials.	and sculpture with a range of	
						materials [for example, pencil,	
						charcoal, paint, clay].	
	<u>Unit:</u> Mechanics	Unit: Mechanics					
	<u>Lesson:</u> Make	<u>Lesson:</u> Evaluate					
	How can I create my shield?	How successful was my shield?					
≥							
Technology	NC Link: Select from and use a	NC Link: Select from and use a					
l h	wider range of materials and	wider range of materials and					
je j	components, including	components, including					
S	construction materials, textiles	construction materials, textiles					
l g	and ingredients, according to	and ingredients, according to					
esign	their functional properties and	their functional properties and					
	aesthetic qualities.	aesthetic qualities.					
	(大)						
	Resilience	Responsibility					
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			Unit: Volcanos	Unit: Volcanos	Unit: Volcanos		
Geography			Lesson: Physical Knowledge What is the 'ring of fire'? NC Link: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human	Unit: Volcanos Lesson: Map Skills and Field Work What is life like living near a volcano? NC Link: Locate the world's countries, using maps to focus on Europe (including the	Lesson: Locational Knowledge How does life differ in a volcanic area to a non-volcanic area? NC Link: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their		
			characteristics, countries, and major cities.	location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	environmental regions, characteristics, countries, and major cities.		
History	Unit: Romans Lesson: Cause and Significant Effect A Celtic or a Roman? NC Link: The Roman Empire by AD 42 and the power of its army.	Unit: Romans Lesson: Significant People and Impact Who was Boudicca and why did she revolt? NC Link: British resistance, for example, Boudica.				Unit: Romans Lesson: Cause and Significant Effect How have the Romans influenced our lives today? NC Link: British resistance, for example, Boudica. Cross curricular – geography – human features	

		<u>Unit:</u> The People Around Me	Unit: The People Around Me				
			NC Link: Speak in sentences	NC Link: Speak in sentences			
		NC Link: Speak in sentences	using familiar vocabulary,	using familiar vocabulary,	using familiar vocabulary,	using familiar vocabulary,	using familiar vocabulary,
		using familiar vocabulary,	phrases and basic language	phrases and basic language			
		phrases and basic language	structures.	structures.	structures.	structures.	structures.
		structures.					
			Develop accurate	Develop accurate	Develop accurate	Develop accurate	Develop accurate
		Develop accurate	pronunciation and intonation	pronunciation and intonation	pronunciation and intonation	pronunciation and intonation	pronunciation and intonation
		pronunciation and intonation	so that others understand	so that others understand			
		so that others understand	when they are reading aloud	when they are reading aloud			
		when they are reading aloud	or using familiar words and	or using familiar words and			
	_	or using familiar words and	phrases.	phrases.	phrases.	phrases.	phrases.
	MFL	phrases.					
			Read carefully and show	Read carefully and show			
		Read carefully and show	understanding of words,	understanding of words,	understanding of words,	understanding of words,	understanding of words,
		understanding of words,	phrases and simple writing.	phrases and simple writing.			
		phrases and simple writing.					
			Broaden their vocabulary and	Broaden their vocabulary and			
		Broaden their vocabulary and	develop their ability to	develop their ability to			
		develop their ability to	understand new words	understand new words	understand new words	understand new words	understand new words
		understand new words	introduced into familiar	introduced into familiar	introduced into familiar	introduced into familiar	introduced into familiar
		introduced into familiar	written material, including	written material, including	written material, including	written material, including	written material, including
		written material, including	using a dictionary.	using a dictionary.	using a dictionary.	using a dictionary.	using a dictionary.
		using a dictionary.			(de l		(*±
		线上			Resilience		Recilence
		Redilence					

				T		
	<u>Charanga - Feelings through</u> music How Does Music Teach	<u>Charanga -</u> <u>Feelings through</u> music How Does Music Teach	<u>Charanga - Feelings through</u> music How Does Music Teach	Charanga - Feelings through music How Does Music Teach	Charanga - Feelings through music How Does Music Teach	In Charanga - Feelings through music How Does Music Teach
	Us About Our Community?	Us About Our Community?	Us About Our Community?	Us About Our Community?	Us About Our Community?	Us About Our Community?
	OS About Our Community:	OS ABOUT Our Community:	OS ADOUT OUT COMMUNITY:	OS ADOUT OUT COMMUNITY!	OS ADOUT Our Community:	OS ABOUT Our Community:
	NC Link: improvise and	To talk about the musical	Talk about the music and how	Listen carefully and	When you talk try to use	When you talk try to use
	compose music for a range of	dimensions working together	it makes them feel.	respectfully to other people's	musical words.	musical words.
	purposes using the inter-	in the Unit songs e.g, if the	it makes them reen	thoughts about the music	masical words.	musical words.
	related dimensions of music	song gets louder in the chorus	NC Link: improvise and	aroughts about the maste	NC Link: improvise and	NC Link: improvise and
		(dynamics).	compose music for a range of	NC Link: improvise and	compose music for a range of	compose music for a range of
	Listen with attention to detail	(4)	purposes using the inter-	compose music for a range of	purposes using the inter-	purposes using the inter-
	and recall sounds with	NC Link: improvise and	related dimensions of music	purposes using the inter-	related dimensions of music	related dimensions of music
	increasing aural memory	compose music for a range of		related dimensions of music		
	e. cacg aaae,	purposes using the inter-	Listen with attention to detail		Listen with attention to detail	Listen with attention to detail
U	Use and understand staff and	related dimensions of music	and recall sounds with	Listen with attention to detail	and recall sounds with	and recall sounds with
Music	other musical notations		increasing aural memory	and recall sounds with	increasing aural memory	increasing aural memory
Σ		Listen with attention to detail	,	increasing aural memory	,	,
	Appreciate and understand a	and recall sounds with	Use and understand staff and	,	Use and understand staff and	Use and understand staff and
	wide range of high-quality live	increasing aural memory	other musical notations	Use and understand staff and	other musical notations	other musical notations
	and recorded music drawn			other musical notations		
	from different traditions and	Use and understand staff and	Appreciate and understand a		Appreciate and understand a	Appreciate and understand a
	from great composers and	other musical notations	wide range of high-quality live	Appreciate and understand a	wide range of high-quality live	wide range of high-quality live
	musicians		and recorded music drawn	wide range of high-quality live	and recorded music drawn	and recorded music drawn
	·	Appreciate and understand a	from different traditions and	and recorded music drawn	from different traditions and	from different traditions and
	Resilience	wide range of high-quality live	from great composers and	from different traditions and	from great composers and	from great composers and
		and recorded music drawn	musicians	from great composers and	musicians	musicians
		from different traditions and		musicians		
		from great composers and	areports billy			张 上
		musicians	Responsibility	Respect		Recline
	Unit: Invasion Games & Dance	Unit: Invasion Games & Dance	Unit: Invasion Games & Dance	Unit: Invasion Games & Dance	Unit: Invasion Games & Dance	Unit: Invasion Games & Dance
	<u>Omes</u> myasion dames & Banee	Ome:	<u>Ome</u> musion cames a pance	<u>Gines</u> invasion dames & Banec	<u>Gines</u> invasion dames & Banes	Time invasion duries & Burice
	Netball & Dance (Romans)	Netball & Dance (Romans)	Netball & Dance (Romans)	Netball & Dance (Romans)	Netball & Dance (Romans)	Netball & Dance (Romans)
	,	,	, ,	, ,	, ,	, ,
	NC Link: Play competitive	NC Link: Play competitive				
	games and apply basic	games and apply basic	NC Link: Play competitive		NC Link: Play competitive	
	principles suitable for	principles suitable for	games and apply basic	NC Link: Play competitive	games and apply basic	NC Link: Play competitive
	attacking and defending.	attacking and defending.	principles suitable for	games and apply basic	principles suitable for	games and apply basic
PE			attacking and defending.	principles suitable for	attacking and defending.	principles suitable for
	Take part in outdoor and	Take part in outdoor and		attacking and defending.		attacking and defending.
	adventurous activity	adventurous activity	Take part in outdoor and		Take part in outdoor and	
	challenges both individually	challenges both individually	adventurous activity	Take part in outdoor and	adventurous activity	Take part in outdoor and
	and within a team.	and within a team.	challenges both individually	adventurous activity	challenges both individually	adventurous activity
	线上		and within a team.	challenges both individually	and within a team.	challenges both individually
	Resilience			and within a team.	1次	and within a team.
				Responsibility	Resilience	
				Responsibility		

	Unit Food and Fasting-	Unit: Food and Fasting-	Unit: Food and Fasting-	Unit: Food and Fasting-	Unit: Food and Fasting-	Unit: Food and Fasting-
RE	Lesson: Explore How do we think about food?	Lesson: Explore What are the religious rules about food?	Lesson: Reveal Can we give up food?	Lesson: Reveal What is fasting?	Lesson: Respond What food is used for celebrations?	Lesson: Respond Feast.
PSHE	Unit: Healthy Me Lesson: My Friends and Me To recognise how different friendship groups are formed, how I fit into them and the friends I value the most.	Unit: Healthy Me Lesson: Group Dynamics To understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations.	Unit: Healthy Me Lesson: Smoking To understand the facts about smoking and its effects on health and some reasons some people start to smoke. Publication of the facts about smoking and its effects on health and some reasons some people start to smoke. Cross curricular – science – animals including humans	Unit: Healthy Me Lesson: Alcohol To understand the facts about alcohol and its effects on health, particularly the liver, and some reasons people drink alcohol. Cross curricular – science – animals including humans	Unit: Healthy Me Lesson: Healthy Friendships To recognise when people are putting me under pressure and can explain ways to resist this when I want.	Unit: Healthy Me Lesson: Celebrating my Inner Strength and Assertiveness. To know myself well enough to have a clear picture of what I believe is right and wrong.