

Topic: Why The Romans were so Powerful? – History		
<p><b>In Literacy, your child will be learning the following key skills:</b></p> <ul style="list-style-type: none"> <li>▪ Writing from a point of view - descriptions of the feelings, sights, and sounds of Varjak Paw in his adventures in the city.</li> <li>▪ Use first person, write in past tense, use expanded noun phrases for description and fronted adverbials.</li> <li>▪ Organise recount into paragraphs</li> <li>▪ Writing a non-fiction newspaper article – using headlines and subheading that capture the audience. Writing chronological events in order using the 5 w’s and using direct and reported speech.</li> </ul> <p><b>Books we will be reading:</b></p> <ul style="list-style-type: none"> <li>▪ Varjak Paw by S F Said</li> </ul>	<p><b>In Maths, your child will be learning the following key skills:</b></p> <ul style="list-style-type: none"> <li>▪ Number and Place Value</li> <li>▪ Multiplication and Division: Consolidation of the written methods - expanded and short column method for multiplication and chunking and long division for division.</li> <li>▪ Multiplication and Division: Solving 2 step word problems in relation to real life contexts.</li> <li>▪ Measures: Calculate and find the area of rectilinear shapes (including squares by counting squares in centimetres and metres).</li> </ul>	<p><b>Key subject vocabulary to learn and spell:</b></p> <p>Julius Caesar Romans gladiator soldier toga villa chariot slave basilica mosaic armour shield emperor</p>
<p><b>Educational Visit:</b></p> <p>We will be visiting the British Museum which will be linked to the Romans. This will provide an insight into life in <b>Roman Britain</b> through a variety of <b>Museum</b> objects - coins, pottery, stonework, statues and writing tablets.</p>	<p><b>Key Maths vocabulary to learn and spell:</b></p> <p>Place value Units Tens Hundreds Thousands Factor pairs Prime number Multiplication Division Chunking Column method Arrays Area</p>	
<p style="text-align: center;"><b>Grammar: definitions to learn</b></p> <p><b>Paragraph</b> - a distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering.</p> <p><b>Expanded Noun phrase</b> – using adjectives and preposition to add extra detail e.g. <i>The strict, maths teacher who had curly hair stood up from behind the large, wooden desk.</i></p> <p><b>Verb Inflection</b> - Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.</p> <p><b>Fronted adverbial</b> - words or phrases at the beginning of a sentence, used to describe the action that follows.</p>		

<p style="text-align: center;"><b>Your child will also be learning:</b></p> <ul style="list-style-type: none"> <li>▪ About Habitats in Science- recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Set up simple practical enquiries, comparative and fair tests and making systematic and careful observations and record accurately using tables.</li> <li>▪ About Why the Romans were so powerful and its impact on Britain in History. Finding out about Julius Caesar’s attempted invasion of Britain and the power of the Roman army. Identify and researching Roman settlements (link to geography) and the legacy of the Roman Culture.</li> <li>▪ How to bake Focaccia Bread (linked to Romans) - Begin to use weighing scales accurately. Sieve flour, raising agents and spices together in to a bowl. Mix, stir and combine wet and dry ingredients uniformly to form a dough and use hands to rub fat into flour.</li> <li>▪ ART – Drawing and Painting.</li> <li>▪ How to Convert Solfege to “ABCDEFGG” - Reading complex rhythms.</li> <li>▪ Festivals –Eid-ul-Fitr (after Ramadan) – Islam</li> <li>▪ In PSHE - Citizenship and Topical issues – To realise that there are different types of responsibilities, rights and duties at home, school and the community. Discuss the consequences of anti-social and aggressive behaviours, such as bullying and racism on individuals and communities.</li> <li>▪ In computing Using Technology for touch typing and communicating and sharing ideas with others through email.</li> <li>▪ In French learning how to say where you live and recognize places to visit in a town Directions.</li> <li>▪ In PE – Basketball</li> </ul>	<p style="text-align: center;"><b>Learn by heart:</b></p> <p> <math>1 \times 7 = 7</math>  <math>2 \times 7 = 14</math>  <math>3 \times 7 = 21</math>  <math>4 \times 7 = 28</math>  <math>5 \times 7 = 35</math>  <math>6 \times 7 = 42</math>  <math>7 \times 7 = 49</math>  <math>8 \times 7 = 56</math>  <math>9 \times 7 = 63</math>  <math>10 \times 7 = 70</math>  <math>11 \times 7 = 77</math>  <math>12 \times 7 = 84</math> </p> <p> <math>7 \div 7 = 1</math>  <math>14 \div 7 = 2</math>  <math>21 \div 7 = 3</math>  <math>28 \div 7 = 4</math>  <math>35 \div 7 = 5</math>  <math>42 \div 7 = 6</math>  <math>49 \div 7 = 7</math>  <math>56 \div 7 = 8</math>  <math>63 \div 7 = 9</math>  <math>70 \div 7 = 10</math>  <math>77 \div 7 = 11</math>  <math>84 \div 6 = 12</math> </p>	<p style="text-align: center;"><b>Spellings (Spelling Bee): learn to spell</b></p> <p>         imagine          increase          important          natural          naughty          notice          occasion(ally)          often          pressure          probably          promise          purpose          quarter          strength          suppose          surprise          therefore          though/although       </p> <p style="text-align: center;"><b>Maths Vocabulary:</b></p> <p>         centre          radius          diameter          surface          angle          right-angled          vertex          vertices          diagram          regular          irregular       </p>
<p><b>You can help your child by:</b>          Helping them to learn their spellings and what they mean by looking them up in the dictionary and using them when talking and writing.          Completing the home learning project to develop knowledge about the topic.          Learning key number facts.          Helping them to memorise and recite the poem ‘<b>Boudica Warrior Queen of the Iceni</b>’ by <b>Jon Bratton and Paul Perro</b> (see below) asking questions about what the poem is about.</p>		

**Poetry- Year 4, Autumn 2**

As part of the National Curriculum for English, children must be able to learn, by heart, recite and perform poetry. Every half term, a new poem will be given to each year group. Time should be spent learning the poem at home, there will be opportunities to practise and perform in school.

This is a tale of Boudica.  
The Iceni Warrior Queen,  
One of the most **fearsome** women  
There has ever been.

She wore colourful clothes and she  
Was tall and strong and loud.  
She had a mane of long red hair.  
You'd spot her in a crowd.

She and her husband the King **ruled**  
A place where Norfolk is today.  
The king made a deal with the Romans  
And paid them to stay away.

When the king died though  
Things did not go as planned.  
The Romans decided to **claim**  
All the king's wealth and land.

They came and stole from the Britons  
Who were angry at being cheated.  
What's more the Romans were **violent** -  
The queen and her daughters **mistreated**.

Queen Boudica was quite **outraged**;  
She had never been angrier.  
She **summoned** all of the tribes to  
A place now called East Anglia.

"We can't let them do this to us!"  
She said, "It isn't right.  
Let's get an army together  
And let's give the Romans a fight!"

So all of the tribes joined forces,  
They were led by the red-haired Queen  
It was the biggest army that

Britain had ever seen.

Boudica's army marched around  
And they attacked town after town.  
Wherever they found Romans lived  
They burned their houses down.

Possible home learning activities to extend children's understanding of the poem:

- Find the meaning of the words in **bold**
- Find features of poetry e.g rhyme, personification, metaphors and similes
- Draw a picture to illustrate the poem
- Write your own summary of the poem