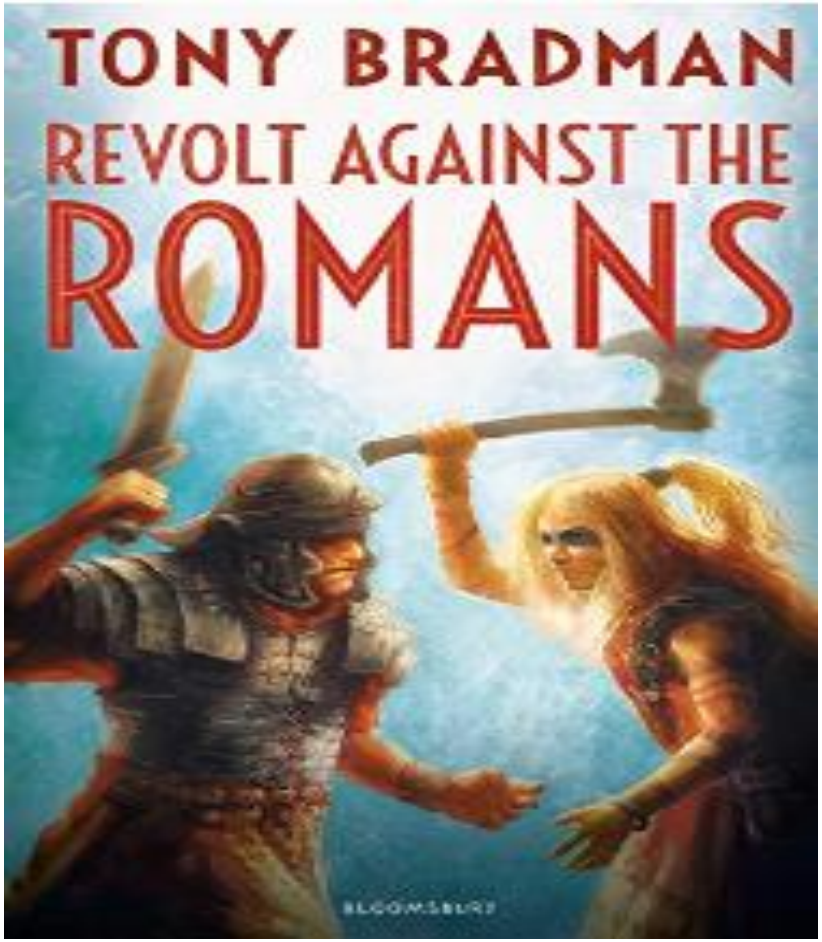
Year 4 in Term 4

Topic-Based Learning - The Romans

In English and Maths



- Partition a mixed number
- Number lines with mixed numbers
- Compare and order mixed numbers
- Understand improper fractions
- Convert mixed numbers to improper fractions
- Convert improper fractions to mixed numbers
- Equivalent fractions on a number line
- Equivalent fraction families
- Add two or more fractions
- Add fractions and mixed numbers
- Subtract two fractions
- Subtract from whole amounts
- Subtract from mixed numbers

Remember that MyMaths does so much more than just homework. It has lessons and practice in all areas of the Maths curriculum for those wanting to get ahead or consolidate
On our School Website you can access age-appropriate levels by engaging with the questions in our revision area
https://www.uptonjunior.com/page/?title=Maths&pid=561

In Geography

We will be learning about the Northern and Southern hemispheres an the equator using maps .

https://kids.nationalgeographic.com/geography/countries/article/italy
https://www.kids-world-travel-guide.com/italy-facts.html

We need to be sure where Europe before finding Italy. We then study some the key cities, regions and human and physical characteristics of the country. We will use our map skills and research to find out how far the Roman Empire extended at its peak and the countries this involved.	https://www.youtube.com/watch?v=kSOIiKgTh5Y&ab_channel=ProfessorPropeller%27sPlanet The advent of Sat Nav has meant that maps become less familiar win the home. Children need to learn about where countries are in the world and anything visual – large world map for the walls, a 'Map-of-the-World' jigsaw, or even 'Map-of-the-World' tablecloth for the dining table can help
In History	
We will find out: When Ancient Rome was, using other key periods of history we study; what an empire is and learn about the origins of the Roman Empire -who were the Romans? the Roman Invasion of Britain – linking to: Julius Caesar's attempted invasion in 55-54 BC about the successful invasion by Claudius and conquest of England, how the Romans consolidated their rule in Kent and through Hadrian's Wall about the Roman Empire by AD 42 and the power of its army about British resistance and Boudicca's rebellion about how the Romans kept such control over a massive empire about Pax Romana how the empire ended – dissolution how the Romans influenced Britain how Roman civilisation compares to other civilisations studied so far	https://www.ducksters.com/history/ancient_rome.php http://www.primaryhomeworkhelp.co.uk/Romans.html https://www.youtube.com/watch?v=5n24jmN-F7Q&ab_channel=Mark1333 The imposing twin towers of the medieval church at Reculver dominate the skyline of Herne Bay, acting as a navigation marker for ships at sea. This was the site of one of the earliest Roman forts built against Saxon raids on the 'Saxon Shore'. https://www.english-heritage.org.uk/visit/places/reculver-towers-and-roman-fort/ It's also a lovely place to walk a dog 😊 https://canterburymuseums.co.uk/canterbury-roman-museum/ **Canterbury Roman Museum** is Kent's only Roman Museum; providing a fascinating and family-friendly insight into life in Roman Britain. Visitors can explore Canterbury's history, wander through the marketplace and discover hidden treasures as they step back, and down, to the streets of Roman Canterbury…
In DT	
Make a Roman Catapult What is a catapult – how has it been used across History? **Design:** use research and develop design criteria so the design is functional and fit for its specific purpose. Use annotated sketches	How to build an aqueduct https://www.youtube.com/watch?v=mR9TuOXCF7k&ab_channel=TeachEngineering https://kids.britannica.com/kids/article/catapult/400092

Make: Use tools and equipment for cutting and joining. Introduce pupils to hacksaws and vices Build on their work with glue-guns. Improve technical knowledge of how to reinforce with corner triangles **Evaluate:** Against their own criteria; fit for purpose and the views of others Understand how catapults have been involved in some of the key events in history Explore the maths link to angle of launch and test accuracy **What is an aqueduct** – how does it work, what was it used for and why?- achievement or folly? **Design:** use research and develop design criteria so the design is functional and fit for its specific purpose. Build a simple prototype of a working aqueduct	https://www.youtube.com/watch?v=oBMcRdT-_AQ&ab_channel=CairdyMakes What is an angle? https://www.bbc.co.uk/bitesize/topics/zb6tyrd/articles/zg68k7h#:~:text=An%20angle%20is%20a%20measure,than%2090%C2%B0%20is%20acute. Angles for catapults: MyMaths has learning about angles but https://www.mathplayground.com/alienangles.html is a fun place to start
In Science	
Sound **Identify how sounds are made, associating some of them with something vibrating** Know what vibrating means Know how sound travels in waves Know the correlation between pitch and the object. Know the correlation between the volume of a sound and the strength of the vibrations that produced it. **Recognise that vibrations from sounds travel through a medium to the ear** Know how sound travels through air; water and other mediums Know that sound travel fastest through solids and slowest through gases. Know that sound cannot travel in a vacuum **Find patterns between the pitch of a sound and features of the object that produced it** Know that the faster the sound wave the higher the pitch and be able to give examples	https://www.bbc.co.uk/bitesize/topics/zgffr82 https://www.dkfindout.com/uk/science/sound/ https://www.youtube.com/watch?v=ivSS0Q8J5LY&ab_channel=BabbleDabbleDo -science experiments https://learning.sciencemuseumgroup.org.uk/resources/what-does-sound-look-like/ Science Museum https://www.sciencemuseum.org.uk/home Natural History Museum https://www.nhm.ac.uk/

Find patterns between the volume of a sound and the strength of the vibrations that produced it Know that stronger vibrations lead to louder volume **Recognise that sounds get fainter as the distance from the sound source increases the differences** Know that vibrations from sound sources travel through solids, liquids, and gases. As they travel, they lose some of their energy	