

Medium Term Planning		Learning Journey Map		Term: Autumn 1		Weeks: 7	
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture							
Teaching and Learning Principles and Curriculum Driver							
<b>Equality of Opportunity</b> Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience		<b>Enquiry Based Learning</b> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills		<b>Inspire Awe and Wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.		<b>Force for Positive Change</b> Who or what has been a force for positive change? How can we be a force for positive change?	
-High quality Roman artefacts to use in our lessons -Special trip to the Verulamium Museum in St. Albans.		-Roman Day to explore various questions about the Roman Invasion -Geography and History curriculum will be enquiry based		-Roman Day where children can recreate Roman life through baking bread, weaving, making shields and creating and researching key questions.		-Looking at the construction of our roads - Exploring the fact that having larger communities that improves trade.	

<b>YEAR 4</b>  <b>Title: Invaders &amp; Settlers: Romans</b>		<b>Key Curriculum Areas:</b> History, Geography, RE, Art	<b>Maths</b> <b>Number: Place Value</b> -place value of each digit in a four-digit number <b>Addition and Subtraction</b> -formal methods of addition and subtraction using regrouping and exchanging -variety of worded problems and reasoning questions <b>Multiplication and Division</b> -multiplying by 1 and 0 -multiplication facts for 6 and 7 times tables <b>Geometry- 2D Shape</b> -comparing and classifying geometric shapes including quadrilaterals and triangles -identifying lines of symmetry	<b>English</b> <b>Fiction- Narrative</b> - 'A day in the life...' diary entry from the perspective of a friend of Iliona in a high standing Roman household. -use of story maps and oral rehearsal -fronted adverbials and subordination with commas. <b>Non-Fiction- Persuasive Letter</b> -Informal letter linking with our class novel, "Diary of a Roman Slave: Iliona" -emotive language and sentence structures -coordination and subordination <b>Spelling- Autumn Spelling List</b> <b>Handwriting:</b> Cursive <b>Reading-</b> Daily whole class reading sessions.
<b>Big Bang:</b>  Children plan an "invasion" of EHA.		<b>Learning Journey- History</b> -We will be using a timeline to understand chronology and where the Romans fit in history compared to previous learning -To investigate and interpret the past to understand how and why the Romans invaded Britain -To build an overview of history to enquiry if everyone was happy about the Roman invasion and who was here first -To discuss the impact the Romans have on us today -Looking at the battles of Camulodunum, Londinium and Verulamium	<b>Science</b> -Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. -Recognise that environments can change and that this can sometimes pose dangers to living things. -Construct and interpret a variety of food chains, identifying producers, predators and prey.	<b>Music-</b> Roman Instruments -To identify instrument families and explore Roman instruments -To sing a song on a topic -To read a graphic score
<b>School Trip/Special Events</b> <ul style="list-style-type: none"> <li>- Visit to Verulamium Museum (Date TBC)</li> <li>- Trip to local Supermarket</li> </ul>		<b>Learning Journey- Geography</b> -We will be exploring the human and physical features and processes of the UK -We will be focusing on trade and the economic impact air miles has on us.	<b>Languages- Spanish</b> -To recall numbers 1-5 -To recall months and number to 31 -To exchange basic information: siblings, birthdays, family members	<b>PSHE-</b> Being Me in My World -school and classroom community expectations -rights and responsibilities -working well with others
<b>Celebration:</b>  Roman and Celtic Feast		<b>PE</b> <b>Indoor-</b> Dancing and Swimming <b>Outdoor-</b> Invasion Games: Netball and Basketball- Possession, tackling, controlling.	<b>Art – Mosaics</b> Antony Gaudi- Mosaics -take inspiration and master techniques of textiles to design and create a mosaic collage technique.	
<b>Computing-</b> <ul style="list-style-type: none"> <li>- Describe how networks physically connect to others.</li> <li>- Recognise how networked devices make up the internet.</li> <li>- Outline and describe how websites can be added and accessed on the World Wide Web (www)</li> <li>- Evaluate the consequences of unreliable content.</li> </ul>		<b>RE- Judaism</b> Rites of Passage and Good works.		