

Dear Parents/ Carers,

Please find below information about what your child is learning this term- we call it a 'Knowledge Organiser' for our new Connected Curriculum. The last section of the Knowledge Organiser offers ideas of how adults can support children at home and gives information about homework.



Please speak to your child's class teacher if you have any questions.

## **Knowledge Organiser for Y4 unit Why do we speak English at school?**

### **Knowledge to be secured (What do learners need to know and understand?)**

- They will learn where the English language came from? How the English language has and continues to change in the past and within their own lifetime.
- They will gain an overview of the invasions by the Roman Empire, the Anglo-Saxons, Scots and the Vikings. They will locate the home countries of these invaders on a world map.
- They will compare characteristic features from different historical periods.
- They will gain an in-depth understanding of when, how and why the growth of the Roman Empire lead to the invasion of England and the lasting impact it has had on our life today.
- They will be able to locate Rome, Italy and other countries within the Roman Empire on a world map.

### **Skills to be secured. Learners will know how to...**

- show a developing understanding of chronology by the realisation that the past can be divided into different periods of time, the recognition of some of the similarities and differences between these periods, and the use of dates and terms.
- compare characteristic features from different historical periods.
- begin to give a few reasons for, and results of, the main events and changes.
- research what it was like in a given time period and present their findings.
- show knowledge and understanding of some of the main events, people and changes studied.
- identify some of the different ways in which the past is represented.
- use various sources of information in ways that go beyond simple observations to answer questions about the past.
- use search engines to find historical sources rapidly.

### **Terminology and vocabulary we will be using:**

decades, centuries, here, now, then, yesterday, last week, a long time ago, AD, ACE, BC, BCE.  
Empire, invasion, language, impact, settlement, archaeology, artefacts.

### **Spelling patterns we will be looking at in Fast Spelling/Phonics sounds:**

oo ui ou l y

Spellings: accident, enough, question, fruit, difficult, reign, therefore, height, increase, popular, length, suppose, mention, forwards, business, naughty, accidentally, caught.

### **Links to other areas of learning/the curriculum**

#### **Geography:**

- the children will use a world map to locate England, Rome and other locations that made up the Roman Empire.
- They will use a map of the UK to locate the main Roman settlements.

#### **Art:**

- the children will handle, sketch and annotate artefacts found at the archaeological site.
- they will make their own Roman clay pot.

:

**The journey...**

The children will receive a letter from an archaeology consultant, asking them for help to identify what the remains found at a local archaeological dig can tell us about how the land was used in the past and the people who lived and worked on it.

**Agreed outcomes...**

The children will sketch and complete research on Roman artefacts.

They will write about significant romans eg. Julius Caesar, Emperor Claudius, Emperor Hadrian, Boudicca.

The children will write a report / create a presentation on their findings.

**Planned or possible experiences, visits or visitors****Ways parents/ carers can support/ Homework**

- The children can talk to adult family and friends to find out if they have moved away from the area/country they were born in and why they moved. They can talk to adult family and friends to find out words that were used in their past that are not commonly used now and words that have come into use throughout their lifetime.
- We do not do weekly spelling or multiplication tests, we do something called Fast Spelling & Fast Maths, which involves regular targeted practice in class. Please support your child with learning the words and sounds listed on this knowledge organiser and ensuring your child knows their multiplication tables up to 12 x 12 with rapid recall.
- It is a whole school expectation that your child reads five times a week (or more) at home. Reading books will be changed on a Monday and a Thursday.
- In Maths this term, we will be focussing on addition and subtraction of 4 digit numbers (to include estimation and problem solving), measurement (to include measuring the perimeter of rectangles and rectilinear shapes) and multiplication and division using place value, and written methods.

During this school year please help your child to achieve the following five challenges – they could be recorded in reading records or by photograph and sent into school:

Explore a cave.

Walk through a forest.

Swim outside.

Learn to sew on a button.

Go hiking.