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| **Year – 4** | | **The Romans** | | **Autumn 2** | |
| **ROOTS Link**:  Open Our Minds | **Whole School Project**:   * Black History Month (October) | | **Ignites, Trips, Visits & Visitors**:   * **Using Inspire and Mozaik to virtually visit a Roman settlement.** | |  |
| **Vision**: The children explore the role and continuing impact the Roman’s had on Britain and the wider world following their invasion and conquest in Britain. They will look at the culture and customs that they bought with them, architectural styles in DT (bridges and arches) and explore their gods and goddesses. Artwork will be linked by exploring patterns and mosaics that were important in Roman culture whilst the children will explore myths and legend, making links with similar stories told today. | | | | **Key Texts**: **Over the Roman Wall by Theresa Breslin** | |
| **History/ Geography** | | | | | |
| **NC Links** | | **Knowledge** | | **Skills** | |
| * KS2 - 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 characteristics, countries, and major cities * KS2 - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America * KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * KS2 - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | OL: Can I explore the legend of how Rome was founded and investigate how it grew into the Roman empire?  OL: Can I investigate the gods and goddesses of ancient Rome?  OL: Can I show that the Romans arrived in Britain in 55BC?  OL: Can I show far the Roman Empire stretched on a world map?  OL: Can I compare the geography of Britain and Italy?   OL: Can I explain the importance of Julius Cesar from 100BC—44BC and how he impacted the course of human history?  OL: Can I explore who Boudica was from different points of view? | | Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.   Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.   Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. | |

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| **English (each approximately 3 weeks)** | | | |
| **Writing Focus**: Traditional myth narrative writing  **Cold Write**: Romulus and Remus video – children rewrite  **WAGOLL**: Romulus and Remus  **Hot Write**: Create your own Roman myth | | **Writing Focus**: Explanation text  **Cold Write**: Explanation text of how a playground game or sport is played.  **WAGOLL**: How Roman roads were built  **Hot Write**: Explanation text of how another Roman feature | |
| **NC Links** | **Knowledge (Grammar)** | | **Skills (Punctuation, Composition)** |
| **Reading:**   * listening to and discussing a wide range of fiction & poetry   **GPS:**   * place the possessive apostrophe accurately in words with regular plurals * indicate possession by using the possessive apostrophe with plural nouns * use commas after fronted adverbials   **Plan and Draft:**   * discuss writing similar to that which they are planning to write to understand and learn from its structure, vocabulary and grammar.   **Evaluate and edit**:   * proof-read for spelling and punctuation errors | * Have a grasp of the following terms: verb, adjective, adverb, noun (proper and common) preposition. * To use commas with accuracy to allow listed items i.e. an expanded noun phrase. * Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (suitable for both balanced arguments and adverts) * Use temporal connectives to show changes in time (i.e. ‘Later that day, Odin…’) | | * use commas after fronted adverbials * indicate possession by using the possessive apostrophe with plural nouns * organise ideas in a short story around a theme and in chronological order * Discuss and record ideas clearly and accurately |

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| **Speaking & Listening** | | |
| **Speaking & Listening** | | **Debating** |
| * Articulate and justify answers, arguments and opinions * Listen and respond appropriately to adults and their peers * Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings | | * Participate in discussions, presentations, performances, role play, improvisations and debate |
| **Spelling & Phonics** | | |
| **NC Links** | **Knowledge** | **Skills** |
| * place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals (Rome’s…) * use further prefixes and suffixes and understand how to add them (‘unfair that Omar..) | Know spellings with following rules:   * Contractions * Suffixes (ing) * Words containing /ion/ * Words containing /ch/ | * Be able to change the meaning of a word by altering its prefix and suffix. * Contract and expand words * Spot words containing grapheme/phoneme combinations |
| **Handwriting** | | |
| **NC Links** | **Knowledge** | **Skills** |
| use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined | * Letters are joined using cursive style. Capitals are never joined. * Know which letters belong to which family * Know upper and lower case and knows that capitals (are not joined) | * Pencil is held in a controlled manner and child can write for extended period of time. Most letters appear on the line |

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| **Science- Animals and Humans** | | | | | |
| **Enquiry Questions**:   * How do we maintain a healthy body? * What are the different food types and how much of each should I eat? * What are the names of the teeth and what are they used for? * How do you stop your teeth from rotting? |  | | **Key Vocabulary**:   * **Tooth/teeth** – a hard calcified structure in the mouth for breaking up/tearing food. Must know ‘molar’ and ‘incisor’. * **Circulatory system** – system that pushes blood around the body * **Digestive system** – system for breaking up food, digesting energy and getting rid of waste products * **Protein** – a nutrient and used by the body for building and repairing muscle * **Carbohydrate** – a sugary starch used by the body for energy * **Food chain/web** – feeding relationships within a community (i.e. habitat). A web is a more complex system with overlapping areas and multiple energy routes. | |  |
| **NC Links** | | **Knowledge** | | **Skills** | |
| **Work scientifically by**:   * setting up simple practical enquiries, comparative and fair tests * recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * identifying differences, similarities or changes related to simple scientific ideas and processes * using straightforward scientific evidence to answer questions or to support their findings   **Digestion**   * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions * construct and interpret a variety of food chains, identifying producers, predators and prey | | *Children will explore the human digestive system (including the role of teeth and how to look after them) before exploring food types, food chains and webs.*  OL: Can I identify and classify carnivores, herbivore and omnivores?  OL: Can I construct and interpret a variety of food chains?  OL: can I identify the different types of teeth in humans and identify their functions?  OL: Can I explain how to maintain healthy teeth?  OL: Can I explain how the digestive system works?  STEM links:   * Make a devise to stop sound proofing an alarm clock as a challenge using different materials) so people can sleep on flights or when travelling (topic link) | | * To ask simple questions and recognise that they can be answered in different ways. * To observe closely, using equipment such as rulers, thermometers etc. * To perform simple tests and recommend adjustments that can be made * Ask relevant questions using different methods of scientific enquiry * Make suitable predictions * Make observations and explain how materials have changed | |

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| **Music – Hall of the Mountain King (composition linked to topic)** | | | |
| **KAPOW UNIT**  Rock and Roll | | **Key Vocabulary**: | |
| **NC Links** | **Knowledge** | | **Skills** |
| Pupils should be taught to:   * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * improvise and compose music for a range of purposes using the inter-related dimensions of music * listen with attention to detail and recall sounds with increasing aural memory * use and understand staff and other musical notations | **Learners will:**   * To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. * To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll. * To know that playing in time means all performers playing together at the same speed. * To know that playing ‘in time’ requires playing the notes for the correct duration as well as at the correct speed   **Objectives:**   1. OL Can I understand the history of rock and roll music? 2. OL: Can I perform with a sense of style? 3. OL: Can I play a walking bass line on tuned percussion? 4. OL: Can I play a rock and roll bass line? 5. OL: Can I play a piece of rock and roll music? | | * Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. * Understanding that music from different parts of the world, and different times, has different features. * Recognising and explaining the changes within a piece of music using musical vocabulary. * Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. * Beginning to show an awareness of metre. * Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others’ work. * Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). * Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. * Suggesting and implementing improvements to their own work, using musical vocabulary. * Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. |

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| **Computing – Audio editing** | | |
| **NC Links** | **Knowledge** | **Skills** |
| * Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content * Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information * Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | **Objectives:**   * OL: Can I explain that sound can be digitally recorded? * OL: Can I explain that a digital recording is saved as a file? * OL: Can I explain that audio can be altered and changed through editing? * OL: Can I explain how different types of audio can be combined and played together? * OL: Can I evaluate the choices I have made and suggest improvements? | * I can use a device to record audio and play back sound * I can suggest how to improve my recording * I can plan and write the content for a podcast * I can discuss why it is useful to be able to save digital recordings * I can save a digital recording as a file * I can open a digital recording from a file * I can discuss ways in which audio recordings can be altered * I can edit sections of an audio recording |
| **RE – The Story of Christmas** | | |
| **NC Links** | **Knowledge** | **Skills** |
| See RE guidance non-statutory 2010 | *Children will find out where Bethlehem is and why it is important to Christians. They will learn what a pilgrimage is and think about why people go on pilgrimages to Bethlehem before looking at other types of pilgrimages in other faiths. They will unpick the main characters of the story and explore the reasons behind King Herod’s actions. Symbols of Christmas explored.*  **Objectives:**   * OL: Can I explain the importance of Bethlehem to Christians? * OL: Can I explain the steps taken in the journey from Nazareth to Bethlehem? * OL: Can I explain how ideas can be expressed through art and song? * OL: Can I explain how emotions felt by people in the story are still felt by Christians today? | * I can make links between my own belief and faith and those of others. * I am able to explain the story and discuss why people like to think about this story in the modern world. |

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| P**SHE – All About Me** | | |
| **NC Links** | **Knowledge** | **Skills** |
| See non-statutory guidance NC | **Focus:**   * Know that bullying might be difficult to spot and what to do about it. * Know what it means to be resilient and to have a positive attitude. * Can identify feelings of anxiety and fear associated with peer pressure. * Understands disappointment and can develop self-help strategies to cope with it.   **Vocabulary:**  bully, peer-pressure, remorse, guilt, challenges, courage, anxiety, self-help | OL: Can I understand that, sometimes, we make assumptions based on what people look like?  OL: Can I try to accept people for who they are?  OL: Can I understand what influences me to make assumptions based on what people look like?  OL: Can I question why I think what I do about other people?  OL: Can I understand that sometimes bullying is hard to spot and what I should do if I think bullying is happening but I'm not sure?  OL: Can I understand how it might feel to be a witness and a target of bullying? |

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| **DT – Slingshot cars** | | |
| **NC Links** | **Knowledge** | **Skills** |
| * use research and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups * generate, develop, model and communicate their ideas * understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] | **Focus:**  Children will be designing and making a slingshot car.  **Objectives:**   * OL: Can I understand how a launch mechanism works? * OL: Can I design a slingshot car? * OL: Can I make a slingshot mechanism? * OL: Can I evaluate my design? | * *Design following a design criteria* * *Designing a shape that reduces air resistance* * *Drawing a net shape* * *Measuring, marking, cutting and assembling with increased accuracy* |

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| **PE – Gymnastics (indoor) and Football (games – outdoor)**  ***NB: Swimming for some children*** | | |
| **NC Links** | **Knowledge** | **Skills** |
| **Gymnastics**   * use running, jumping, throwing and catching in isolation and in combination * develop flexibility, strength, technique, control and balance [for example, through * athletics and gymnastics]   **Games (ball on the ground)**   * use running, jumping, throwing and catching in isolation and in combination. * play competitive games, modified where appropriate [for example, badminton, * basketball, cricket, football, hockey, netball, rounders and tennis | **Gymnastics:**  Create and balances on and off large and small apparatus. Children will understand the terms:   * + balance   + transition   + movement phrase   **Games (ball on the ground)**  To apply balance and running technique to dribbling a football at the feet. Understand the terms:   * + Pass   + Dribble   + Shoot/aim   + Turn   + Possession   + Tackle | **Gymnastics:**  OL: Can I demonstrate a good understanding of the principles of balance to show control when performing tricky balances?  OL: Can I create and adapt movement phrases?  OL: Can I make balances and link them at different levels?  OL: Can I perform balances on large apparatus?  OL: Can I explore transitions into and out of balances on large apparatus?  **Games (hockey unless stated)**  OL: Can I show accuracy and control when dribbling a ball with my feet?  OL: Can I show control when dribbling, passing and tackling?  OL: Can I show control when dribbling, passing and shooting towards a target?  OL: Can I demonstrate how to keep possession of the ball in a small sided game? |
| **NC: Swimming *(on rotation with one class termly)***  pupils should be taught to:   * swim competently, confidently and proficiently over a distance of at least 25 metres * use a range of strokes effectively [for example, front crawl, backstroke and * breaststroke] * perform safe self-rescue in different water-based situations. | | Objectives and skills covered by swimming coaches |

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| **Maths** | | |
| **NC Links** | **Knowledge** | **Skills** |
| **Measurement (length and perimeter)**   * Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres * Convert between different units of measure (for example, kilometre to metre)   **Number: multiplication and division**   * Recall multiplication division facts for multiplication tables up to 12 × 12 * Count in multiples of 6, 7, 9, 25 and 1,000 * Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers * Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects | **Measurement (length and perimeter)**   * Recap and revise: equivalent measures of length (m and cm/mm and cm) * Introduce KM * Recap and revise adding and subtracting lengths * Introduce perimeter of rectilinear shapes (including rectangles)   **Number: multiplication and division**   * Recap and revise: multiplying and dividing by 2, 3 and 5 (year 2 and year 3 objectives) * Multiplying and dividing by 10 and 100 * Multiply and divide by zero (0) and 1 * Multiply and divide by 6, 7 and 9. | **Measurement (length and perimeter)**  OL Can I convert between units of measure?  OL: Can I explain what KMs are used for and be able to use and apply?  OL: Can I convert between km and m?  OL: Can I find the length of rectangles by adding their sides?  **Number: multiplication and division**  OL: Can I use a written method to multiply and divide?  OL: Can I use estimation to check my answer is correct?  OL: Can I use jottings and arrays to help my solve problems?  OL: Can I use short written methods to solve simple calculations? |