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| **Year – 4** | | | **The Romans** | | **Summer 1** | |
| **ROOTS Link**: | Overcoming challenges | **Whole School Project**:  Poetry slam (TBC) | | **Ignites, Trips, Visits & Visitors**:   * **Bancroft Villa (MK)** (Parks trust property) children investigate the remains and make comparisons between ancient and modern homes. * **Piddington Roman Villa Museum (Northampton) The** museum tells the story of a Roman Villa and its role in Roman Britain. * **Castle in the Classroom (Virtual Tour)** https://colchester.cimuseums.org.uk/castleintheclassroom/ | |  |
| **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**:  Jeremy Strong – Romans on the Rampage | |
| **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** | | | | |
| **Writing Focus**: Traditional myth narrative writing  **Purpose and audience:** To provide a fictional explanation for natural phenomena, passing on cultural beliefs and traditions.  **Cold Write**: Romulus and Remus (read ebook myth as cold write hook)  **WAGOLL**: Romulus and Remus/ Pie Corbett writing models  **Hot Write**: Create your own Roman myth about a Roman God of your choice | | **Short Bursts**: | Recount (newspaper) to retell events of the story, Diary/ letter as Romulus/Remus (character feelings), character description of Romulus or Remus, setting description (view from the hill/ Rome after it was built) | |
| **NC Links** | **Knowledge (Grammar)** | | | **Skills (Punctuation, Composition)** |
| **Plan**:   * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas   **Draft and write**:   * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures * organising paragraphs around a theme * in narratives, creating settings, characters and plot   **Evaluate and edit**:   * assessing the effectiveness of their own and others’ writing and suggesting improvements   + proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proofread for spelling and punctuation errors * read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear | Have a firm understanding of expanded noun phrases to describe and specify [for example, the blue butterfly]  Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) is used to help expand an idea or provide clarity.  Start to use brackets to add additional information or provide explanations.  Some children begin to use subordinate clauses to add additional detail.  Understand the following terms:   * determiner * pronoun * possessive pronoun adverbial | | | Punctuate sentences with different forms: statement, question, exclamation, command.  Commas are almost entirely accurate when writing lists or using fronted adverbials or subordinate clauses.  Are able to vary sentence openers with fronted adverbials used to create variation in writing.  Confident use with possessive apostrophe  Brackets and parenthesis used. |

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| **Speaking & Listening** | | |
| **Speaking & Listening** | | **Debating** |
| * Listen to information, work out which elements are key and make relevant, related comments * Infer meanings, reasons and make predictions * Able to use a series of questions to keep a conversation flowing * identify clearly when they haven’t understood/can’t remember specific vocabulary and can ask questions to clarify their understanding * Use complex grammar and sentences effectively to clarify, summarise, explain choices and plan * Tell a story with a good structure and a distinct plot, including an exciting event with a clear resolution and end point * Able to discuss cause and effect | | * Able to sustain a conversation by giving reasons and explaining choices and views * Able to take on group roles to discuss with peers * Able to identify and reflect on key points of what they have just been told |
| **Spelling & Phonics** | | |
| **NC Links** | **Knowledge** | **Skills** |
| * Spell most words correctly from the year 3 and 4 spelling list including: | Know spellings with following rules:   * Words with the /s/ sound (spelt ‘sc’ - Latin in origin) * /ʃən/ spelt ‘sion’ * Apostrophes for possession, including singular and plural * Homophones * Statutory word list (see NNS grid – Summer 1) | * prefixes and suffixes to spell longer words and change the meaning of those words. * Singular and plural possessive use of apostrophe * learn the difference between:   accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he’ll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who’s |
| **Handwriting** | | |
| **NC Links** | **Knowledge** | **Skills** |
| Pupils should be taught to (statutory)  • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined  • increase the legibility, consistency and quality of their handwriting.  Non statutory:  Handwriting should continue to be taught, with the aim of increasing the fluency and improved composition | * Letters are joined using cursive style. Capitals are never joined. * increase the legibility, consistency and quality of their handwriting | * Pencil is held in a controlled manner and child can write for extended period of time without stopping. Writing is neat across a range of subjects (including maths) |

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| **Science- The Big Build** | | | | | |
| **Enquiry Questions**:  How do bridges hold themselves up?  Why do we have different types of Bridges?  Why were the Romans well-known for bridge designs?  Can a bridge fall down?  How are towers built and how do they stand up? |  | | **Key Vocabulary**:   * Structure – something built from different parts * Tower – a structure that is taller than it is wide * Footprint – the space a building takes up on the ground * Arch – the shape that a structure makes * Key stone – the important brick that shares the load to the two sides of the bridge equally * Load – the force that pushes downwards and outwards | |  |
| **NC Links** | | **Knowledge** | | **Skills** | |
| **Work scientifically by**:   * identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses * find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | | *Children will learn about building bridges and towers using different materials and techniques. They will assess their properties and recommend improvements. Additionally, they will research famous architects and look at the impact on Roman design in our modern world.*  OL: Can I set up simple enquiries and fair tests?  OL: Can I make systematic and simple observations?  OL: Can I use scientific evidence to plan an investigation to test a truss bridge?  OL: Can I make careful measurements and draw conclusions? (when designing and testing a tower)  OL: Can I gather and represent my data in different ways? | | * 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 using evidence to support point of view | |

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| **Music** | | | | | |
| **Termly Focus**: | **Franz Liszt: The Battle of the Huns**  One of the composer’s many tone poems, Franz Liszt’s Hunnenschlacht—written in 1857—was inspired by the painting of the same name by Wilhelm von Kaulbach, which depicts the battle of the Catalaunian Fields of 451. There on the plains of Gaul, Attila’s forces fought a desperate, bloody, and ultimately inconclusive battle against armies under the Roman General Flavius Aëtius and the Visigothic king Theodoric. | | **Key Vocabulary**: | percussion, tuned, un-tuned, structure, texture, timbre, pace (tempo), dynamics, pitch, score, duration, melody, rhythm, syncopation, scale, drone, pentatonic, ostinato, phrase. | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| *Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.*  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 | | Understand the effect of different patterns of music.  Understand how time values change the style of a song.  Know how the hand signs to stop and start as well as signals for how to get louder and quieter.  Understand how pitch changes from low to high depending on the size of chime bar.  Know how dynamics can affect the mood of a piece of music.  Understand that notes have different durations that they can be played for and how these can be put together to create a melodic ‘phrase’,  Know how to use two hands when playing a melody on chime bars.  Know how to discuss music and be able to compare styles of live and recorded music. | | | * Create melodic and rhythmic phrases and combine them using the pentatonic scale/drone/ostinato * Can organise sounds into simple structures (AB/ABA) * Can layer, combine, select timbre duration and pitch of sound * Can create and notate melodic questions and answer phrases and combine them with drones/ostinato * Can explore sounds within a scale or restricted set of notes e.g. BAG or CEG or DEGAB with the addition of some accidentals * Can improvise rhythmic patterns more confidently with use of more time values and rests and some syncopation * Can suggest ways in which music might be improved by referring to pitch, pace and dynamics plus the selection of sounds (timbre), their combination (texture) and their organisation (structure) * Can use timbre to select, sequence, combine and organise sounds into simple graphic scores * Become familiar with the timbre of percussion |

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| **Computing – programming sequences** | | |
| **NC Links** | **Knowledge** | **Skills** |
| ●Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  ●Use sequence, selection, and repetition in programs; work with variables and various forms of input and output  ●Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs  ●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 | This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.  There are two Year 4 programming units:   * Programming A – Repetition in shapes * Programming B – Repetition in games | OL: can I program a computer by typing commands?  OL: Can I explain the effect of changing a value of a command?  OL: Can I use a count-controlled loop to produce a given outcome  OL: Can I use a template to create a design for my program  OL; can I write an algorithm to produce a given outcome  OL: can I test my algorithm in a text-based language |
| **RE - Buddhism** | | |
| **NC Links** | **Knowledge** | **Skills** |
| See RE guidance non-statutory 2010 | * Understands where Buddhism began and the important people who are revered by followers of the religion. * explain how Buddha’s teachings make a difference to how Buddhists choose to live? * describe one of my ‘good’ choices and the consequence of it? * describe how aspects of the 8-fold path would help Buddhists know how to live good lives? * Can children explain what the word ‘worship’ means?   Opportunity to Peace Pagoda at Willen Lake to explore temple. | OL: Can I explain the core beliefs and teachings of Buddhism?  OL: Can I explain the Four Noble Truths and the Eightfold Path?  OL: Can I explain the Buddhist beliefs of karma and reincarnation?  OL: Can I explain where Buddhists worship and the role of symbols within worship?  OL: Can I explain the ways in which Buddhists worship? |

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| P**SHE - relationships** | | |
| **NC Links** | **Knowledge** | **Skills** |
| See non-statutory guidance NC | **Focus: -**   * Children can understand feelings associated with jealousy and suggest strategies to problem-solve when this happens * To understand the importance of relationships and know how to maintain them. * Understands the term peer pressure. | OL: can I recognise situations which can cause jealousy in relationships?  OL: Can I identify someone I love and can express why they are special to me?  OL: can I tell you about someone I know that I no longer see?  OL: Can I recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends?  OL: Can I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older? |

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| **Art** | | |
| **NC Links** | **Knowledge** | **Skills** |
| • KS2 - to improve their mastery of art and design techniques, including drawing with a range of materials • KS2 - to improve their mastery of art and design techniques, including painting with a range of materials • KS2 - to improve their mastery of art and design techniques, including sculpture with a range of materials | **Focus: -**   * Know that the ancient Romans would decorate their houses and buildings with mosaics * Know that different paintings depict scenes from Roman myths. * The children then listen to the myth of Echo and Narcissus and are challenged to paint a picture to show a scene from the story | *As part of the art unit the children will investigate different Roman artefacts and speculate what they could be used for.*  Tasks:  OL: can I explain what mosaics are and how they were used by the Romans?  OL: Can I explain the symbolism within Roman depictions of gods and goddesses?  OL: Can I comment on and design my own Roman artefact? |

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| **PE** | | |
| **NC Links** | **Knowledge** | **Skills** |
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| **Maths Decimals & Money (measure)** | | |
| **NC Links** | **Knowledge** | **Skills** |
| Decimals:   * Recognise and write decimal equivalents of any number of tenths or hundredths * Solve simple measure and money problems involving fractions and decimals to two decimal places * Recognise and write decimal equivalents to 1/4 , 1/2 , ¾   Money:   * Compare different measures including money in pounds and pence * Estimate different measures including money in pounds and pence * Calculate different measures including money in pounds and pence * Solve simple measure and money problems involving fractions and decimals to two decimal places | Decimals:   * Understand and recognise tenths as part of a whole * Recgonise hundredths and tenths * >, < and = to compare decimal numbers. Ones, tenths and hundredths, with zero as a placeholder.   Money:   * Know/ recognise coins and paper representations of money and be able to calculate the amount of money required to purchase different items. * Match the value in £ and p to the correct money pictured where the pence never goes over 100. * Work out coin combinations based on the amount of money in £ and p where there could be more than one correct answer. * Questions to support writing money as £.p and converting money from pounds and pence/£ and p to £.p including occasions where there is more than 100 pence. | Decimals:  OL: Can I make a whole from decimals?  OL: Can I write and compare decimal numbers?  OL: Can I round decimals to the nearest whole?  OL: Can I recognise equivalent decimals to represent half and quarter?  Money:  OL: Can I recognise £ and pence and convert between the two?  OL: Can I order amounts of money?  OL: Can I estimate amounts of money?  OL: Can I add amounts of money?  OL: can I subtract amounts of money?  OL: can I find change?  OL: can I apply the four operations to money problems? |