

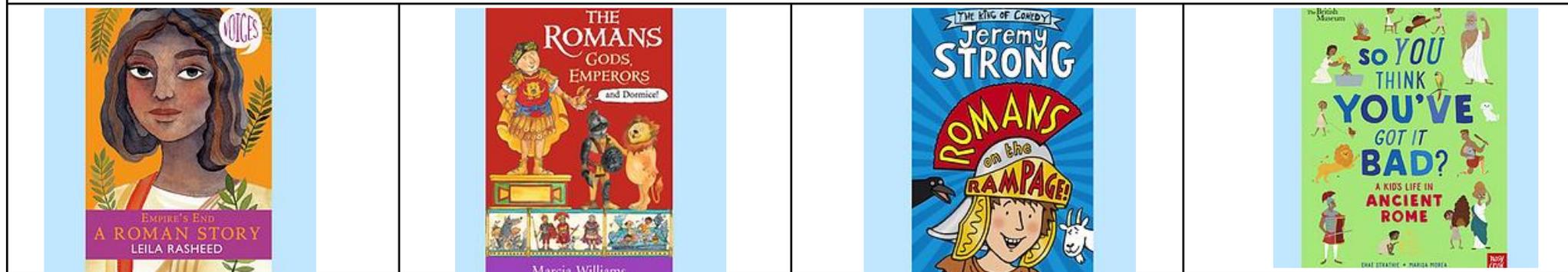


## Year 4 -Spring 1

### The Roman Empire

| ACADEMIC EXCELLENCE   | LIFE LONG LEARNING  | POSSIBILITIES and RISKS   | SOCIAL INTELLIGENCE  |
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| <p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p> | <p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p> | <p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p> | <p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p> |

#### KEY TEXTS





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| <b>ACADEMIC EXCELLENCE</b>     | <p>Focus on knowing more, doing more and remembering more<br/>         Set challenging goals and work towards these<br/>         Focus on next steps and acting on feedback to improve<br/>         Review progress against own targets know that only our best is good enough</p> |
| <b>POSSIBILITIES AND RISKS</b> | <p>Challenging learning opportunities for children to be outside comfort zone<br/>         Learn to discuss opinions openly without fear<br/>         Make decisions about how to present work</p>   |

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| <b>LEARNING TO LEARN</b>   | <p>Review and develop understanding of 5Rs with particular focus on readiness to learn<br/>         Celebrate successes and learning from mistakes<br/>         Work towards Learning to Learn Awards<br/>         Modelling of effective learning skills by staff</p>   |
| <b>SOCIAL INTELLIGENCE</b> | <p>Develop maturity in attitude towards other pupils by learning how to come to resolutions<br/>         Develop maturity in understanding emotions and how to effectively deal with them<br/>         Develop understanding of the variety of families in our society<br/>         Understand the different faiths in our communities<br/>         Assemblies – linked to school aims<br/>         Adapting behaviours according to environments and audiences – home, school, school visits<br/>         No Outsiders – To know when to be assertive</p> |



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| <b>ENGLISH</b> | <b>READING</b>            | Read a range of genres<br>Support inferences with evidence<br>Summarising their own opinion about a text<br>Summarise key points in text Identify how language contribute to meanings<br>Discuss use of figurative language<br>Use dictionaries to check the meaning of words that they have read<br>Read aloud with correct intonation, volume and tone  |
|                | <b>WRITING</b>            | Plan writing to suit audience and purpose<br>Plan writing in paragraphs<br>Understand the features of an information text (non-chronological report)<br>Be able to write an information text<br>Use subheadings to organise my idea<br>Write in the 3 <sup>rd</sup> person<br>Understand the difference between fact and opinion<br>Understand what a myth is and its features<br>Be able to retell a famous myth<br>Use conjunctions to extend my sentences<br>To use fronted adverbials with a comma to start my sentences. |
|                | <b>SPELLING / PHONICS</b> | /g/ sound spelt 'gu'<br>Words with -ture endings<br>Spellings of key homophones<br>Securing Year 3/4 statutory spellings<br>Use of apostrophes for possession- singular and plural<br>Developing spelling strategies  |
|                | <b>SPOKEN LANGUAGE</b>    | Use a text mapping to be able to recite a text with actions<br>Take part in class discussions and debate<br>Continue to develop accuracy of spoken English<br>To read aloud work with appropriate expression and volume to maintain audience interest   |

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| <b>MATHS</b> | <p><b><u>Multiplication and Division</u></b><br/>                 Divide a 2-digit number by a 1-digit number<br/>                 Divide a 3-digit number by a 1-digit number<br/>                 Solve division problems that include a remainder</p> <p><b><u>Graphs</u></b><br/>                 Draw and read pictographs<br/>                 Draw and read bar graphs<br/>                 Draw and read line graphs</p> <p><b><u>Fractions</u></b><br/>                 Understand what a fraction is<br/>                 Count in tenths and hundredths both forwards and backwards.<br/>                 Write fractions as mixed number and improper fractions<br/>                 Show where fractions would go on a number line<br/>                 Find equivalent fractions<br/>                 Simplify mixed number and improper fractions<br/>                 Add and subtract fractions that have the same denominator<br/>                 Solve word problems which involve fractions</p> |
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| <b>SCIENCE</b> | <p><b><u>Working Scientifically</u></b><br/>                 Plan different scientific enquiries to answer questions<br/>                 Take measurements with scientific equipment<br/>                 Plan a fair scientific investigation<br/>                 Record and present findings<br/>                 Understand key scientific vocabulary</p> <p><b><u>Physics</u></b><br/>                 Compare and group materials together, according to whether they are solids, liquids or gases<br/>                 Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)<br/>                 Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> |
| <b>HISTORY</b> | <p><b><u>The Roman Empire</u></b><br/>                 Make inferences about the past based on artefacts left behind.<br/>                 Describe what artefacts tell us about how people in the past lived.<br/>                 Understand how the Ancient Roman society has impacted modern society<br/>                 Order key events from the Roman Empire on a timeline.<br/>                 Discuss democracy and compare Ancient Roman democracy to modern Britain.<br/>                 Be able to name at least one Roman Empire ruler<br/>                 Compare what was happening in Britain at the same time as the Roman Empire<br/>                 Understand the Romans invented many things and be able to give examples.</p>   |

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| <b>COMPUTING</b> | <p><b><u>Spreadsheets</u></b><br/>                 Use the number formatting tools within 2calculate to appropriately format numbers within cells.<br/>                 Explore place value with a spreadsheet<br/>                 Use the currency formatting in 2calculate<br/>                 Add a formula to a cell to automatically make a calculation in that cell.<br/>                 Use the timer and spin buttons<br/>                 Children can combine tools to make fun ways to explore number.<br/>                 Use 2calculate and data to create a line graph<br/>                 Use a spreadsheet for budgeting<br/>                 Make practical use of a spreadsheet to help them plan actions.<br/>                 Allocate values to images and use these to explore place value.<br/>                 Children can use a spreadsheet made in 2calculate to check their understanding of a mathematical concept</p> |
| <b>GEOGRAPHY</b> | <p>History Focus</p>   |



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| MFL               | <p><b>Shapes, Colours and Prepositions</b><br/>To adapt known and given phrases to create descriptions of pictures<br/>To use adjectives with more confidence in writing (with correct agreement and position)<br/>To learn prepositions of place</p>   | PHYSICAL EDUCATION  | <p><b>Dance</b><br/>Be able to confidently and competently perform basic actions with control<br/>Understand and use technical dance vocabulary<br/>Continue to choreograph simple movement phrases to create short routines, in time, to a given piece of music<br/>Continue to choreograph simple dance motifs using repetition and more dynamics<br/>Be able to perform given routines from memory, with greater fluency and movement control<br/>Be able to recognise different cultures and traditions of dance and begin to imitate and perform steps and phrases from them with increasing accuracy</p> |
| DESIGN TECHNOLOGY | Art Focus   | ART AND DESIGN      | <p><b>Sculpture</b><br/>Design a roman style pot and copy from this when working with clay.<br/>Use thumbs to shape a lump of clay to create a chasm.<br/>Pinch, push and shape the clay to create a desired pot shape.<br/>Pinch, roll and squeeze clay to create additional details such as handles and spouts.<br/>Use previously taught techniques to make a sculpture structurally robust to stand up independently</p>   |
| MUSIC             | <p><b>Forms and Structures</b><br/>Exploring how music is built up of repeated and contrasting sections<br/>Analyse known songs, recognising repeated sections and contrasting sections<br/>Sing, with confidence, songs that have two or more parts.<br/>Improvise short phrases using singing voice or a pitched instrument<br/>Compose short phrases and build a stand-alone composition using repetition and contrast</p> | RELIGIOUS EDUCATION | <p><b>Christianity</b><br/>How do Christians live their lives as disciples?</p> <p><b>Parables</b><br/>Why did Jesus tell parables?<br/>Do they have anything to say to us today?</p>  |
| PSHE              | <p>New beginning and setting goals<br/>To understand friendships can have ups and downs<br/>To understand that things can be resolved.</p>  | ENRICHMENT          | <p>No Outsiders<br/>Internet Safety Day<br/>Science Week<br/>Roman Day<br/>International Handwriting Day<br/>National Story Telling Week<br/>NSPCC National Number Day</p>   |