Class: Year 4

Term: Autumn Term 2020

English

Reading-
Pupils will:

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

Writing-
Pupils will:
plan their writing by:

- 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 by:

- composing and rehearsing sentences orally, 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
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- 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
- proof-read for spelling and punctuation errors

Maths

Pupils will:

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- recall multiplication and division facts for multiplication tables up to 12 × 12
- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

Science

Working scientifically, pupils will:

be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- 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
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

In context, pupils will:

- recognise that living things can be grouped in a variety of ways
- 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.

Science

Electricity- Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.

R.E. What do we know about the Bible and why is it important to Christians?

Pupils will learn about the importance of the Bible as the source of authority to Christians. They will learn about the differing types of writing in the Bible and the fact it is a collection of books written over a long period of time. They will consider the differing ways the Bible is used and the ways it can influence how a Christian feels, thinks and acts. Pupils will learn about the differing ways the Bible can be interpreted. They will have the opportunity to ask questions and form views about the significance of the Bible today.

Spanish- Welcome to our school.
My local area/your local area.

Listen attentively to spoken language and show understanding by joining in and responding.

Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Engage in conversations; ask and answer questions; express opinions and respond to those of others. Appreciate stories, songs, poems and rhymes in the language.

History- Roman Britain – a study of the Roman Empire and its impact on Britain. Pupils will develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They will note connections, contrasts and trends over time and develop the appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They will construct informed responses that involve thoughtful selection and organisation of relevant historical information. They will develop an understanding of how our knowledge of the past is constructed from a range of sources.

Geography – Pupils will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Also use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.

What have we learnt from the Rotten Romans?

Roman invasion, settlement and legacy

When were the Romans in Britain and how do we know? What was daily life like for ordinary people in Roman Britain? What was life like in the home of a rich Roman? What were the key features of Roman towns? How did Romans have fun ?What were Roman toilets really like? How do we know?

Cross curricular numeracy links

4 digit numbers and beyond
Inequality signs
Block graphs/line graphs
Shape and measures
Time
Money
Problem solving and reasoning skills
Real life Maths

Cross curricular Literacy links

Fiction text- Escape From Pompeii. The story of two friends who flee to the harbour where they witness the destruction of their city following the eruption of Mount Vesuvius in AD 79.

Information texts about Life in Ancient Rome. Diary writing. Letter writing.

PSHE - The Value of Trees. -Protecting local habitats. - Understanding cancer.
RSE Firm Foundations: Building good relationships. -Staying safe smart
British Values- Democracy, Rule of Law, Individual liberty, Mutual Respect and tolerance of all.

P.E.

Aerobic Fitness

-exercise to improve heart, lung and circulatory function as well as restoring muscle function and condition
- stretching and strength training routines with the goal of improving all elements of fitness

Swimming and water safety (to be confirmed)

-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]

Computing - Pupils will: **Create multimedia presentations about life in Roman Britain.** Design, write and debug programs that accomplish specific goals using Scratch. Use sequence, selection, and repetition in programs; work with variables and forms of input and output. E-safety awareness

Art/DT – pupils will:
Pupils will experiment with drawing techniques together with researching and observing the work of artists and Roman themes. They will draw profile portraits and create a design for a Roman coin including patterns and writing. They will create Roman mosaics based on a Roman style.