



Termly Curriculum Information

**Term 3: 8<sup>th</sup> April – 21<sup>st</sup> June, 2019**

**Year 4**

Topic: Romans

English	
Key Learning Skills and Knowledge	Key Activities
<p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> <li>• Listen and respond appropriately to adults and their peers</li> <li>• Use relevant strategies to build their vocabulary</li> <li>• Participate in discussions, presentations, performances, role play/improvisations and debates</li> </ul>	<ul style="list-style-type: none"> <li>• Learning pieces of text using Talk for Writing actions and using strategies such as               <ul style="list-style-type: none"> <li>○ Hot seating</li> <li>○ Freeze frame</li> <li>○ Interviews and presentations</li> <li>○ Modelling</li> <li>○ Drama</li> </ul> </li> <li>• Discussing thoughts and ideas with peers and teacher during class and carpet sessions</li> <li>• Developing speaking and listening skills through strategies such as listening/talk partners and group work</li> </ul>
<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Retrieve and record information from non-fiction</li> <li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Whole class reading</li> <li>• Reading to an adult</li> <li>• Reading a variety of texts</li> <li>• Reading comprehension activities</li> <li>• Discussing genres and writing styles in class</li> </ul>
<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• Use conjunctions, adverbs and prepositions to express time and cause</li> <li>• spell further homophones</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Use of teacher feedback, peer and self-assessment and writing goals to improve.</li> <li>• Talk for Writing used to teach features of different text types to students -               <ul style="list-style-type: none"> <li>○ Persuasion</li> <li>○ Explanation</li> </ul> </li> <li>• Storyboards and mapping.</li> </ul>



<ul style="list-style-type: none"> <li>Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>Reinforce the correct generic features of the specific genre</li> <li>Proof-read for spelling and punctuation error</li> <li>Assess the effectiveness of their own and others' writing and suggesting improvements</li> </ul> <p><u>Hand writing</u></p> <ul style="list-style-type: none"> <li>Increase the legibility , consistency and quality of handwriting</li> <li>Make sure downstrokes of letters are parallel and equidistant</li> <li>Space writing sufficiently so ascenders and descenders of letters don't touch</li> <li>All handwriting is joined in workbooks</li> </ul>	<ul style="list-style-type: none"> <li>Use Talk for Writing games to improve students' vocabulary and writing skills.</li> <li>Plan, draft, edit and proofread a variety of fiction and non- fiction texts as part of 'Wicked Writing'.</li> </ul> <ul style="list-style-type: none"> <li>Hand writing activities are done as part of morning work.</li> <li>Children are encouraged to maintain a high standard in their books.</li> </ul>
<p><b>Mathematics</b></p>	
<p>Number</p> <ul style="list-style-type: none"> <li>Number sequences</li> <li>Addition, subtraction, multiplication and division</li> <li>Mental and written strategies</li> <li>Handling data <ul style="list-style-type: none"> <li>Pictograms</li> <li>Bar graphs</li> <li>Reading and interpreting data</li> </ul> </li> <li>Measure <ul style="list-style-type: none"> <li>Capacity</li> <li>Length</li> <li>Mass</li> </ul> </li> <li>Area and Perimeter <ul style="list-style-type: none"> <li>Calculate area and perimeter of composite shapes</li> </ul> </li> <li>Angles <ul style="list-style-type: none"> <li>Recognising and ordering acute and obtuse angles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Answering questions and solving mathematical problems</li> <li>Using investigative skills and solving problems to gain mastery of mathematical concepts</li> <li>Children working at their own level using differentiated activities</li> <li>Solve multiple step problems involving addition, subtraction, multiplication and division</li> <li>Uses concrete materials and pictures to help solve fraction problems</li> <li></li> </ul>
<p><b>Science</b></p>	
<p>Electricity (Physics)</p> <ul style="list-style-type: none"> <li>Construct simple circuits and use them to test whether materials are electrical conductors or insulators</li> <li>How switches work</li> </ul>	<ul style="list-style-type: none"> <li>Making circuits in series and parallel</li> <li>Drawing circuits</li> <li>Testing different hypotheses</li> </ul>



<ul style="list-style-type: none"><li>• Relate knowledge about metals and non-metals to their use in electrical appliances</li><li>• Systematically investigate the effect of changing components in a circuit on the brightness of bulbs</li><li>• Explain why some circuits work and some do not</li></ul>	<ul style="list-style-type: none"><li>• Conducting fair test and recording results</li><li>• Coming up with conclusions</li></ul>
<b>Computing</b>	
<p>We Are Meteorologists This unit will cover the following Computing points of study:</p> <ul style="list-style-type: none"><li>• Work with variables and various forms of input and output.</li><li>• Use logical reasoning to explain how some simple algorithms work.</li><li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• This unit will cover the following Computing points of study:</li><li>• Work with variables and various forms of input and output.</li><li>• Use logical reasoning to explain how some simple algorithms work.</li><li>• Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li><li>• 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.</li></ul>
<b>History</b>	
<p>Romans</p> <ul style="list-style-type: none"><li>• Why Rome had a republic and then an emperor</li><li>• What daily life was like in Ancient Rome</li><li>• Why the Roman army was so powerful</li><li>• Why the Roman Empire declined</li><li>• How to use archaeological evidence to find out about the past</li></ul>	<ul style="list-style-type: none"><li>• Research</li><li>• Create posters</li><li>• Debate</li><li>• Role play</li></ul>
<b>Geography</b>	
<p>Romans</p> <ul style="list-style-type: none"><li>• Where was the Roman Empire</li><li>• The towns and roads created by the Romans</li></ul>	<p>Using key geography skills</p> <ul style="list-style-type: none"><li>• Collect and record evidence</li><li>• Analyse evidence and draw conclusions</li><li>• Use appropriate geographical vocabulary</li><li>• Use atlases, globes, maps and plans at a range of scales</li><li>• Use and select primary and secondary sources of information</li></ul>



<b>Art/Design Technology</b>	
<p>Romans</p> <ul style="list-style-type: none"> <li>• Making a mosaic</li> <li>• Making a Roman shield</li> </ul>	<ul style="list-style-type: none"> <li>• Learning about Roman mosaics, why they had them and the design</li> <li>• Comparing shields used by different cultures and understand why the Roman shield is the shape it is</li> </ul>
<b>PSHE</b>	
<ul style="list-style-type: none"> <li>• Understand that they are part of a global community.</li> <li>• Understand the importance of looking after the environment</li> </ul>	<p>Watch stories on BTN (A news program made for upper primary children) and complete activities including:</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Posters</li> <li>• Discussion</li> <li>• Debate</li> <li>• Further research</li> <li>• Higher order thinking/making links to other areas of our learning</li> </ul>
<b>Music</b>	
<p><b>Voiceworks</b></p> <p>Singing is a vital part of every musician's life and the voice is an instrument which we all have easy access to. In this unit the pupils will look a variety of different songs which will include fun action songs, singing in a round and singing different parts layered on top of one another. The focus will be on exploring the vocal capability, working on pitch and intonation as well as singing together as an ensemble.</p> <p><b>Theme and Variations</b></p> <p>The aim of this unit is to create variations on given themes. The relationship of pitch to intervals in themes, rhythmic values, dynamics, tempo, articulations and timbre will be compared and contrasted. Students experiment with different options while creating variations individually. They evaluate their own and each other's compositions by appraising performances.</p>	<ul style="list-style-type: none"> <li>• To sing together as an ensemble.</li> <li>• To become confident in finding the singing voice.</li> <li>• To listen to different types of singing styles.</li> <li>• Focusing on pitch and intonation.</li> <li>• Explain different forms of variation.</li> <li>• Become aware of historical context of music studied</li> <li>• Change octaves in melodic composition</li> <li>• Use ornaments</li> <li>• Use rhythm imaginatively</li> <li>• Use a variety of musical forms</li> <li>• Perform their variations</li> <li>• Reflect on the composition process and the outcomes of the performances.</li> </ul>
<b>PE</b>	
<p><b>Unit 7: T-Ball</b></p> <p>The aim of this Unit is designed to ensure that students acquire the basic skills of Tee-ball and learn the fundamental rules. Children will learn the basics in Fielding (Catching); Ground balls,</p>	<p>Activities:</p> <ul style="list-style-type: none"> <li>• Lesson 1: Familiarisation with the ball (Fielding basics) Under arm and fielding ground balls</li> <li>• Lesson 2: Ball control and throwing with</li> </ul>



<p>bouncing balls, close and medium range catching. Throwing; underarm, over arm. Hitting - Stance, grip, position in relation to the tee, how to adjust tee height and positioning around the diamond field.</p> <p>Children will play competitive games and simplified versions of how to play the game correctly.</p>	<p>accuracy</p> <ul style="list-style-type: none"><li>• Lesson 3: Batting / hitting technique (small group practices)</li><li>• Lesson 4: Batting / hitting technique with accuracy</li><li>• Lesson 5: Attack and defensive positioning</li><li>• Lesson 6: Small group practices – tactical game play</li><li>• Lesson 7: small-sided games</li><li>• Lesson 8: small-sided games</li></ul>
<p><b>Unit 8: Athletics</b></p> <p>In this unit children concentrate on developing good basic running, jumping &amp; throwing techniques. They are set challenges for distance and time that involve using different styles &amp; combinations of running, jumping &amp; throwing. As in all athletic activities, children think about how to achieve the greatest speed, height, distance or accuracy.</p>	<p>Activities:</p> <ul style="list-style-type: none"><li>• Lesson 1: Running for Speed / competitions</li><li>• Lesson 2: Running Over Obstacles &amp; distance / RELAYS</li><li>• Lesson 3: Throwing (Push &amp; Pull Throws)</li><li>• Lesson 4: Jumping for Distance</li><li>• Lesson 5: Jumping for Height</li><li>• Lesson 6: Combination</li><li>• Lesson 7: Relays</li><li>• Lesson 8: Multi-Event Team Challenge</li></ul>
<p><b>Unit 9: Teachers Choice</b></p> <p>2 weeks of a variety of different team and individual sports for all to take part.</p>	<p>Activities:</p> <ul style="list-style-type: none"><li>• Lessons 1 to 4: Teachers choice on activities.</li></ul>