

Termly Curriculum Information

2020-2021 Term 2: 4<sup>th</sup> January – 2<sup>nd</sup> April, 2021

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> <li>• Speak audibly and fluently to an audience.</li> <li>• Use appropriate registers for effective communication.</li> <li>• Use relevant Talk for Writing strategies to build their vocabulary.</li> <li>• Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>• Consistently listen carefully and respond appropriately with relevant question.</li> <li>• Orally perform fiction and non-fiction texts through Talk/Drama for Writing</li> <li>• Perform performance poetry.</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>• Apply phonic knowledge and skills consistently to decode age appropriate texts fluently and accurately.</li> <li>• Begin to use textual cues to adapt tone, volume and intonation when reading aloud</li> <li>• Identify the main ideas and themes in a text.</li> <li>• Discuss words and phrases that capture the reader's interest and imagination.</li> <li>• Predict what might happen from details stated and implied.</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>• Discussing genres and writing styles in class</li> <li>• Completing written and verbal comprehension activities.</li> <li>• Reading with reading buddies to share and encourage the love of reading.</li> <li>• Using Overdrive to access a wide range of books</li> </ul>



<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction.</li> <li>• Ask questions to improve their understanding of a text.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Answer questions related to texts using literal, inferential and applied knowledge comprehension skills.</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> <li>• Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li> <li>• In poetry use similes, metaphors, alliteration rhythm and rhyme.</li> <li>• Use persuasive strategies such as repetition, rhetorical questions and powerful verbs.</li> <li>• Capture ideas using planning formats (e.g. story map, boxing up)</li> <li>• Plan writing to suit an audience and purpose.</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 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>○ Poetry</li> <li>○ Playscripts</li> </ul> </li> <li>• Storyboards and mapping.</li> <li>• Use Talk for Writing games to improve students' vocabulary and writing skills.</li> <li>• Evaluate their own and other's independent writing.</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><u>Mathematics</u></p>	
<p><u>Measurement</u></p>	



<ul style="list-style-type: none"> <li>• Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>• Find the area of rectilinear shapes by counting squares</li> <li>• Finding co-ordinates in the first quadrant</li> <li>• Measuring in kilograms</li> <li>• Tell time on digital and analogue clocks using 24-hour clock.</li> <li>• Convert 24-hour clock to am and pm times.</li> <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>• Applying fractions and decimal fractions to real-life problems</li> <li>• Using clocks and timetables to solve problems involving time.</li> <li>• Placing points onto a grid</li> <li>• Finding the position of points on a grid</li> <li>• Gaining an understanding of area and perimeter</li> <li>• Solving perimeter and area problems with and without squares as a guide</li> </ul>	<ul style="list-style-type: none"> <li>• Solving perimeter and area problems with and without squares as a guide.</li> </ul> <p><u>Geometry: Properties of Shapes</u></p> <ul style="list-style-type: none"> <li>• Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>• Identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>• Identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>• Complete a simple symmetric figure with respect to a specific line of symmetry.</li> </ul> <p><u>Geometry: Position &amp; Direction</u></p> <ul style="list-style-type: none"> <li>• Describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>• Describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>• Plot specified points and draw sides to complete a given polygon.</li> </ul>
<p>Science</p>	
<p><u>Physics</u> 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> <li>• Conducting fair test and recording results</li> <li>• Coming up with conclusions</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> <p><u>Sound</u></p> <ul style="list-style-type: none"><li>• Identify how sounds are made, associating some of them with something vibrating</li><li>• Recognise that vibrations from sounds travel through a medium to the ear</li><li>• Find patterns between the pitch of a sound and features of the object that produced it</li><li>• Recognise that sounds get fainter as the distance from the sound source increases</li><li>• Investigating sounds and how they travel</li></ul>	<ul style="list-style-type: none"><li>• Creating sounds</li><li>• Separating materials</li><li>• Heating and cooling liquids</li><li>• Measuring</li><li>• Creating models</li><li>• Testing different hypotheses</li><li>• Conducting fair test and recording results</li><li>• Coming up with conclusions</li></ul>
<p><u>Computing</u></p>	
<ul style="list-style-type: none"><li>• Understand some technical aspects of how the Internet makes the web possible, using HTML tags for elementary mark up and hyperlinks to connect ideas and sources</li><li>• Code up a simple web page with useful content</li><li>• Identify some of the risks in using the web</li></ul>	<ul style="list-style-type: none"><li>• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output</li><li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li></ul>
<p><u>History</u></p>	
<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>
<p><u>Geography</u></p>	
<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></ul>



	<ul style="list-style-type: none"><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><b>Explorers</b></p> <ul style="list-style-type: none"><li>• Know about the artwork of explorer artists</li><li>• Draw and model plants and animals with accuracy</li></ul> <p><b>Romans</b></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>• Investigating artwork of explorers and its importance</li><li>• Make sculptures of animals</li><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>	
<p><b>Difficult feelings</b></p> <p>The main themes of this unit are:</p> <ul style="list-style-type: none"><li>• acknowledging and managing difficult feelings is an important part of our wellbeing;</li><li>• recognising feelings of jealousy, exclusion, resentment, shame and guilt;</li><li>• everyone needs to recognise the feelings associated with the victim, bystander and bully in bullying situations and know how to react;</li><li>• we should see ourselves as equals in friendly relationships; and</li><li>• the difficulties involved in talking about guilt and shame.</li></ul> <p><b>Growing Means Changing</b></p> <p>The main themes of this unit are:</p> <ul style="list-style-type: none"><li>• exploring the work done by important parts of our bodies and the need to keep them fit and healthy;</li><li>• how something which is good or ok, can be harmful when taken in excess; and</li><li>• finding out how to make responsible choices and decisions and facing up to increased responsibilities.</li></ul> <p><b>Friendships</b></p> <p>The main themes of this unit are:</p> <ul style="list-style-type: none"><li>• the influences of friends;</li><li>• the importance of knowing that you come into a friendship as an equal, and that you can say no to a friend's</li></ul>	<p>The students will learn about and investigate each theme using a mixture of activities including;</p> <ul style="list-style-type: none"><li>• Role play</li><li>• Circle Time discussion</li><li>• Mindfulness exercises</li><li>• Listening to learning stories</li><li>• Watching information video clips</li></ul>



<p>suggestion or plan without breaking the friendship; and</p> <ul style="list-style-type: none"> <li>• being and having a friend involves sensible trust and cooperation, while also recognising and voicing your own needs.</li> </ul>	
<p>Music</p>	
<p><b>The World of the Orchestra and Film Music</b></p> <ul style="list-style-type: none"> <li>• Describe the roles of all orchestral instruments and classify them into families</li> <li>• Identify instruments of the orchestra while listening to a piece</li> <li>• Participate in discussions about how instruments and ensembles have changed over time and vary depending on the size of the group</li> <li>• Describe the role of music and instruments in setting a scene</li> <li>• Develop composition skills</li> </ul>	<p>Using the Juilliard Core Work ‘Symphony No. 5 in C minor’ by Beethoven as the focus piece, the students will learn about the different instruments of the orchestra, their families and their roles. They will look at smaller instrumental ensembles and how the instruments are used differently. The students will also look at how film scores help to embellish the film, how music can represent a character and how it can make a scene dramatic. They will compose their own music to fit into a film scene using classroom percussion and keyboards</p>
<p>PE</p>	
<p><b>Unit 4: Swimming (C/D) Handball (A/B)</b> Swimming &amp; Handball: (continued from end of term 1)</p> <p>All the students will have been assessed over 25m swims in the first week of term 1 (with or without an aid) and placed into ability groups when their class swims. Identification for Mini Bears Senior can be decided from the assessment.</p> <p>Within these ability groups, students will be taught <b>FUND</b>amental aquatic skills in Freestyle, Backstroke, Breaststroke and basic Butterfly body position and leg action for the more able. Some groups will also be taught, diving and correct stroke turns. Water skills activities and an understanding of water safety and pool rules will also be discussed with the students. Some students will be able to swim 25m on at least two recognized strokes.</p> <p><b>Handball:</b> The unit is designed to ensure that students acquire and develop the fundamental skills of handball. They will have the opportunity to apply their skills and to begin to consider tactics</p>	<p>Aquatic Skills include:</p> <ul style="list-style-type: none"> <li>• Body Position</li> <li>• Leg action and Arm action</li> <li>• Head positions and Breathing</li> <li>• Sitting or crouching dives</li> <li>• Streamlining for all and Sculling for the more able groups</li> <li>• A basic understanding of a minimum of 3 - 5 basic safety rules in and around the pool.</li> <li>• Developing water confidence in the less able swimmers in the learner pool</li> <li>• Developing a student’s confidence to swim, with or without an aid, over a distance of 5m 25m depending on ability, either legs only or independently with a recognized technique</li> <li>• For the more able learning basic laws of swimming, starts, turns and finishes</li> <li>• Butterfly/Diving/Water safety skills</li> <li>• Practise for house swimming competition</li> </ul> <p>Key Handball Skills include</p> <ul style="list-style-type: none"> <li>• Ball Familiarisation</li> <li>• Dribbling technique</li> </ul>



<p>through a variety of individual, pair and group practices as well as a range of game scenarios.</p>	<ul style="list-style-type: none"><li>• Passing, receiving and introduce '3 step travelling'</li><li>• Shooting</li><li>• Introduce attacking and defending positions and outwitting opponents</li></ul> Assessment/Games/mini tournament
<p><b>Unit 5: Swimming (A/B) Basketball (C/D)</b> This is the second unit of swimming for the Year 4 students. In Swimming, the students will continue to develop their fundamental stroke technique skills on the three main strokes, Freestyle, backstroke and Breaststroke. The top students will also include some Butterfly, as well as further development of starts and turn skills acquired from the ASA programme. A final yearly 25m skill and timed assessment will take place and the house swimming gala will be in early April</p> <p>In this unit of Basketball students will focus on the fundamentals of dribbling, passing and shooting. Students will think about how to use these skills to help outwit the opposition in small sided games. Students will also develop their knowledge of the game and the rules and at times, will act as a referee/ coach to help with student learning. All students will be taught about fair play and sportsmanship.</p>	<p>Key skills include:</p> <ul style="list-style-type: none"><li>• Freestyle technique. Extension group will do diving and tumble turns</li><li>• Backstroke technique. Extension group will do starts and tumble turns</li><li>• Breaststroke technique. Extension group will do underwater stroke and diving</li><li>• Water and pool safety skills will be included throughout the unit by the teaching staff</li><li>• 25m timed assessments in final week in preparation for House Swimming in early April</li></ul> <p>Activities:</p> <ul style="list-style-type: none"><li>• Lesson 1: Ball familiarisation</li><li>• Lesson 2: Dribbling &amp; pivoting</li><li>• Lesson 3: Passing, receiving</li><li>• Lesson 4: Outwitting an opponent</li><li>• Lesson 5: Shooting</li><li>• Lesson 6: Defending</li><li>• Lesson 7: Small sided games</li><li>• Lesson 8: House Competition</li></ul>
<p><b>Unit 6: Basketball (A/B) Swimming (C/D)</b> In this unit of Basketball students will focus on the fundamentals of dribbling, passing and shooting. Students will think about how to use these skills to help outwit the opposition in small sided games. Students will also develop their knowledge of the game and the rules and at times, will act as a referee/ coach to help with student learning. All students will be taught about fair play and sportsmanship.</p> <p>This is the second unit of swimming for the Year 4 students.</p>	<p>Activities:</p> <ul style="list-style-type: none"><li>• Lesson 1: Ball familiarisation</li><li>• Lesson 2: Dribbling &amp; pivoting</li><li>• Lesson 3: Passing, receiving</li><li>• Lesson 4: Outwitting an opponent</li><li>• Lesson 5: Shooting</li><li>• Lesson 6: Defending</li><li>• Lesson 7: Small sided games</li><li>• Lesson 8: House Competition</li></ul> <p>Key skills include:</p> <ul style="list-style-type: none"><li>• Freestyle technique. Extension group will do diving and tumble turns</li><li>• Backstroke technique. Extension group will do starts and tumble turns</li></ul>



In Swimming, the students will continue to develop their fundamental stroke technique skills on the three main strokes, Freestyle, backstroke and Breaststroke. The top students will also include some Butterfly, as well as further development of starts and turn skills acquired from the ASA programme. A final yearly 25m skill and timed assessment will take place and the house swimming gala will be in early April

- Breaststroke technique. Extension group will do underwater stroke and diving
- Water and pool safety skills will be included throughout the unit by the teaching staff
- 25m timed assessments in final week in preparation for House Swimming in early April.