

English

Reading - Key texts *Across the Roman Wall*, *Theresa Breslin*, *Horrible Histories*, *Rotten Romans*, *Escape from Pompeii*, *Eagle of the Nile*

Developing pleasure and motivation to read. Comprehension skills focusing on Y4 key skills/content domains both during whole class reading and guided group reading.

Speaking and Listening - Take part in presentations or present different views on different questions or issues, for example what might life have been like for a Roman Soldier.

Writing Composition - Writing for different purposes, developing stamina, editing and checking work throughout.

Narrative: Composing character descriptions, dialogue and scene settings:

Writing a soliloquy as a Roman soldier.
Create a play script of two commentators watching a gladiator in combat at the famous Colosseum in Rome
Historical Narrative of the Boudicca story
Plan a menu for a party of Wealthy Romans

Spelling and Grammar: No Nonsense Spelling linked to the National Curriculum requirements for Year 4.

Handwriting: Children join and enhance the fluency and neatness of their writing. Emphasis on neat presentation and pride in all written work.

Art

Developing creativity using a variety of materials within the following contexts:

Learning about scale and proportion, drawing from close observation to capture fine details - drawing a Roman Soldier.
Design and make a Roman shield.
Design and Make a Roman Mosaic.

French

Build on work in year 3 to develop the ability to have a simple conversation with increasing confidence and breadth of vocabulary

Religious Education

(According to Warwickshire and Coventry agreed syllabus for RE 2017)

Engaging pupils in enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

Exploring what a festival is and why they are important to various Religious traditions. Thinking particularly about Harvest and festivals where people give thanks for food and what the earth has provided.

Geography

Extend knowledge of the UK, Europe and the world; location and place knowledge; and significant human and physical features

Locate the world's continents and countries using maps and atlases, describe and understand key aspects of physical geography. Find out about similarities and differences between Italy and Britain, including climate, landscape, size and weather.

Physical Education

Developing movement skills, competence, agility and coordination individually and with others across a range of physical activity

Games - Invasion Games developing ball skills and team work approach to ball games

Maths

Number: Place Value - Roman numerals to 100. Round to the nearest 10. Round to the nearest 100, Count in 1000, partitioning. Number line to 10,000. 1000 more and less. Comparing and ordering numbers. Rounding to the nearest 1000. Negative numbers.

Number: Addition and Subtraction - Add and subtract up to 1000. Add two 4 digit numbers with and without exchange. Subtract two 4 digit numbers with and without exchange. Efficient subtractions, Estimating answers, checking strategies.

I am Warrior – The Romans Curriculum Plan – Autumn 1 2019 Year 4 Mr Moss

Super Start: Design and make Roman Shields

Fantastic Finish: Trip to Lunt Fort.

PSHE

Our 'New Beginnings and Taking Responsibility' unit focuses on the following:

- understanding our rights and responsibilities in the school context
- knowing some of the things that help us in school to learn and play well together
- understanding the need for rules in society and why we have the rules we do in school
- understanding that if I don't agree with something in school I know how to go about trying to change things
- understanding how to work well in a group
- understanding how it feels to do/start something new and why

It also links clearly with our SMSC development.

Computing

Online Safety: Contact/Respect

- Use technology safely, respectfully and responsibly
- Recognise acceptable/unacceptable behaviour
- Identify a range of ways to report concerns about content and contact

Science

Broaden scientific understanding of the world through exploration, observation, research and testing in the topic area of evolution and inheritance

Through working scientifically, children will use and develop their practical scientific methods, processes and skills:
Planning different types of scientific enquiries; taking measurements, using a range of scientific equipment

Exploring electricity.

Construct a simple series electric circuit, Identifying and naming its basic parts
Identify whether a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with the battery.
Recognise that a switch opens and closes a circuit.
Recognise some common conductors and insulators.

British Values and SMSC

Developing an understanding of fundamental British values

Spiritual: developing our understanding of ourselves and engaging our heart as well as our mind in our learning and interactions with others. Developing self-awareness through mindfulness begun in year 3.

Moral and social: Increasing understanding of how our actions affect others and our responsibility towards others in school

Cultural: Explore how those who have come to Britain have shaped and enriched culture

Democracy: Listen to other people's opinions and ideas, learning to respond and respectfully disagree, debating open ended questions

History

Develop chronological knowledge noting connections, contrasts and trends over time. Use historical terms, ask valid questions and construct informed responses.

Children will study an aspect or theme in British History that extends their chronological understanding beyond 1066 Place events, people and changes within a chronological framework.

- Make connections, draw contrasts and identify trends in different periods of history.
 - Give reasons for and write explanations of past events using evidence to support.
 - Use a wide range of sources to select, organise and present relevant information.
 - Acknowledge different points of view and understand how these are important when looking at interpretations of history.
- Historical Figure, Boudicca