

## Maths

### Multiplication and Division

Recognise and use factor pairs

Use place value to multiply and divide mentally

Recall and use multiplication and division facts

Multiply two digit and three digit numbers by a one digit number.

## Geography

- To use maps, atlases and globes to locate European countries.
- To understand geographical similarities and differences through the study of human and physical geography of the UK and Europe.

## Art and design

Roman Mosaics

## PSHE

- Anti-bullying

## Scientific Enquiry

### Electricity

- To revise uses of electricity and the importance of safety before constructing simple circuits.
- To understand how to change a circuit by changing its components.
- To design and make an alarm using knowledge of circuits.

# Rotten Romans!

Autumn 2 2017 - Year 4



## French

Read some familiar words and phrases aloud and pronounce them accurately

## Computing

We are Toy Designers

- To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.
- To use sequence, selection, and repetition in programs; work with various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

## Physical Education

### Gymfit (Circuits)

- To understand that a fitness circuit can be sport-specific.
- To perform a simple ball-skill circuit with understanding and accuracy.
- To know the value of fitness and the many forms fitness-based activities can take.

## English

### Writing:

- Non-chronological reports
- Roman myths
- Structured Poetry (Kennings)
- Persuasion (adverts for Roman baths)
- Letter/diary writing (gladiators)
- Free verse poetry - Pompeii

### Reading:

Class text—'Across The Roman Wall' by Theresa Breslin

Reading comprehension focus— inference and understanding the writer's use of language

## Music

### Learning to read sheet music

- To maintain a simple part within a group.
- To choose, order, combine and control sounds to create an effect.
- To recognise the notes EGBDF and FACE on the musical staff

## History

### Study of the Romans:

- To study Pompeii and the effect it had on people's lives.
- To compare roads, houses, living to the Roman era and modern day life.

## Religious Education

### Moses, the Exodus and Pesach:

- I can retell stories about Moses.
- I can give thoughtful answers to questions about my own and others' experiences and feelings of identity Identify features of the Pesach celebration
- Describe how religious beliefs, practices and stories are linked in the celebration of Pesach.

## Objectives for Year 4 Term 1

In addition to previous learning, pupils should learn how to...

Spoken Language	Reading	Writing	Transcription
<p><b><u>Speaking, Listening and Discussion</u></b> Justify a view by giving reasons and evidence Make notes when listening Use inclusion techniques in a group e.g. questions, eye contact, people's names</p> <p><b><u>Drama</u></b> Articulate clearly and project the voice</p>	<p><b><u>Word Reading</u></b> Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p><b><u>Being a Reader</u></b> Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Know and recognise some forms of poetry Prepare poems and playscripts to read aloud and perform, considering speed, volume and action</p> <p><b><u>Reading Comprehension</u></b> Ask questions to improve their understanding of a text Empathise with characters and their situations Answer questions giving evidence from the text in their response Predict what may happen and explain using stated and implied detail from the text Summarise a text using the key points Use textual details and examples to support inferences and explanations about a text's meaning Identify how the layout in book and screen-based texts aids the reader Discuss language which has captured their interest Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text Make connections between texts in terms of plot, similar characters, same author etc.</p> <p><b><u>Being a Researcher</u></b> Distinguish between fact and opinion in order to verify the accuracy and reliability of information Appraise the usefulness of a text for a task Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p>	<p><b><u>Planning, Composing and Evaluating</u></b> Generate ideas for their writing Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied Create writing which is organised, imaginative and clear Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use exciting and interesting vocabulary appropriate to the text type Use paragraphs to organise ideas around a theme Use stanzas to structure content in poems Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact Improve their writing style by adding new techniques to their repertoire (see Appendix A – year 4)</p> <p><b><u>Grammar, Punctuation and Vocabulary</u></b> Use correct grammatical terminology when discussing their writing Identify possessive pronouns e.g. my, mine, our, ours, its, his, her, hers, their, theirs, your, yours, whose, and one's Use pronouns and nouns appropriately (for clarity and cohesion and to avoid repetition) Use connectives for cohesion across a text Identify determiners Write more complex expanded noun phrases by adding prepositional phrases to the determiner, noun and adjective(s) Use inverted commas and other speech punctuation appropriately</p>	<p><b><u>Spelling</u></b> Use a dictionary to check words Investigate spelling patterns and conventions Use etymology to aid spelling Spell words with the suffix -ly Spell words with the -sure ending Spell words with the -ture ending Spell words with the suffix -ous Spell words with the suffix -al Spell words with the suffix -ary Spell words with the suffix -ic Spell common homophones e.g. fair/fare, break/brake Spell the words complete, decide, describe, different, difficult, February, library, naughty, opposite, ordinary, perhaps, popular, probably, regular, suppose, surprise, various Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p><b><u>Handwriting and Presentation</u></b> Improve the quality of handwriting by tackling any issues consistently Develop fluency in typing</p>