

## Maths

### Place Value:

- Rounds any number to the nearest 10, 100 or 1000
- Orders and compares numbers beyond 1000
- Counts backwards through zero
- Counts in multiples of 6, 7, 9, 25 and 100

## 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.

## History

### Study of the Romans:

- To find out who the Celts were.
- To understand chronology and reasons for invasion.
- To explore role of Boudicca in Roman history.
- To understand life as a Roman gladiator.

## Scientific Enquiry

### Sound:

- Observe and name a variety of sources of sound
- Notice that we hear with our ears
- Identify how sounds are made, associating some of them with something vibrating
- Find patterns between the volume of sound and the strength of the vibrations that produce it
- Identify similarities and differences between sounds in different ways

### Living Things and Their Habitats

- Explain how living things can be classified
- Recognise how a simple key helps identify living things
- Ask questions that can be used to construct a key

## Spanish

- To learn and practicing greetings and classroom language .
- To discuss food through engaging in Spanish

# **Rotten Romans!**

**Autumn 2018- Year 4**



## Design & Technology

Children will be exploring, designing and making their own Roman catapults.

- To design a final product.
- To use a range of tools and equipment to perform practical tasks.
- To understand and use how mechanical systems , e.g. levers and linkages.

## Computing

### We are Software Developers

- To design, write and debug programs that accomplish specific goals.
- To sequence, selection, and repetition in programs.
- To use logical reasoning to explain how some simple algorithms work and to detect and correct

## Physical Education

### Circuits & Pilates

- Build stamina
- Use different exercises to benefit different parts of the body
- Understand how exercise improves fitness and mental wellbeing
- Know which muscles are working in different ways

## English

### Writing:

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

### Reading:

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

- Reading comprehension focus—summarising and predicting

## Music

- To maintain a simple part within a group.
- To choose, order, combine and control sounds to create an effect.

## Art

### Mosaics:

- Research the historical significance of mosaics
- Experiment with printing techniques

## PSHE

New beginnings

Keeping safe in the community

## Religious Education

### Creation and Incarnation

- To understand the significance of Creation and Incarnation within the Bible
- To understand the importance of the Creation story to Christians
- To place Creation and Incarnation within the 8

# 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>