

Year 4 Autumn Term

Key question: How have the Romans influenced our lives today?

Geography: The Romans

Knowledge

- Locate the Roman Empire in the context of Europe.
- Identify physical features of the Roman Empire and Europe as a greater whole.
- Use maps and atlases to support their learning.
- Locate and identify Roman towns around Europe and identify their purpose.
- To use maps and computer websites to locate Roman colonies.
- To use atlases to identify and locate where Roman roads were built in the UK and how these were used by the Romans.
- To research ethnic diversity in Roman Britain.

History Focus: The Romans

Knowledge

- To establish where the Romans exist within the context of British and World History.
- To be able to recognise why and how the Romans invaded Britain.
- To be able to understand the importance of Roman Gods and Goddesses.
- To be able to understand how the Romans ruled Britain.
- To be able to understand the importance of Boudicca.
- To be able to recognise the attributes and role of a Roman soldier.
- To be able to identify what the Romans left behind in Britain.
- To be able to recognise the significance of Julius Caesar in the Roman Empire.
- To be able to identify and use Roman

Science Focus: Animals including humans – Digestion, Food Chains and Habitats.

Knowledge

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Investigate the effects different liquids have on our teeth.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognise that environments can change and that this can sometimes pose dangers to living things.

	<p>Numerals.</p> <ul style="list-style-type: none"> To be able to explore and create a Roman Mosaic. To be able to explain the fall of the Roman Empire. 	<ul style="list-style-type: none"> Research a well-known scientist and explore their contributions to science.
<p>Key vocabulary: Empire, Europe, Africa, invasion, Mediterranean, climate, colonies.</p>	<p>Key vocabulary: Roman, aqueduct, gladiator, Caesar, Colosseum, mosaic, Pantheon, chariot</p>	<p>Key vocabulary Oesophagus, intestine, pancreas, canine, incisor, molar, producer, consumer, predators and prey.</p>
<p>English focus: Christophe's Story, Poetry by James Carter and Grace Nicholls</p> <p>Knowledge</p> <ul style="list-style-type: none"> Plan their writing by; discussing writing similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar. Discuss and record ideas. Draft and write by; composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Organise paragraphs around a theme. In narratives be able to create settings, characters and plot. 	<p>Design and Technology focus: Christmas Stocking</p> <p>Knowledge</p> <ul style="list-style-type: none"> Design a purposeful and appealing product for themselves and others based on a set criteria. Undertake research to inform the design of an innovative, functional and appealing stocking that are fit for purpose and are aimed at particular individuals or groups. Generate, develop and model their ideas. Select from a range of tools, materials and equipment to perform practical tasks. Explore and evaluate a range of existing products. 	<p>Computing focus: The Internet and Audio editing</p> <p>Knowledge</p> <ul style="list-style-type: none"> To describe how networks physically connect to other networks. To outline how websites can be shared via the World Wide Web (WWW). To describe how content can be added and accessed on the World Wide Web (WWW). To recognise how the content of the WWW is created by people. To evaluate the consequences of unreliable content. To identify that sound can be recorded and edited.

<ul style="list-style-type: none"> • In non-narrative material, use simple organisational devices [for example, headings and sub-headings]. • Evaluate and edit by; assessing the effectiveness of their own and others' writing and suggest improvements. • Be able to propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. • Be able to proof-read for spelling and punctuation errors. • Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 	<ul style="list-style-type: none"> • Evaluate their products against their design criteria. 	<ul style="list-style-type: none"> • To recognise the different parts of creating a podcast project. • To apply audio editing skills independently. • To combine audio to enhance my podcast project. • To evaluate the effective use of audio. • Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
<p><u>Grammar focus:</u></p> <ul style="list-style-type: none"> • Possessive apostrophes for regular singular and plural nouns. • Expanded noun phrases: Changing <i>the teacher</i> to: <i>The strict English teacher with the grey beard.</i> • Using inverted commas where the speech is preceded by the speaker: <i>Mary yelled, "Sit down!"</i> • Using either a pronoun or the noun in sentences for cohesion and to avoid 	<p><u>Key vocabulary</u></p> <p>Model, base, scoring, setting, stitch, needle, thread, seam, hem, lining.</p>	<p><u>Key vocabulary</u></p> <p>Input, output, process, digital devices, programs, smartphones, networks, server, network, infrastructure, World Wide Web, podcast, audio.</p>

<p>repetition.</p> <ul style="list-style-type: none"> • Possessive pronouns: <i>yours, mine, theirs, ours, hers, his, its.</i> • Specific determiners: <i>their, whose, this, that, these, those, which.</i> • Recap nouns, adjectives and adverbs within a text • Identify root words and their prefix 		
<p><u>RE focus:</u> Ideas of God- Islam and Christianity</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To learn about Muslim beliefs. • To understand the meanings of the 5 pillars of Islam • To learn about the life of Muhammad and his calling to be a prophet. • To learn about the significant prophets in Islam. • To explore Allah's creations within the world. • To learn about Christian beliefs. 	<p><u>Music focus:</u> Glockenspiel</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Play a part on a tuned instrument from memory or using simple notation. • To rehearse and perform their part within the context of a song. • Listen to and follow musical instructions from a leader. • To recognise and be able to talk about the instruments used in class. • Talk about improvisation and recognise that improvising means making up a tune or rhythm on the spot. • Improvise using instruments in the context of songs they are learning to perform, using a 	<p><u>Maths:</u> White Rose Maths</p> <p><u>Knowledge</u></p> <p>We will be following the White Rose Maths scheme. In the Autumn term the focus will be on:</p> <ul style="list-style-type: none"> • Number • Place Value • Addition • Subtraction • Multiplication • Division

<ul style="list-style-type: none"> • To learn about the Baptism of Jesus. • To learn that the teachings of Jesus are recorded in the New Testament. • Compare and contrast similarities/differences in Christian and Islamic faith. • To recognise signs and symbols of main the religions in our community. 	<p>limited range of notes.</p>	
<p><u>Key vocabulary</u></p> <p>God, Christianity, miracle, Jesus, Muslim, baptism, symbols, pillars, prophet, New Testament, beliefs, prophet</p>	<p><u>Key vocabulary</u></p> <p>Glockenspiel, beat, rhythm, call and response, notes, improvisation, tune, tuned.</p>	<p><u>Key vocabulary</u></p> <p>Hundreds, Tens, Ones, compare, order, addition, subtraction, exchange, crossing, multiply, divide, equal groups.</p>
<p><u>Physical Education focus:</u> Gymnastics / Sportshall Athletics /Tag Rugby and Netball</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Compose a creative and imaginative balance sequences. • Run in straight lines, using a reverser board effectively to change direction • Complete two or more physical actions at one times. 	<p><u>Art focus:</u> Picasso and Roman Mosaics</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • Create sketches to record their observations and use them to review and revisit ideas. • Improve their mastery of art and design techniques - drawing, painting with a range of materials (pencil, pastels, charcoal and scissors). • Be able to draw the proportions of a face accurately. 	<p><u>French focus:</u> Vegetables and Shapes</p> <p><u>Knowledge - Vegetables</u></p> <ul style="list-style-type: none"> • I can repeat and recognise most of the 10 vegetables in French with their correct article. • I can attempt to spell 5 of these words from memory with good accuracy. • I can ask somebody in French for a particular vegetable.

<ul style="list-style-type: none"> • Throw and catch accurately. • Know and use different types of throws in Netball. • Understand the rules of Netball. • To develop their understanding of strategic and tactical play in tag rugby. 	<ul style="list-style-type: none"> • Understand and interpret abstract works of Art. • Explore and create a cubist portrait. • To be able to use culturally significant influences to design and make a Roman mosaic. 	<ul style="list-style-type: none"> • I can perform a simple French role play about buying vegetables at a market stall. <p>Knowledge – Shapes</p> <ul style="list-style-type: none"> • I can name and recognise up to 10 shapes in French. • I can attempt to spell some of these nouns. • I can recognise that nouns have an article/determiner in French and in this case, the indefinite ‘un’ or ‘une’. • I have had an opportunity to learn and/or revise numbers 1-5.
<p><u>Key vocabulary</u></p> <p>Coordination, running, jumping, balance, agility, throwing, catching, balance, rugby, football, netball.</p>	<p><u>Key Vocabulary</u></p> <p>Portrait, proportions, Matisse, Picasso, abstract, cubist, shading, vibrant, Mosaic, grout, tessellate</p>	<p><u>Key vocabulary</u></p> <p>Je voudrais, les aubergines, les champignons, les tomates, les oignons, les haricots verts, un cercle, un triangle, un ovale, un deux, trois.</p>
<p><u>PSHE:</u></p> <p><u>Me and my relationships and Valuing difference</u></p> <ul style="list-style-type: none"> • Identify and discuss British values and how these are used in everyday life. • Give examples of how I can tell a person is feeling worried. • Say what I could do if someone was upsetting me or if I was being bullied. • Explain what being ‘assertive’ means and give examples. 		

- Recognise what is meant by personal space and how to respect others.
- Recognise ways that people are different, including religious or cultural differences.
- Recognise the importance of medicine and how to keep these stored safely.
- Discuss the terms safe and unsafe.
- Explain why it's important to challenge stereotypes that might be applied to me or others

Key Vocabulary

Worried, bullying, assertive, culture, religion, respect, differences, stereotypes, safe, unsafe, personal space