




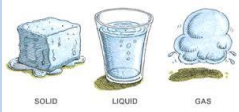
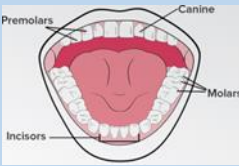












<p>Year 4 - Miss Derbyshire Mrs Norbury</p>	<p>Autumn Term 2021</p>		
<p>English</p>  	<p>The Romans</p>		
	<p><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> • Skim and scan texts • Retrieve precise information from a range of texts • Continue to develop inference skills • Summarise paragraphs • Identify how language, structure, and presentation contribute to meaning <p><u>Writing</u></p> <ul style="list-style-type: none"> • Explore the structure and language features of a range of texts (Dilemma Stories, Instructions, Descriptive Poetry, Non-Chronological Reports, Descriptive Settings, Newspaper Reports) • Use appropriate fronted adverbials (time, manner and place) • Use the comma after fronted adverbials • Use a range of conjunctions to write complex sentences • Use noun phrases expanded by the addition of modifying adjectives and nouns • Use inverted commas and other punctuation to indicate direct speech • Use the apostrophe to show possession (singular and plural) • Edit and improve own writing <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined <p><u>Spelling</u></p>	<p>Maths</p>   	<p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> • Represent numbers to 10,000 on a number line • Round numbers to nearest 10 and 100 • Count in 1,000s • Partitioning numbers • Find 1,10, 100 or 1,000 more or less • Compare Numbers • Roman Numerals <p><u>Geometry</u></p> <ul style="list-style-type: none"> • Know and recognise acute, right and obtuse angles • Compare and order angles • Types of triangles and quadrilaterals • Lines of symmetry <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> • Add and subtract up to 4-digit numbers using formal written methods • Apply written methods to different types of real-life problems <p><u>Measures</u></p> <ul style="list-style-type: none"> • Pounds and pence, including converting from one to another • Ordering money • Add and subtract money, finding change • Use written methods involving amounts of money • Telling the time to the nearest minute using am/pm • 24-hour clock • Hours, minutes and seconds • Years, months, weeks and days

	<ul style="list-style-type: none"> • Year 3/4 common exception words • Use further prefixes and suffixes and understand how to add them 		<ul style="list-style-type: none"> • Analogue to digital in 12-hour and 24-hour <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Multiplying and dividing by 10 and 100 • Multiply by 1 and 0, divide by 1 and itself • Multiply and divide by all multiplication facts up to 12x12 • Apply knowledge to problem solving questions
<p>SCIENCE</p>  	<p>State of Matter</p> <ul style="list-style-type: none"> • <i>compare and group materials together, according to whether they are solids, liquids or gases</i> • <i>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</i> • <i>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</i> <p>Animals including humans</p> <ul style="list-style-type: none"> • <i>describe the simple functions of the basic parts of the digestive system in humans</i> • <i>identify the different types of teeth in humans and their simple functions</i> 	<p>HISTORY</p> 	<p>The Roman Empire and its impact on Britain-</p> <ul style="list-style-type: none"> • <i>Julius Caesar's attempted invasion in 55-54 BC</i> • <i>the Roman Empire by AD 42 and the power of its army</i> • <i>successful invasion by Claudius and conquest, including Hadrian's Wall</i> • <i>British resistance, for example, Boudica</i> • <i>'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</i> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066-</p> <ul style="list-style-type: none"> • <i>the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day</i>
<p>GEOGRAPHY</p> 	<p>Locational Knowledge</p> <p><i>Locate the world's countries, using maps to focus on Europe's (including the location of Russia) countries and major cities</i></p> <ul style="list-style-type: none"> • Know and locate on a map which countries became part of The Roman Empire • Understand why Rome became the centre of the empire • Name some physical and human characteristics of the countries • Know that they live in Lincolnshire and the 	<p>COMPUTING</p> 	<p>The internet</p> <p><i>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</i></p> <ul style="list-style-type: none"> • Understand what the internet is made of • How information is shared • What a website is and who owns the web • Recognise that there is some inaccurate information on the internet <p>Audio editing</p> <p><i>Capturing and editing audio to produce a podcast, ensuing</i></p>

	<p>neighbouring counties linked to the Romans</p> <p>Geographical skills and fieldwork</p> <p><i>Four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</i></p> <ul style="list-style-type: none"> • Know the routes the Roman soldiers took within Britain when they were invading • Learn about British Roman sites, such as Hadrian's Wall and locate them on a map using simple grid references 		<p><i>that copyright is considered</i></p> <ul style="list-style-type: none"> • Digital recording • Recording sounds • Creating a podcast • Editing digital recordings • Evaluating podcasts
<p>PSHE</p> 	<p>Being me in My World</p> <ul style="list-style-type: none"> • Being part of a class team • Being a school citizen • Rights, responsibilities and democracy (school council) • Rewards and consequences • Group decision-making • Having a voice • What motivates behaviour <p>Celebrating Difference</p> <ul style="list-style-type: none"> • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions 	<p>RE</p> 	<p>God – Islam</p> <p><i>What do the main concepts in Islam reveal about the nature of Allah?</i></p> <p><i>What is the purpose of visual symbols in a mosque?</i></p> <p>Being Human – Islam</p> <p><i>What does the Qur'an teach Muslims about how they should treat others?</i></p> <p><i>How do Muslim teachings guide the way Muslims act in the world?</i></p> <p><i>How are Muslim beliefs expressed in practice?</i></p> <p><i>The ways in which beliefs impact on action: expectations of behaviour ways in which people act, examples of contemporary individuals</i></p>
ART	<p>Tiles Mosaic- 2D sculpture</p> <ul style="list-style-type: none"> • To understand how mosaics were used in Roman times • To investigate making a symmetrical mosaic using ICT and paper 'tesserae' • To plan and design a Roman-inspired mosaic tile using observations and/or imagination 	Design and Technology	<p>2D Shape to 3D product-</p> <ul style="list-style-type: none"> • Design and make a purse, understanding that a purse is made from a 2D net • Explore different fastenings for a purse • Practise different sewing stitches to use for joining a purse together

	<ul style="list-style-type: none"> To make a simple pictorial mosaic using the direct method of mosaicking To compare ideas, methods and approaches in their own work and others' work 		<ul style="list-style-type: none"> Design own purse to meet a given criteria and create a prototype of it Use appropriate materials and techniques to make their final design Evaluate the effectiveness of their product
<p>MUSIC</p> 	<p>Mamma Mia</p> <ul style="list-style-type: none"> Children will learn to sing Mamma Mia and play a glockenspiel accurately to the beat of the music Also, they will listen and practise singing other well-known songs by ABBA, such as Dancing Queen <p>Glockenspiel Stage 2</p> <ul style="list-style-type: none"> Learn to sing simple songs which children will play the glockenspiel along to Children will start learning to read music on a staff which they will play on the glockenspiels 	<p>MFL</p> 	<p>Phonetics 1 and 2</p> <ul style="list-style-type: none"> Learn essential Spanish sound patterns / phonemes so that children will improve their Spanish pronunciation and also be able to read Spanish with improved accuracy <p>Fruits</p> <ul style="list-style-type: none"> Learn the names and spelling of common fruits Be able to say which fruits are liked or disliked <p>Vegetables</p> <ul style="list-style-type: none"> Learn the names and spelling of common vegetables Be able to ask for these vegetables from a market stall (role-play)
<p>PE</p> 	<p><u>Roman Dance</u></p> <ul style="list-style-type: none"> To use the space provided to the maximum potential To combine flexibility, techniques and movements to create a fluent sequence To move appropriately and with the required style in relation to the stimulus To move to the beat accurately <p><u>Football</u></p> <ul style="list-style-type: none"> Learn the different skills of dribbling, passing and shooting Know how to attack and defend during a game Play mini games of football to apply the skills they have learnt 	<p>Additional Information</p>	<p><u>PE days</u></p> <ul style="list-style-type: none"> Term 1: Monday and Friday Term 2: Tuesday and Friday <p><u>Homework Days</u></p> <ul style="list-style-type: none"> English is set on a Wednesday and is due in on the following Monday Maths is set on a Friday and is due in on the following Thursday Spelling test on Fridays

	<p><u>Hockey</u></p> <ul style="list-style-type: none">• To dribble, pass and shoot a ball using a hockey stick• To understand how to defend and attack safely• To apply skills learnt into a mini game situation <p><u>Gymnastics</u></p> <ul style="list-style-type: none">• Different methods of travelling over, along and under in a given space on and off the apparatus• Balancing on different parts of the body – floorwork and on the apparatus• Symmetrical and asymmetrical balances, jumps and rolls• Create a sequence to apply all skills practised		
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