

Year group: 4

Term: Autumn 2

Topic: Roman Britain



Literacy

Book talk

Book: The thieves of Ostia

Author: Caroline Lawrence

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).
- Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).
- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.
- Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.
- Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.
- Understand what he/she reads independently by predicting what might happen from details stated and implied.
- Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.
- Retrieve and record information from non-fiction over a wide range of subjects.

Writing Genre: Explanation text

Immerse

- To create an explanation poster.
- To identify relevant facts and how they impact the reader.
- To create and present an explanation PowerPoint presentation using key vocabulary.

Analysis

- To identify language and layout features of an explanation text.

Skills

- To use subordinating conjunctions.

- To use fronted adverbials.
- To write in paragraphs
- To apply spelling rules - adding -ly to make adverbs, words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'

Plan

- To draft and write by organising paragraphs around a theme.

Write

- To write an introduction for an explanation text that engages the reader.
- To write an explanation text featuring subordinating conjunctions.
- To write an explanation text featuring fronted adverbials.
- To write an explanation text featuring the -ly, -ily spelling rules.

Edit and Review

- To assess the effectiveness of our own and others writing and suggesting improvements.

Writing Genre: Recount- journalistic writing

Immerse

- To identify the 5 Ws in newspapers.
- To generate topic specific vocabulary.

Analysis

- To identify language and layout features of a newspaper.

Skills

- To use a variety of expanded noun phrases to describe and specify.
- To use prepositions within and across sentences.
- To use fronted adverbials to emphasise the adverbials to the reader.
- To place possessive apostrophes accurately in words with regular plurals e.g. girls', boys' and in words with irregular plurals e.g. children's.

Plan

- To draft and write by organising paragraphs around a theme.

Write

- To write an introduction for a newspaper report that engages the reader.
- To write a newspaper report featuring a variety of expanded noun phrases to describe and specify.
- To write a newspaper report featuring prepositions within and across sentences.
- To write a newspaper report featuring fronted adverbials.

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| | <p><u>Edit and Review</u></p> <ul style="list-style-type: none"> To assess the effectiveness of our own and others writing and suggesting improvements. <p>Creative writing: Remembrance Day poetry and mystery story writing using stimulus.</p> <p>Independent writing: Explanation text</p> |
| <p>Maths</p> | <p><u>Multiplication and division</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> To identify patterns in and between multiplication tables. To investigate using knowledge of multiplication facts. To explore patterns in the nine times table. To represent multiplication facts for seven times table. To recognise and use factor pairs in mental calculations. To multiply and divide by 10. To multiply and divide by 100. To use known and derived facts to multiply mentally. To combine multiplication and addition to explore the distributive law. To use the distributive law to multiply a 2-digit number by a 1-digit number. To multiply three 1-digit numbers. To understand the procedure of short multiplication. To multiply a three-digit number by a one-digit number using formal written layout. To multiply a three-digit number by a one-digit number using formal written layout (with regrouping). To explore, use and apply a range of multiplication strategies. To use place value, known facts and derived facts to divide mentally. To use a range of mental strategies to divide. <p><u>Discrete and continuous data</u></p> <p>Pupils will learn:</p> <ul style="list-style-type: none"> To read, interpret and compare pictograms. To construct pictograms. To read, interpret and compare bar charts To construct bar charts To read and interpret time graphs To construct time graphs To interpret time graphs To construct time graphs |
| <p>Science</p> | <p><u>States of Matter</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> What the three states of matter are and the properties of each one. |

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| | <ul style="list-style-type: none"> • The processes of melting and freezing and how these processes affect the properties and state of a substance. • Some of the conditions that can affect melting and freezing for example temperature. • What the processes of evaporation and condensation are. • What the water cycle is. • Where the processes of evaporation and condensation fit into the water cycle. • The importance of the water cycle for plants and animals. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To understand what the states of matter are. • To discover what happens to a liquid once it's frozen. • To discover what happens to a solid once heated. • To understand what the melting points of different solids are. • To understand what evaporation is. • To understand what the water cycle is. |
| History | <p><u>Roman Britain</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • The Romans controlled much of Britain for almost 400 years, when Britain was one small part of the Roman Empire. • People from across the Roman Empire moved quite freely between the different lands. • The Romans built towns across Britain. • The towns would all follow the same plan, with the same key buildings and roads. • Romans introduced bathhouses to Britain—they were an important part of Roman life. • The Romans developed a trade system across the empire, so they could import and export the goods they needed. • The Romans also traded enslaved people across their empire. • The Romans introduced a currency and different coins to make trade easier across the empire. • The Romans had their own gods. • Britons were able to worship their own gods as long as they also respected the Roman ones. • The Romans introduced an alphabet and writing. • Many of our words today have Roman origins. • The Romans introduced the calendar to Britain. • The Romans introduced a number system. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To analyse evidence that shows how we know who lived in Roman Britain. • To understand why Romans built towns and what were Roman towns like. • To discover what we can learn about Roman Britain by investigating an archaeological site. • To understand how the Romans linked together the places they ruled. • To understand what the Romans believed and if they brought their beliefs to Britain. • To understand the influence Romans have had on our words and numbers. |
| Geography | |

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| Art | Greeting card craft |
| <u>Design Technology</u> | <p><u>Adapting a recipe</u> Pupils will know and understand:</p> <p>Design</p> <ul style="list-style-type: none"> • Design a biscuit within a given budget, drawing upon previous taste testing judgements. <p>Make</p> <ul style="list-style-type: none"> • Follow a baking recipe, from start to finish, including the preparation of ingredients. • Cook safely, following basic hygiene rules. • Adapt a recipe to improve it or change it to meet new criteria (e.g. from savoury to sweet). <p>Evaluate</p> <ul style="list-style-type: none"> • Evaluate a recipe, considering: taste, smell, texture and appearance. • Describe the impact of the budget on the selection of ingredients. • Evaluate and compare a range of food products. Suggest modifications to a recipe (e.g. This biscuit has too many raisins, and it is falling apart, so next time I will use less raisins). • <p>Knowledge</p> <ul style="list-style-type: none"> • To know that the amount of an ingredient in a recipe is known as the 'quantity.' • To know that it is important to use oven gloves when removing hot food from an oven. • To know the following cooking techniques: sieving, creaming, rubbing method, cooling. • To understand the importance of budgeting while planning ingredients for biscuits. <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To follow a baking recipe. • To make and test a prototype. • To design a biscuit to a given budget. • To make a biscuit that meets a given design brief. |
| Computing | <p><u>iProgram</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • Write an algorithm to produce a given effect using repetition • Accurately predict the outcome of a range of algorithms and programs • Test, debug and refine algorithms and programs • Use sequence and basic collection and repetition in computer programs • Explain how a programmed effect has been achieved • Talk about improvements that could be made to programs |

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| | <p>Pupils will learn:</p> <ul style="list-style-type: none"> • To program a turtle to execute a sequence of statements. • To understand that computer programs consist of statements that perform a specific task. • To amend an algorithm to change the size of a shape. • To program a virtual robot to move and draw. • To design a program that makes choice. • To combine repetition and conditional statements into a program. |
| PE | <p><u>Fitness</u></p> <p>Pupils will know and develop:</p> <ul style="list-style-type: none"> • To develop strength, speed, power, agility, coordination, balance and stamina. • To identify areas of strength and areas for development. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To recognise different areas of fitness and explore what your body can do. • To develop speed and strength. • To develop co-ordination. • To develop agility. • To develop balance. • To develop stamina. |
| French | <p><u>Portraits- describing in French</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To know how to describe items of clothing and using different forms of the indefinite article un, une, des and the possessive adjectives mon, ma, mes. • To reinforce colour adjectives and revising the position of adjectives and adjectival agreement. • To know how to express their opinions about an outfit using J'aime and Je n'aime pas. • To write a caption to describe an outfit. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To recognise and use vocabulary relating to clothing. • To apply their understanding of noun and adjective agreement in French. • To understand adjectival position and agreement for gender and number. • To express and opinion (like/dislike) • To describe an outfit using adjectives correctly. |
| Music | <p><u>Instrumental- Caribbean</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • To know the key features of Calypso music. • To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts. • To be able to play tuned percussion with the correct technique. |

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| | <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To understand the main features of Calypso music. • To improvise a vocal part in the style of a Calypso. • To understand how and why percussion instruments can be used in Calypso music. • To recognise and perform quavers from staff notation. • To improvise in a Calypso style using a pentatonic scale. |
| RSE | <p><u>We don't have to be the same</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • Similarities and differences between people arise as they grow and make choices, and that by living and working together – teamwork – we create community • Self-confidence arises from being loved by God (not status, etc) <p><u>Respecting our bodies</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do. <p><u>What is puberty?</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • Learn what the term 'puberty' means. • Learn when they can expect puberty to take place. • Understand that puberty is part of God's plan for our bodies. <p><u>Changing bodies</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • Learn correct naming of genitalia • Learn what changes will happen to boys during puberty • Learn what changes will happen to girls during puberty <p><u>Boy/Girl discussion groups</u></p> <p>Pupils will know and understand:</p> <ul style="list-style-type: none"> • Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community • Self-confidence arises from being loved by God (not status, etc) • They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do Year 4 onwards • What the term puberty means • When they can expect puberty to take place • That puberty is part of God's plan for our bodies |

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| | <ul style="list-style-type: none">• Correct naming of genitalia• What changes will happen to boys during puberty• What changes will happen to girls during puberty. |
| Immesive Events/Visits/Vistors etc | Maths Week Anti-bullying week Enterprise Library visit Virtual author events |