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 conjuntions.

- 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 write an introudction for an explanation text that engages the reader.
- To write an explanation text featuring subordinating conjucntions.
- To write an explanation text featuring fronted adverbials.
- To write an explanation text featuring featuting 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 write an introudction 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.

	Edit and Review • To assess the effectiveness of our own and others writing and suggesting improvements. Creative writing: Remembrance Day poetry and mystery story writing using stimulus. Independent writing: Explanation text
Maths	**Multiplication and division** Pupils will learn: • 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. **Discrete and continuous data** Pupils will learn: • 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 **Maths meetings:** **Time:**

	• Tell and write the times from an analogue clock. • Identify Roman numerals • Estimate and read the time to the nearest minute. **Money:** • Add and subtract money. • Focus on mixed units and giving change in practical contexts. **Data Handling:** • Organise and present data. • Answer questions and explain what data shows. • Read and interpret data accurately. **Times tables focus:** Times tables daily boosters, focusing on 3x 4, 8x ***Autumn 2- 3x 4x 8x (Y3) 6x 9x 12x*** **Arithmetic focus:** Place value, Addition and subtraction strategies
Science	**States of Matter** Pupils will know and understand: • What the three states of matter are and the properties of each one. • 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. **Pupils will learn:** • 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	**Roman Britain** Pupils will know and understand: • 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. **Pupils will learn:** • 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	
Art	Greeting card craft
Design Technology	**Adapting a recipe** Pupils will know and understand: **Design** • Design a biscuit within a given budget, drawing upon previous taste testing judgements. **Make** • 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). **Evaluate** • 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). • **Knowledge** • 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. **Pupils will learn:** • 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	**iProgram** **Pupils will know and understand:** • 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 **Pupils will learn:** • 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	**Handball** Pupils will know and develop: • To develop strength, speed, power, agility, coordination, balance and stamina. • To identify areas of strength and areas for development. **Pupils will learn:** • 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.

	Cricket Pupils will know and develop: • To develop underarm and overarm throwing, overarm bowling, batting, two handed pick, short barrier, balance, catch and run. • To collaborate and show respect. • To observe and provide feedback, applying strategies. **Pupils will learn:** • To develop overarm and underarm throwing and apply these to a striking and fielding game. • To develop bowling technique and learn the rules of the skill within this game. • To develop batting technique and understand where to hit the ball. • To develop fielding techniques and apply them to game situations. • To play different roles in a game and begin to think tactically about each role. • To apply skills and knowledge to compete in a tournament.
French	**Clothes- getting dressed in French** Pupils will know and understand: • 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. **Pupils will learn:** • 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	
RSE	**Emotional wellbeing & Life cycles** Pupils will know and understand: • 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) **Emotional well-being** Pupils will understand learn: • What am I feeling? • What am I looking at?

	• I am Thankful! **<u>Life Cycles</u>** Pupils will understand learn: • That they were handmade by God with the help of their parents • How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception • How conception and life in the womb fits into the cycle of life
Immesive Events/Visits/Vistors etc	Remembrance Day Other Faiths-Judaism Nativity Enterprise Library visit Virtual author events