

Green Class - Year 4 - Autumn Term

HISTORY

- To know how the Romans took control of Britain
- To know various aspects of Roman culture
- To know how the Romans changed Britain
- To know the importance of Roman roads
- To be able to plot events on a timeline using centuries
- To be able to explain how historic items and artefacts can be used to help build up a picture of the past
- To be able to explain some times when Britain was invaded
- To develop a perspective about the Roman Empire

GEOGRAPHY

- To know which countries were invaded and conquered by the Romans
- To know why people are attracted to live in cities and why people may choose to live in one place rather than another
- To be able to carry out research to discover features of villages, towns or cities
- To be able to plan a journey to a place in England
- To be able to find at least six cities in the UK on a map

Outcomes:

- A story set in Roman times, based on research
- Roman tessellation
- A newspaper report about the eruption of Vesuvius in AD 79

Literacy texts:

- 'Escape from Pompeii' by Christina Balit
- 'Weslandia' by Paul Fleischman
- 'Boudicca Strikes Back' by Natalie Grice

Science

- Electricity
- States of Matter

SMSC:

- What helps us shape our identity?
- How do individuals in the community express their identity?
- How do we know what is right and wrong when we think about complicated situations such as war?

French ON Y VA!

Travel Weather

To be able to make statements about travels.
To be able to describe the weather.

Opinions (likes/dislikes)

Clothing
To be able to express likes and dislikes.
To be able to name different items of clothing.
To be able to express opinions about different clothing.

Outdoor learning:

- PE Lessons
- Drama and enactments in History
- A walk in London to view Roman site

How did the Romans change Britain?

ART Textiles

- To know why the Romans used symmetry on their shields
- To know and identify patterns and shapes used in mosaics
- To be able to use tessellation to create work
- To be able to refer back to designers in history for inspiration and comparison

PSHE

To know the features of positive healthy friendships
To know how to manage pressures associated with dares
To know when it is right to keep or break a confidence or share a secret
To be able to recognise differences between people such as gender, race, faith
To know about the importance of respecting the differences and similarities between people
To be able to use a vocabulary to sensitively discuss difference and include everyone

RELIGION

Big question for the year

What is special to me and the people in my community?

To know how beliefs and stories from the Bible can impact people's lives today
To know how Christians use the Bible at home and in Church.
To know the story of Joseph and explain the meaning for Jews, Muslims and Christians

To be able to explain how beliefs are expressed in the Bible (stories, proverbs etc.)
To be able to identify themes in different stories
To be able to make links between the sayings of different religious groups
To be able to apply ideas about religions and worldviews thoughtfully.
To be able to explain how the teachings and beliefs of the Bible affect the lives of Christians.

PE

Dance

- use simple motifs and movement patterns to structure individual dance phrases
- refine, repeat and remember dance phrases
- perform dances clearly and fluently

Multi-skills

- develop balance, coordination and agility skills using equipment and teamwork
- apply balance, coordination and agility skills to team games

DT

Electrical systems

To be able to understand and use electrical systems
To be able to apply my understanding of computing to programme, monitor and control my products.

To be able to demonstrate an understanding of electrical systems
To be able to design and make an electrical alarm system for a car or lorry.

COMPUTING

- To know how to deal with concerning content online
- To know and recognise acceptable and unacceptable online behaviour
- To design and create a program
- To design programs that accomplish specific goals
- To control or simulate physical systems
- To use logical reasoning to detect and correct errors in programs