

## History

- Chronologically order key dates in time
- Understand how the Roman Empire began.
- Order dates from BC to AD
- Research Julius Caesar and find out why he was a famous Roman figure
- Use Roman numerals to solve problems
- Design a poster to help recruit Roman soldiers
- Understand what Hadrian's wall is and its importance
- Create a timeline looking at Boudicca's rebellion
- Understand the importance of Roman mosaics
- Know how Roman roads came about and create own model
- identify the roads in Britain that were built by the Romans and create their own model of the Roman road

## Geography

- Know the location of Italy and surrounding countries.
- Name and locate cities/countries that the Romans invaded.
- Identify different buildings and architecture used by the Romans.
- Accurately use maps and atlases and globes.

## Art and Design

## Year 4

### Summer Term Topic: Rotten Romans



### PE/Swimming

- Swim competently, confidently, and professionally over a distance of at least 25 metres.
- Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).
- Perform safe self-rescue in different water-based situations

### Maths

#### Number/Calculation

- Learn 3, 4 and 8x tables
- Secure place value to 100
- Mentally add and subtract units, tens
- or hundreds to numbers of up to 3 digits
- Written column addition and subtraction

## Computing

### Programming

- Use a variety of tools to create a program  
Know that I need to keep testing my program while I am putting it together
- Recognise that an algorithm will help me sequence more complex programs
- Recognise an error in a program and debug it
- Recognise that using algorithms will also help solve problems in other learning such as Maths

### Multimedia

- Use photos, video and sound to create an atmosphere when presenting to different audiences
- Explore new media to extend what I can achieve
- Create, modify and present documents for a specific purpose
- Give constructive feedback to my friends to help them improve their work and consider my own work in the same way

### Technology in our Lives

- Check who owns photos, text and clipart.  
Handling Data
- Organise data in different ways

- Look at different types of mosaics
- Design different mosaic borders
- Design their own mosaic using printing
- Research artist Mark Kennedy

### **Design & Technology**

- Design and create a Roman coil pot
- Research artist Grayson Perry

### **Music**

- I can develop my understanding of the history of music.
- I can appreciate music and recognise musical instruments from the Roman era.
- I can listen to, review and evaluate a wide range of high quality live and recorded music from different historical period and traditions.

### **Science**

#### **Working scientifically**

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Setting up simple practical enquiries, comparative and fair tests.

- Solve number problems, including multiplication and simple division and missing number problems
- Use commutatively to help calculations

### **Geometry & Measures**

- Measure and calculate with metric measures
- Measure simple perimeter
- Add/subtract using money in context
- Use Roman numerals up to XII; tell time
- Calculate using simple time problems
- Draw 2-d / Make 3-d shapes
- Identify and use right angles
- Identify horizontal, vertical, perpendicular, and parallel lines

### **Fractions & decimals**

- Use and count in tenths
- Recognise, find and write fractions
- Recognise some equivalent fractions
- Add/subtract fractions up to 1
- Order fractions with common denominators

### **Data**

- Interpret bar charts and pictograms

### **English**

- Plan, create and search a database to answer questions
- Choose the best way to present data to my friends

### **e-Safety**

- Choose a secure password when using a website
- Comment positively and respectfully online
- Talk about why I need to ask a trusted adult before
- Downloading files and games from the Internet.

### **RE**

#### **The Early Christians**

- Have the opportunity to know that Jesus made Peter head of the Church.
- Think about what this means for all Christians.
- Have the opportunity to know that the Church began at Pentecost.
- Think about what the Holy Spirit is able to do.
- Have the opportunity to know what happened to Stephen and Saul.
- Reflect on how God brings good out of evil.
- Have the opportunity to know about the challenges of being an apostle.

<ul style="list-style-type: none"> <li>• Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment.</li> <li>• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> <li>• Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes.</li> <li>• Using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>• Stories within a Legend Setting (Stories based on Robin Hood and the Silver Arrow).</li> <li>• Stories in a Fantasy Setting (Based on Romans)</li> <li>• Stories in a Fairytale setting (The Lost and Happy Endings)</li> </ul> <p><b>Non-Fiction</b></p> <ul style="list-style-type: none"> <li>• Newspaper reports (Based on Deforestation/Plastic Pollution ) on-Chronological report based on the Egyptians</li> <li>• Instructions for building a Snoozatron</li> <li>• Newspaper reports for Stephen and Saul (R.E.)</li> <li>• Diary Entries for The Early Christians.</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Range of Poems linking by theme</li> <li>• Poetry recital &amp; Performance</li> </ul> <p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Punctuate direct speech correctly</li> <li>• use apostrophes for singular and plural possession</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on how God worked through Paul and Silas.</li> <li>• Have an opportunity to know about Paul’s missionary journeys</li> <li>• Reflect on Paul’s faith and courage</li> </ul> <p><b>The Church</b></p> <ul style="list-style-type: none"> <li>• Have the opportunity to understand that the Church is a family and be aware that we belong to the Church.</li> <li>• Have the opportunity to understand that the Church is ‘good news’ for us.</li> <li>• Have an opportunity to know about different seasons in the Church’s year and think about why these times are important for us.</li> <li>• Have the opportunity to know about the Communion of Saints and be aware of how they can help us.</li> <li>• Know about the Holy Souls and how we can help them.</li> <li>• Have the opportunity to know about God’s call to individuals and Mother Teresa.</li> <li>• Have an opportunity to deepen their understanding of Mary and reflect on how she can help us.</li> </ul>
<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating.</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it.</li> </ul>		

- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

- use noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases
- use subordinate clauses and fronted adverbials which are correctly punctuated using commas
- use a varied and rich vocabulary and a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex)
- organise paragraphs around a theme
- create settings, characters and plot in narratives

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