

Year 4 Spring 2: Romans on the Rampage (cont)

Curriculum connections

4

English

Reading spine:

Firework Makers Daughter - Helen Moss

4

Writing:

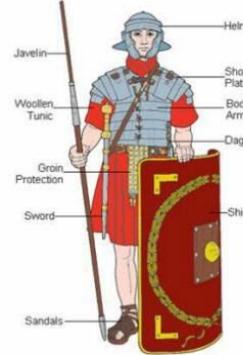
Add detail to sentences using relative clauses using who, whose, which, that, where and when.

Use expanded noun phrases in writing by the addition of modifying adjectives, nouns and prepositional phrases.

Recognise the structure of stories and introduce paragraphing to help order ideas chronologically.

Complete a story narrative based upon an animation input, using Talk 4 Writing strategies.

Read performance poetry by Christina Rosetti, identifying language and layout features, before exploring rhyme schemes.



4

Maths

Number:

Find numbers more or less than given numbers up to 1000.

Order and compare numbers (including negative numbers).

Round numbers to the nearest 10,100, 1000.

Recall multiplication and division facts for multiplication tables up to 12×12 .

Add and subtract fractions with the same denominator.

Recognise and write decimal equivalents of 'ths' and 'hths'

Round decimals and solve simple measure problems involving fractions.

Geometry:

Identify the properties of both 2D and 3D shapes

Measure and calculate the perimeter and area of rectilinear shapes and basic compound shapes.

Interpret and present data in different forms.

4

History

Romans (The power of the Roman Army):

Learn about the Roman army and how it became a formidable power during the time of the Roman empire.

Develop an understanding of the training involved to be a Roman soldier as well as the military hierarchy used.

Identify key equipment used by a soldier in battle.

Understand the organisational skills and formations used by Roman soldiers in battle.

Develop an understanding of the city of Pompeii and the events that led up to and followed the eruption.

2

D&T

Board Games

Explore the history of board games and their development over time including the impact technology and materials have had on games.

Create a design for a board game, before creating a prototype of final evaluated designs.

Design and produce packaging for the game, exploring the impact of effective marketing and promotional advertising.

Evaluate board games, analysing their effectiveness.



4

4

4

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Curriculum connections

Science

3

Where does that food go?

Identify the body parts associated with the digestive system.

Learn about the role of the digestive system.

2

Learn that food breaks down through chemical and mechanical processes.

Learn about the roles of the different types of teeth.

2

Investigate questions around toothpastes.
Explore how animals' teeth are adapted to the food that they eat.

1

Explore and construct food chains for both animals and humans.

RE

2

RE

Christianity:

Explore what it means to belong to a Christian community.

Consider how beliefs and community influence people's decisions.

Make links to other religions and beliefs

3

Computing

Further Coding with Scratch:

The coding program Scratch is explored further by revisiting its key features and introducing the children to the crucial concept and execution of using 'variables' in code scripts.

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PE

3

Outdoor and Adventurous Activities:

Assessing and managing risk through outdoor activities.

Developing orientation skills using maps of the school.

Use equipment appropriately.

Work collaboratively as part of a team.

Music

Brilliant British music:

Listen to and sing folk songs from England, Scotland and Wales (inc the National anthems).

Listen to old and new British composers including pop, rock (Beatles).

Accompany with tuned and untuned percussion.

3

PSHE

2

Celebrating Difference:

Understand what influences them to make assumptions based on how people look

Problem solve bullying situations with others

1

Children identify what is special about them and value the ways in which they are unique
Accept myself and others for who we are

Year 4 Spring 2: Romans on the Rampage (cont)

Curriculum connections

Supporting children after school closure

This half term, the content in the curriculum map will be delivered through face-to-face lessons and/or remote learning on the Google Classroom, depending on pupil circumstance.

A priority will be to re-establish relationships, routines and expectations and to encourage strong behaviour for learning. Structured sessions will be delivered, through the teaching of PSHE using the JIGSAW curriculum and circle times, to acknowledge pupils' experiences during school closure, address possible concerns and support the rebuilding of relationships and social engagement.

Effective assessment for learning will ensure pupils make accelerated progress, particularly the most disadvantaged, and we will continue to build on our successes through the National Tutoring Programme (NTP). This programme provides additional support to schools to help pupils whose education has been most affected by school closures and to provide a longer-term contribution to pupil's overall attainment.