

Science**Electricity**

Identify common appliances that run on electricity

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

Sound

Identify how sounds are made, associating some of them with something vibrating

Recognise that vibrations from sounds travel through a medium to the ear

Find patterns between the pitch of a sound and features of the object that produced it

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.

Ancient Science and technologies (STEM)

*Explore the science behind the Roman catapults and structures

* Investigate the different materials the Romans used to create their weapons

Music

Improvise and compose music for a range of purposes using the inter-related dimensions of music

Listen with attention to detail and recall sounds with increasing aural memory

Computing

Online Safety

ES17 Identify the similarities and differences of virtual and real-world communication to develop an understanding of positive online communication

Media

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

M18 Capture appropriate, quality still and moving images.

M19 Develop an understanding of differing film shots and their effective use.

M20 Create a 2D plan view using basic shapes

M21 Plan, create and edit an animation, film or slideshow

M23 Identify features of good digital creation design

M24 Collect, create and insert appropriate (fit for purpose) graphics and sound files to create a multimedia presentation

Languages

Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

Reading skills- Reading and understanding poetry

Introductions- colours, parts of the body, wild animals

Writing- Topic related sentences

Art and Design / Design and Technology

Art and Design Famous Buildings The Pantheon and The Colosseum (appreciating architecture)

Knowing about great artists, architects and designers in history and different cultures

Use shading to show light and shadow

Use a variety of techniques to create interesting effects

Using different HB pencils to create different tones

Using our knowledge of line to design and create structures

Religious Education

What is pilgrimage?

SACRED

AUTHORITY

WISDOM

COMMUNITY

IDENTITY

Practices- Further reflection

How do faith communities demonstrate what is sacred?

Explain more about pilgrimages which mark important points in life

Observe and consider different dimensions of religion

Represent other's views on ways of life

English**Reading/ Comprehension**

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning

Retrieve and record information from non-fiction

Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices (for example, headings and sub-headings)

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Spelling

Unit 9

Words ending in the *zhun* spelt -sion

Unit 10

Adding -il

Unit 11

The *c* and *g* sound

SF Homophones

Common Exception words Year 3 and 4

Handwriting

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

Grammar and punctuation

Suffixes – Double Letters, 'ation', 'ous', 'ly'

Word Endings in 'sure' and 'ture', the 'shun' sound, 'gue' and 'que'

Confusing Words

The short 'y' and 'u' sound

The hard 'c' and 'c' sound

The 'sh' and 'ay' sound

Homophones

Speaking and Listening

Speak audibly and fluently with an increasing command of Standard English

Listen to and discuss a wide range of fiction and identify themes

Discussion – develop, agree on and evaluate rules for effective discussion

Discussing words and phrases that capture the reader's interest and imagination

Discussing their understanding

History and Geography

A historical study- The Roman Empire and its impact on Britain. 55bc – 410AD.

How was Rome founded? How did Rome expand? How was society organised? What was daily life like? What did the Romans do for entertainment? Who were gladiators? What have the Romans done for us today?

The children will make connections, contrasts and trends and develop the appropriate use of historical terms. They will address and devise historical questions. They will construct informed responses using a range of sources.

Geography

Locational Knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. The reach of the Roman empire.

Activity:

Roman Big Question

Where did you settle and why? Size, population, mountains, rivers, volcanoes mountains, settlements (Hadrian's wall and impact on trade).

Physical education**Football**

Turn away from pressure into space.

To take a clean first touch and pass a crisp ball at pace.

Able to step on the field with confidence in their footwork.

Play competitive games, modified where appropriate

Skip into Summer

Developing fundamental movement skills, agility, balance, coordination, fitness levels, playground activity, teamwork and communication

Mathematics**Unit 9: Decimals 1**

Unit 9: Comparing and rounding

Compare numbers with the same number of decimal places

Unit 9: Rounding fractions and decimals

Round decimals with decimal place to nearest whole

Unit 10 : Decimals 2

Unit 10: Addition and subtraction of decimals

Unit 10: Subtraction and word problems of decimals

Unit 10: Multiplication and Division of decimals

Dividing 1 or 2 digit decimals by 10 and 100

NC: Roman numerals

Multiplication and Division

Year 4 -

Count in multiples of 6, 7, 8, 12

Year 4 Tables Check 1-12 x tables

PSHCE**Spiritual**

Discuss how the invasion of the Romans developed the spiritual culture of Britain.

Moral

What should we do when we see other people showing intolerance to others? Discuss our moral duty to help others and seek help for them?

Social – SEAL - Changes

What does preparation mean us and how do we do it? What aspects of our life take more preparation and why?

Cultural

How would it feel to move to a new country? Explore the different cultures evident in our locality and how we can share the best elements of all.

British Values**Democracy**

How did Romans elect their rulers? Explore the hierarchy of ancient Rome and the impact of their rule on Britain.

Rule Of Law

When the people disagree with their ruler, is it ok to conspire to get rid of them? What are your views on Julius Cesar's death?

Individual Liberty

Explore the life and experiences of a Greek slave in Roman Britain. Why is it important to be free? What does freedom mean to you?

Mutual Respect

What did the Romans ever do for us? Explore the pros and cons of empire.

Tolerance of Different Faiths and Beliefs

What can happen when people cannot tolerate each other? Why is it important to live in harmony with people of different faiths and cultures?