



Breadth:

As Writers:

- Know the main features of Narrative and Newspapers.
- Include clear devices to inform and entertain within their writing.
- Use a mixture of simple, compound and complex sentences.
- Create clear and descriptive characterisation.
- Create clear and descriptive settings.
- Extend the range of sentences with more than one clause by using a wider range of conjunctions.
- Choose nouns or pronouns appropriately for clarity and cohesion.
- Write sentences that include conjunctions, adverbs and clauses.
- Plan, write, edit and improve.

Texts: Escape from Pompeii

As Readers:

- Draw inferences from reading.
- Predict from details stated and implied.
- Recall and summarise main ideas.
- Discuss words and phrases that capture the imagination.
- Identify recurring themes and elements of different stories.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.
- Ask questions to improve understanding of a text.
- Predict what might happen from details stated and implied.
- Identify how language structure and presentation contribute to meaning.

Class Reader: KrindleKrax by Philip Ridley

As Mathematicians:

Focus on all times tables and fluency of these facts.

Plus:

Place Value

- Rounding numbers to the nearest 10, 100 and 1000.
- Count in 1000's.
- Partitioning numbers.
- Compare 4-digit numbers.
- Count in 25's
- Identifying and ordering negative numbers.
- Ordering numbers using a number line.
- Identifying Roman Numerals.

Addition and subtraction

- Add and subtract 1's, 10s, 00s and 1000s.
- Add up to 4-digit numbers, without exchange, with one exchange and with more than one exchange.
- Estimate answers and checking strategies.

As Scientists:

- Ask relevant questions.
- Record findings using simple scientific language, drawings and labelled diagrams.
- Report on findings from enquiries, including oral and written explanations.
- Use results to draw simple conclusions and suggest improvements, new questions and predictions.
- Use straightforward scientific evidence to answer questions or to support findings.

States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

<p>As Geographers: Focus on the countries involved in the growth of the Roman Empire.</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital mapping to locate countries and describe features. • Name the countries of Europe included in the Roman Empire. • Identify the location of Hadrian's Wall. • Place Rome and the UK on a map. 	<p>As Historians: Focus- The Roman Empire and invasion of Britain.</p> <ul style="list-style-type: none"> • Use evidence to ask questions and find answers about the past. • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. • Describe the characteristic features of the past, including ideas, beliefs and experiences of men, women, and children. • Place events, artefacts and historical figures on a timeline. • Use appropriate historical vocabulary. • Know when Roman civilisation existed. • Know about the Roman influence in Britain. • Know who Boudicca was and how she resisted the Roman invasion. • Know how Roman society was structured. • Understand the significance of Hadrian's wall. 	<p>As Computer Experts: Computing systems and networks - The Internet</p> <ul style="list-style-type: none"> • Connecting networks • What is the internet made of? • How we share information. • Explore what a website is. • How can you own a website? • Do we always believe what we read online? 	<p>As Musicians: Focus: Adapting and transposing motifs</p> <ul style="list-style-type: none"> • Learn a new song, singing in time and in tune while following the lyrics. • Identify motifs aurally and play a repeated pattern on a tuned instrument. • Create and performing a motif, notating it with reasonable accuracy. • Transpose their motif, using sharp or flat notes where necessary and change the rhythm. • Combine different versions of a musical motif and perform as a group using musical notation.
<p>As Citizens (PSHCE): Being me in my World:</p> <ul style="list-style-type: none"> • Becoming a class Team. • Becoming a school citizen. • Exploring rights, responsibilities and democracy. • The links between rewards and consequences. • Owning our own learning. 		<p>Religious Education: Judaism</p> <ul style="list-style-type: none"> • How special is the relationship Jews have with God? • Explore examples of agreements and contracts and explain how we would feel if one was broken. • Consider affirmations or promises we would like to make. • Investigate what makes Jewish people believe they have a special relationship with God. • Look at how Jewish people express their special relationship with God and start to understand how that might feel. 	
<p>As artists:</p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Comment on artworks using visual language. • Create and combine shapes to create recognisable forms. • Adapt and refine ideas as they progress. • Select and arrange materials for a striking effect. • Create original pieces that are influenced by studies of others. • Add materials to provide interesting detail. 	<p>Being physically active:</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Adapt strategies and tactics. • Pass to team mates at appropriate times. 		

Key Vocabulary:	Kingdoms, Empire, turmoil, frontiers, territory, constitution, dictator, assassinated, emperor, sanitation, resistance, archaeologists, preservation, erosion, mosaics, construction, architects, prosperous, economy, exporting, acknowledged.
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Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	<p>How can the events in Pompeii tell us about Roman life?</p> <p>Where did Hadrian build a wall and why?</p> <p>When and how was Britain conquered by the Romans?</p> <p>Who are the Iceni Tribe? What impact did they have on Roman Britain.</p> <p>Who was Julius Caesar?</p> <p>How was the Roman Empire governed?</p>	<p>Explore the sources of evidence that help historians understand Roman life.</p> <p>Know how the Roman army were key in the growth of the Roman Empire.</p> <p>Understand how the events in Pompeii tell us about Roman life.</p> <p>Understand the impact the Roman invasion had on Britain, both positive and negative.</p> <p>Understand why Queen Boudicca lead the Iceni Tribe against the Romans.</p>	<p>To consider what is important when people have different opinions.</p> <p>Understand how to create a community which is harmonious - respecting others' beliefs and opinions.</p> <p>Aspire to live in a peaceful world.</p> <p>Aspire to explore the history of Britain further.</p> <p>Aspire to pursue a career in archaeology.</p> <p>To consider the importance of myths in modern day Britain.</p>

Home learning:	<p>Year 4 homework for this term will include the following:</p> <ul style="list-style-type: none"> • Weekly logging into Spelling Shed to practise the weekly spellings - 3 games to unlock other games • Weekly logging into Times Tables Rockstars - 15 minutes to release other games. This is really important as children will be sitting the Government times tables assessment in the summer term. Please visit Multiplication Tables Check - Timestables.co.uk for an online version which will be very similar to the actual assessment. • 4 reads a week - these should be recorded into the reading diaries. You will receive one raffle ticket for the four reads and two tickets for additional read over the week. The class reading raffle will be drawn every Friday and the Key Stage 2 readers raffle at the end of term. • Minimum of 2 tasks chosen from the homework menu, to be handed in on the last Friday of term i.e. 5 pieces chosen from the menu to be handed in on Friday 13th October.
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