



SEAFORD PRIMARY SCHOOL

Year 4 Term 1

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| <p>Topic Title- Romans</p> | | |
| <p>History Knowledge and understanding To know about the Roman empire and its impact on Britain Recognise some of the similarities and differences between periods. Chronology <i>To be able to place events from period studied on timeline; use terms related to the period and begin to date events; understand more complex terms e.g. BC/AD</i> Historical Contexts To be able to look at evidence available; begin to evaluate the usefulness of different sources; use text books and historical knowledge. Understand the difference between primary and secondary sources. Organise, evaluate and communicate information To be able to recall, select and organise historical information; communicate their knowledge and understanding. To be able to display findings in a variety of ways. Enquiry To be able to use evidence to build up a picture of a past event; choose relevant material to present a picture of one aspect of life in time past; ask a variety of questions; use the library and Internet for research Use evidence to reconstruct life in Roman times identify key features and events in the Roman period Causes and Consequences Look for links and effects in time studied; offer a reasonable explanation for some events.</p> | <p>Geography – Knowledge To begin to identify and describe how places can change To be able to describe and discuss how and why people live in an area Annotate a sketch with descriptive and explanatory labels. Add title, location and direction to sketch E.g. how invaders have come to UK Begin to match boundaries of countries Use research and fieldwork experience to make decisions relating to topic or theme. Key Skills: Use digital/computer mapping to locate countries and describe features Enquiry:</p> | <p>Science</p> <ul style="list-style-type: none"> Compare and group together materials 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. <u>Working Scientifically</u> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiry to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and</p> <ul style="list-style-type: none"> conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying differences, similarities and changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their finding |
| <p>English Text/Genres <i>'Romulus and Remus'</i> <i>Julius Caesar</i> <i>Escape from Pompeii</i>, Recount, Letters/diaries Newspaper reports Biography</p> | <p>Maths (opportunities for maths links) Roman numerals to 100 Place value Addition and subtraction</p> | <p>Computing E-Safety To agree to the Be Internet Awesome pledge & E-safety assembly E-safety: Google: Don't fall for fake To recognise ways people steal personal information To recognise when someone is trying to steal personal info To analyse how computer 'bots' can impact on daily life</p> |

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| <p>Writing Opportunities Newspaper report Romulus and Remus Play script Julius Caesar Recount of trip to Fishbourne Diary entry as character from Escape from Pompei Biography of Julius Caesar</p> | | <p>To put my learning into practice To assess the credibility of source on the internet To assess the credibility of source on the internet</p> | |
| <p>Design Technology-Roman Shields <u>Investigate</u> To investigate a range of products to identify how they are structured/how they are reinforced. <u>Design and Make</u> To design purposeful, functional, appealing products for themselves and other users based on design criteria To select from and use a wide range of materials and components, including construction materials, according to their characteristics To apply their understanding of how to strengthen, stiffen and reinforce more complex structures <i>To be able to cut and join materials</i> Communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <u>Evaluation</u> To explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> | <p>Art and Design <u>Knowledge</u> Learn about and describe some of the key ideas, techniques and working practices of a variety of artists, craft makers, architects and designers studied <u>Ideas</u> Make art for expression, imagination and pleasure. <u>Painting</u> Use sketchbooks for experiments in painting techniques and to explore the skills needed to improve the quality of work (designing shields) <u>3-D Skills</u> Plan and design a sculpture using card, or modelling materials, masking tape, gum strip tape, string and glue to build, stack and assemble. Construct from own ideas in sketchbook. Adapt and change plans as it progresses.</p> | <p><u>P.E.</u> Indoor PE begins with dance Outdoor PE will focus first on ball skills The skills listed below are developed and reinforced in each unit of PE taught throughout the year. <u>Skills</u> To move, stop and remain still with balance and clarity of movement and shape. To repeat simple combinations of skills and actions showing coordination and changes in direction and speed. To use a range of skills that make use of equipment with basic consistency and accuracy. <u>Condition, Health and Well-being</u> To be able to use their own and others' ideas for movement, tactics and compositions. To describe how they feel after exercise. To know the importance of physical activity, diet and sleep to make them feel good and well. <u>Decision Making</u> To come up with their own ideas for warming up and practising. To be able to identify skills, actions and parts of sequences that are good quality. To be able to describe the differences and similarities between sequences.</p> | |
| <p>PSHE I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal I understand who is in my school community, the roles they play and how I fit in I understand how democracy works through the School Council I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I understand how groups come together to make decisions I understand how democracy and having a voice benefits the school community</p> | <p>R.E. Beliefs and Questions Explore the laws of the Old Testament Pupils investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer, showing their understanding and expressing ideas of their own Pupils pursue an enquiry into beliefs about worship, relating the meanings of symbols and actions used in worship such as bowing down, making music together, sharing food or speaking to God (e.g. in prayer) to events and teachings from a religion they study Pupils discover and explore what Jewish people, humanists and Christians teach about how people can live together for the wellbeing of all</p> | <p>Music Due to covid restrictions, singing is currently suspended. See term 2 (Roman rhythm work and song) <i>To be aware of posture when playing and singing</i> <i>To be able to sing within an appropriate vocal range with clear diction, more accurate tuning and control of breathing</i> <i>To be able to sing with appropriate tone</i> <i>To chose and maintain an appropriate pulse</i> <i>To lead simple performance directions</i></p> | <p><i>French</i> We will revise and extend counting, including dealing with random numbers; revise general vocabulary and conversation topics covered so far.</p> |
| <p>Super Start What do we know about the Romans Mystic Middle Roman shields Epic End Roman feast http://primaryfacts.com/1135/roman-food-facts-what-did-the-romans-eat/ Links to careers-Discussion with archeologists about their jobs and how they use the curriculum in their day to day work.</p> | | | |