



**SEAFORD PRIMARY SCHOOL**

Year 4 Term 2

<p>Topic Title- Romans Continued</p>		
<p><b>History</b>  <b>Knowledge and understanding</b>            To know about the Roman empire and its impact on Britain            Recognise some of the similarities and differences between periods.  <b>Chronology</b>  <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>  <b>Historical Contexts</b>            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.  <b>Organise, evaluate and communicate information</b>            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.  <b>Enquiry</b>            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  <b>Causes and Consequences</b>            Look for links and effects in time studied; offer s reasonable explanation for some events.</p>	<p><b>Geography</b>  <u>Knowledge</u>            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            Use research, fieldwork, experience and data to make decisions relating to topic or theme            Annotate a sketch with descriptive and explanatory labels. Add title, location and direction to sketch            Eg how invaders have come to UK            Begin to match boundaries of countries    <u>Key Skills:</u>            Use digital/computer mapping to locate countries and describe features    <u>Enquiry:</u></p>	<p><b>Science-Forces</b></p> <ul style="list-style-type: none"> <li>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.  <u>Working Scientifically</u> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiry to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</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 and changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their finding</li> </ul> </li> </ul>
<p><b>English</b>  <b>Text/Genres</b>  <i>'Romulus and Remus'</i>  <i>Julius Caesar</i>  <i>Escape from Pompei</i>            Recount            Letters/diaries            Newspaper reports            Biography  <b>Writing Opportunities</b>            Newspaper report Romulus and Remus            Play script Julius Caesar</p>	<p><b>Maths (opportunities for maths links)-Map work</b></p> <ul style="list-style-type: none"> <li>Kilometres</li> <li>Perimeter on a grid</li> <li>Perimeter of a rectangle</li> <li>Perimeter of rectilinear shapes</li> </ul>	<p><b>Computing</b>  <b>E-Safety</b>            A session linked to the current needs of the class.  <b>Digital Literacy-Researching and Developing a Project</b>            To research and record information            To research and record information            To write and execute a program            To show an HTML formatted message            To share and evaluate articles  <b>Scratch</b>            To create an animation in Scratch</p>

<p>Recount of trip to Fishbourne Diary entry as character from Escape from Pompei Biography of Julius Caesar</p>			
<p><b>Design Technology (No Specific DT this term)</b> <u>Investigate</u></p> <p><b>Design and Make</b></p> <p><b>Evaluation</b></p>	<p><b>Art and Design</b> <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</p> <p><u>Ideas</u> Make art for expression, imagination and pleasure.</p> <p><u>Painting</u> Use sketchbooks for experiments in painting techniques and to explore the skills needed to improve the quality of work (designing shields)</p> <p><b>3-D Skills</b> 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> Th indoor PE focus is <b>gymnastics</b>. Outdoor PE will focus first on <b>invasion games</b> The skills listed below are developed an reinforced in each unit of PE taught throughout the year.</p> <p><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.</p> <p><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.</p> <p><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</p> <p>I understand that, sometimes, we make assumptions based on what people look like</p> <p>I understand what influences me to make assumptions based on how people look</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> <p>I can identify what is special about me and value the ways in which I am unique</p> <p>I can tell you a time when my first impression of someone changed when I got to know them</p>	<p>R.E. Symbols and Religious Expressions/Celebrations Explore the significance of the annunciation in the Christmas story Consider how Mary obeys God's wishes Pupils consider how the meanings of a parable/ story of Jesus are expressed in poetry, video, stained glass and drama Compare the ways that different countries celebrate the birth of the son of God Pupils describe spiritual ways of celebrating different festivals, and reflect on the reasons why some people value such celebrations very highly, but others not at all. Pupils discover and explore what Jewish people, humanists and Christians teach about how people can live together for the wellbeing of all Linking to citizenship education, pupils consider the Ten Commandments (Jewish) and the Five Precepts (Buddhist) expressing their ideas about right and wrong in the light of their learning</p>	<p>Music Pulse and rhythm Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. Identify and recall rhythmic and melodic patterns. Identify repeated patterns used in a variety of music. (Ostinato).</p> <p>Composing Explore and perform different types of accompaniment. Explore and select different melodic patterns. Singing Sing with confidence using a wider vocal range. Sing in tune. Sing with awareness of pulse and control of rhythm. Recognise simple structures. (Phrases).</p>	<p>French We will revise and extend counting, including dealing with random numbers; revise general vocabulary and conversation topics covered so far and extend to asking "How are you?" and learn how to respond in various ways both positively and negatively.</p>
<p><b>Super Start</b> Digging up the Romans! <b>Mystic Middle</b> School trip <b>Epic End</b> Roman feast <a href="http://primaryfacts.com/1135/roman-food-facts-what-did-the-romans-eat/">http://primaryfacts.com/1135/roman-food-facts-what-did-the-romans-eat/</a> <b>Links to careers-Discussion with archeologists about their jobs and how they use the curriculum in their day to day work.</b> Science link-<a href="https://explorify.wellcome.ac.uk/">https://explorify.wellcome.ac.uk/</a></p>			