



Year 4 Curriculum Overview - Autumn Term 2021 - The Romans

English

Key texts will include "Escape from Pompeii" and "The Thieves of Ostia".
The children will write stories, poetry, diaries and non-fiction reports based on topic work.

Maths

Mental skills in addition, subtraction, multiplication and division will be reinforced weekly.
Understanding place value of larger numbers upto 10,000.
Written calculation methods in all four number operations will be extended and these will be applied to problem solving and measurement.

Science

States of Matter
Children will develop an understanding of the differences between solids, liquids and gases. They will experiment with changes of state and the way in which liquids behave.
The Water cycle
Investigate the Water cycle and the parts played by evaporation and condensation.

Computing

Understanding the internet
The children will learn how to safely search for information, images and maps.

History

A study of The Roman Empire and its impact on Britain.
Understanding how Roman times fit chronologically with other episodes in history.
Understanding what life was like in a Roman town and what life was like for soldiers.
There will hopefully be a visit to Segedunum.

P.S.H.E.

JIGSAW
Being me in my world.
Being part of a team and community.
Celebrating differences.
Accepting that everyone is different and solving problems.

Art

Celtic designs and face paint.
Roman mosaics using a range of different media.

P.E

Swimming and attacking and defending games.

Design Technology

Design and make a felt Christmas decoration.

Geography

Globes, atlases and online maps will be used to name and locate major UK cities and towns including those of Roman origin.
In Europe, Rome, Pompeii and EU countries will be located.
The site of Segedunum and how it has changed over the centuries will be examined.

Music

Steel Pans
Steel Pans with Holly Connon.
Charanga- Mamma Mia
Listening to and evaluating music.
Singing
Performing songs with Andrew Clarence

French

Unit 3 Families
Children will be able to name the members of their family and describe them.

R.E

Hinduism
How do Hindus worship?

End of Year Expectations

English

See National Curriculum for full list of objectives.

Maths

See National Curriculum for full list of objectives.

Science

To ask relevant questions and use different types of scientific enquiries to answer them.

To gather, record, classify and present data with increasing independence in a variety of ways to help answer questions.

To compare and group materials together, according to whether they are solids, liquids or gases.

To 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).

To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

To identify common appliances that run on electricity.

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

To 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.

To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
To recognise some common conductors and insulators, and associate metals with being good conductors.

Computing

To understand how results are selected and ranked by search engines.

To use a programmes of tools to present information.

To pick apart a programme to reveal how it works.

To understand how simple coding works.

To use collaborative programmes and the internet to share and present ideas.

History

To place some historical periods in a chronological framework.

To use historic terms related to the period of study.

To use sources of information in ways that go beyond simple observations to answer questions about the past.

To use a variety of resources to find out about aspects of life in the past.

To understand that sources can contradict each other.

To communicate his/her learning in an organised way, using appropriate terminology.

PSHE

Being Me In My World

I know my attitudes and actions make a difference to the class team.

I understand who is in my school community, the roles they play and how they fit in.

I understand how democracy works through the school council.

Celebrating Differences

I understand that sometimes we make assumptions based on what people look like.

I can identify what is special about me and value the ways in which I am unique.

Art

To use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork.
To organise line, tone, shape and colour to represent figure and forms in movement.

To show reflections in own paintings and drawings.

To articulate how he/she might improve own work using technical terms and reasons.

Music

To confidently recognise a range of musical instruments and the different sounds they make.

To confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.

To use musical language to appraise a piece or style of music.

To copy increasingly challenging rhythms using body percussion and un-tuned instruments where appropriate.

To sing as part of an ensemble with confidence and precision.

To play and perform in solo or ensemble contexts with increasing application.

Languages

To listen and show understanding of short texts/ conversations containing familiar and unfamiliar words and more complex sentences.

DT

To use knowledge of existing products to design a functional and appealing product for a particular purpose and audience.

To evaluate own product, thinking of both appearance and the way it works.

To create designs using exploded diagrams.

To apply techniques he/she has learnt to strengthen structures and explore his/her own ideas.

End of Year Expectations

RE

New Curriculum.