

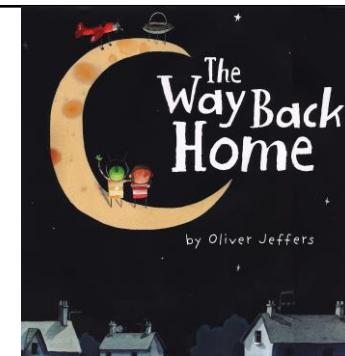
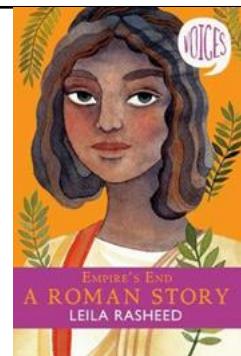
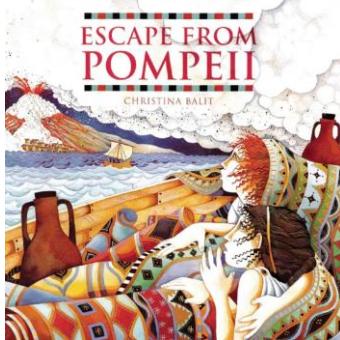


## YEAR 4 / SPRING 1

### How did the Romans impact Britain?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.	We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.  We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.	We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.  We will be challenging ourselves, extending our boundaries and developing our independence.	We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<p>Focus on knowing more, doing more and remembering more Set challenging goals and work towards these Focus on next steps and acting on feedback to improve Review progress against own targets Know that only our best is good enough</p>	<b>LEARNING TO LEARN</b> <p>Review and develop understanding of 5Rs with particular focus on responsibility and our new code of conduct.  Celebrate successes and learning for trying to solve a problem in different ways. Work towards Learning to Learn Awards Modelling of effective learning skills by staff Developing our active listening skills to engage actively with teaching and each other.</p>
<b>POSSIBILITIES AND RISKS</b>	<p>Challenging learning opportunities for children to be outside comfort zone Learn to discuss opinions openly without fear Make decisions about how to present work Random Acts of Kindness Day</p>	<b>SOCIAL INTELLIGENCE</b> <p>Develop maturity in attitude towards other pupils by learning how to come to resolutions Develop maturity in understanding emotions and how to effectively deal with them Develop understanding of the variety of families in our society Understand the different faiths in our communities Cultural awareness and celebrations Assemblies – linked to school aims Adapting behaviours according to environments and audiences – home, school, school visits No Outsiders</p>



<b>ENGLISH</b>	<b>READING</b>	<p>Read a range of genres          Support inferences with evidence          Summarise key points in text Identify how language contribute to meanings          Discuss use of figurative language          Use dictionaries to check the meaning of words that they have read</p>
	<b>WRITING</b>	<p>Plan writing to suit audience and purpose          Plan writing in paragraphs          Write a descriptive narrative          Write a letter of advice          Write a newspaper report          To use inverted commas to correctly punctuate direct speech          To express time, place and cause using conjunctions, adverbs or prepositions          Use a thesaurus to improve writing          Use powerful verbs          Edit writing</p>
	<b>SPELLING / PHONICS</b>	<p>Use commas after fronted adverbials          Secure spelling in homophones and year 3/4 statutory spellings          Correctly use apostrophe for possession- singular and plural</p>
	<b>SPOKEN LANGUAGE</b>	<p>To speak audibly and fluently with an increasing command of Standard English          To participate in discussions, presentations, performances, role-play/improvisations and debates          To gain, maintain and monitor the interest of the listener(s)</p>
	<b>MATHS</b>	<p><b>Graphs</b>          Draw and read pictographs          Draw and read bar graphs          Draw and read line graphs</p> <p><b>Fractions</b>          Understand what a fraction is          Count in tenths and hundredths both forwards and backwards.          Write fractions as mixed number and improper fractions          Show where fractions would go on a number line          Find equivalent fractions          Simplify mixed number and improper fractions          Add and subtract fractions that have the same denominator          Solve word problems which involve fractions</p>



<b>SCIENCE</b>	<p><b>Working Scientifically</b></p> <p>Plan different scientific enquiries to answer questions, inc. variables</p> <p>Take measurements with scientific equipment</p> <p>Plan a fair scientific investigation</p> <p>Record and present findings, inc. conclusions, degrees of trust</p> <p>Understand key scientific vocabulary such as, independent and dependent variables</p> <p><b>Physics</b></p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>	<b>COMPUTING</b> <p>Use the internet effectively and safely to support in class research</p> <p>Save work after each lesson independently</p> <p><b>Programming – Repetition in Shapes</b></p> <p>To identify that accuracy in programming is important</p> <p>To create a program in a text-based language</p> <p>To explain what 'repeat' means</p> <p>To modify a count-controlled loop to produce a given outcome</p> <p>To decompose a task into small steps</p> <p>To create a program that uses count-controlled loops to produce a given outcome</p>
<b>HISTORY</b>	<p><b>The Romans</b></p> <p>Understand when and why the Romans invaded Britain.</p> <p>Explore the Roman military tactics and strategies</p> <p>Investigate life in Britain under Roman rule.</p> <p>Learn about Roman culture and its influence on Britain.</p> <p>Identify why a good road network and well-planned towns were so important to the Romans.</p> <p>Examine resistance to Roman rule.</p> <p>Recognise and describe the different viewpoints relating to Boudicca's Rebellion.</p> <p>Analyse the legacy of the Roman Empire on Britain.</p> <p>Ask questions about historical artefacts and answer some key questions by finding evidence from primary sources and secondary sources.</p> <p>Make sound deductions about the lives of people in the past.</p> <p>sources to gain a clearer understanding of the Romano-British era.</p>	<b>GEOGRAPHY</b> <p>History Focus</p>



MFL	<p><b>Shapes, colours and prepositions</b>  To adapt known and given phrases to create descriptions of pictures  To use adjectives with more confidence in writing (with correct agreement and position)  To learn prepositions of place</p>	<p><b>PHYSICAL EDUCATION</b></p> <p><b>Gymnastics</b>  Link actions that flow using the rolls I have learnt  Link actions that flow in a partner sequence using the rolls I have learnt  Develop strength in inverted movement  Create a partner sequence to include the skills I have learnt and apparatus</p> <p><b>Golf</b>  Explore hitting technique and aiming towards a target.  Develop hitting accuracy.  Explore technique for hitting over a short distance.  Explore a technique for hitting over a long distance.  Apply skills and knowledge to compete in a tournament.</p>
DESIGN TECHNOLOGY	Art Focus	
MUSIC	<p><b>Forms and Structures</b>  Exploring how music is built up of repeated and contrasting sections  Analyse known songs, recognising repeated sections and contrasting sections  Sing, with confidence, songs that have two or more parts.  Improvise short phrases using singing voice or a pitched instrument  Compose short phrases and build a stand-alone composition using repetition and contrast</p>	<p><b>ART AND DESIGN</b></p> <p><b>Painting</b>  Develop brush techniques and use a variety of brushes – including use of thick and thin brush strokes for accuracy  Mix acrylic paints to create primary, secondary and tertiary colours (revisit colour wheel)  Begin to use complementary and opposing colours</p>
PSHE	New beginning and setting goals To understand friendships can have ups and downs To understand that things can be resolved.	<p><b>RELIGIOUS EDUCATION</b></p> <p><b>Islam - What does it mean to be a Muslim in Britain today?</b>  Explore how much of the world call themselves Muslim  Explore ibadah (worship) and look at the Five Pillars of Islam and how they affect the lives of Muslims in Britain today  Explore how and why Zakah (charity) is important to Muslims.  Discuss how charity is important to you.  Explore why Muslims go on pilgrimage  Explore what it is like to be a Muslim in Britain today.</p>
		<p><b>ENRICHMENT</b></p> No Outsiders Big Garden Bird Watch Safer Internet Day Random Act of Kindness Day World Religion Day - 18.1.26 National Story Telling Week – w/c 2.2.26 Children's Mental Health Week – w/c 9.2.26