

Science

Sound:

Sc4/4.1a identify how sounds are made, associating some of them with something vibrating

Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear

Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it

Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.

Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases

Working scientifically

- asking relevant questions and using different types of scientific enquiries 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 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.
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.



Art

Roman Art

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas

Ar2/1.2 to improve their mastery of art and design techniques: sculpture/collage (mosaics)

The Stone Age – 1066 What happened when the Romans invaded? Year 4 National Curriculum



Computing

- Produce a short film using iMovie/Stop Motion Animation importing video footage, images, text and begin using transitional features (English link)

PE

- To develop competence to excel in a broad range of physical activities
- To ensure children are physically active for sustained periods of time
- To lead healthy, active lives.

History

History The Roman Empire and its impact on Britain.

The Roman Invasion, their occupation and legacy – exploring those things that the Romans brought which affected our subsequent history and even our language. Cities, the rule of law, roman numerals and the calendar we use today, and come to understand how many aspects of modern life can, in effect, be traced back in some way to the Romans.

Pupils should be taught about the Roman empire and its impact on Britain

This could include:

- *Julius Caesar's attempted invasion in 55-54 BC*
- *the Roman Empire by AD 42 and the power of its army*
- *successful invasion by Claudius and conquest, including Hadrian's Wall*
- *British resistance, for example, Boudica*
- *"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*

RE

- to extend their knowledge and understanding of religions and worldviews recognising their local, national and global contexts.
- to be curious and to ask increasingly challenging questions about religion, belief, values and human life.
- to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views.

English

- Reading comprehension linked to Science, Religious Education, and Stories from Other Cultures. Writing in the role of a character.
- Composing an email from one character to another.
- Written arguments.
- Journalistic Writing.
- Poetry.
- Descriptive writing.
- Narrative.
- Non-chronological reports/explanation writing.

NC links

Reading:

- Develop positive attitudes to reading and understanding of what they read.
- Understand what they read, in books they can read independently.
- Retrieve and record information from non-fiction.
- Participation in discussion about both books that are read to them or those read by themselves, taking turns and listening to what others say.

Writing:

- write with increasing legibility, consistency, quality and with increasing speed
- plan, draft and evaluate including proof-read for spelling and punctuation errors
- perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear
- develop their understanding of the concepts of grammar, use and understand the grammatical terminology

Grammar & Punctuation:

- Co-ordinating & subordinating conjunctions
- Past & present perfect tense
- Nouns/pronouns – reduce repetition
- Time/cause – conjunctions, adverbs & prepositions
- Fronted adverbials
- Commas
- Apostrophes – reinforce contraction and introduce possession
- Direct speech and related punctuation

Whole School Text: Tin Forest by Helen Ward and Wayne Anderson

Class Text: The Iron Man by Ted Hughes

Writing Outcomes

Annotated drawings
Recounts (diary entries)
Persuasive letter
List poetry
Questions
Newspaper report



Mathematics

Number - number and place value

Pupils should be taught to:

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

Number - addition and subtraction

Pupils should be taught to:

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Number - multiplication and division

Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

