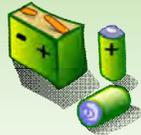


## Science

### Sound:

- To identify how sounds are made, associating some of them with something vibrating.
- To recognise that vibrations from sounds travel through a medium to the ear.
- To find patterns between the pitch of a sound and features of the object that produced it .
- To find patterns between the volume of a sound and the strength of the vibrations that produced it.
- To recognise that sounds get fainter as the distance from the sound source increases.



### Electricity:

#### Skills:

- I can suggest a cause for an effect.
- I can select appropriate equipment for a task.
- I can select a variable to test.
- I can make and record observations.
- I can describe simple patterns in data.
- I can link a cause to the effect I see in my data.

## PE

### Swimming and Real PE (Personal Skills)

#### I can:

- improvise freely on my own & with a partner.
- translate ideas from a variety of stimuli into movement.
- compare, develop & adapt movement & motifs to create longer dances. I can use dance vocabulary to compare & improve my work.
- Demonstrate working safely, I recognise changes in my body and I can give reasons why PE is good for my health.
- talk about reasons for warming up / why exercise is good for health.
- move with a ball (hockey/football).
- accurately pass to someone else.
- control and catch a ball with movement.
- influence opposed conditioned game.



## Mathematics

### Number & Place Value

- solve number and practical problems that involve various calculations 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 zero and place value.



#### + & -

Review, consolidate and extend all previous learning from this strand.

#### x & ÷

- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

### Fractions and decimals

- find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths.
- round decimals with one decimal place to the nearest whole number.
- compare numbers with the same number of decimal places up to two decimal places.
- solve simple measure and money problems involving fractions and decimals to two decimal places.

### Measurement

- read, write and convert time between analogue and digital 12 and 24-hour clocks.
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

### Geometry

Review and consolidate all previous learning in this strand.

#### Position and Direction

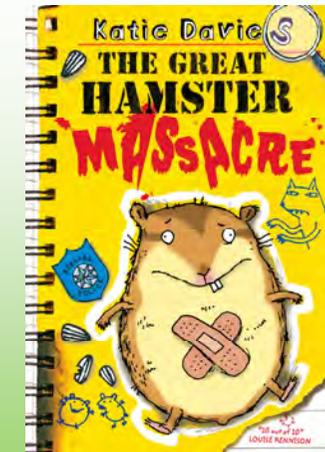
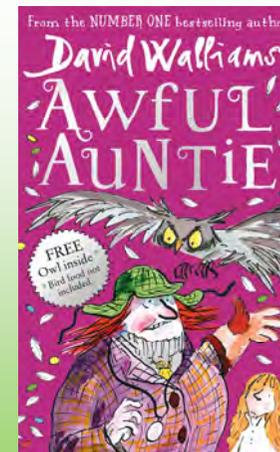
- plot specified points and draw sides to complete a given polygon.

### Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

## Literacy

### Class Novel: 'The Great Hamster Massacre' and 'Awful Auntie'



#### Topics:

Recounts and Newspapers  
Stories set in imaginary worlds  
Information texts  
Poetry- creating imagery



#### Skills:

I can:

- Identify how talk varies with age, familiarity, gender and purpose
- Create roles showing how behaviour can be interpreted from different viewpoints.
- Use knowledge of different organisational features of texts to find information effectively.
- Explain how writers use figurative and expressive language to create images and atmosphere.
- Show imagination through the language used to create emphasis, humour, atmosphere or suspense.
- Use adverbs and conjunctions to establish cohesion within paragraphs.
- Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials).
- Use commas to mark clauses, and use the apostrophe for possession.
- Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words.



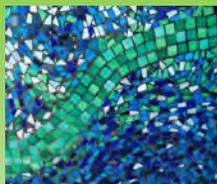
## Art

Mosaics using small squares of paper on larger pieces of card.

**Knowledge:** Artists and architects –Traditional Roman mosaic designs.

### Skills:

- explore ideas by collecting visual and other information to help develop their work.
- investigate visual and tactile qualities in materials and processes.
- communicate their ideas and meanings.
- design and make images and artefacts for different purposes.
- adapt and improve my own work.



## DT

**Souvenirs**– Children design and create their own souvenir, using knowledge from our Geography Unit.

**Knowledge:** apply understanding of how to strengthen, stiffen, and reinforce more complex structures.

### Skills

Design – use research and design to inform the design of innovative, functional and appealing products.

Make – select from and use a variety of different materials and components .

Evaluate – evaluate ideas according to the design criteria.



## Year 4 Curriculum Plan Autumn Term 2016

## Topic:

# The Romans In Britain



## Computing

### Designing an interactive game

#### Skills:

- Design programmes that accomplish specific goals.
- Using sequencing and selection in programmes.
- Working with variables.
- Debug programmes that accomplish specific goals.



### Designing a computer controlled toy

#### Skills

- Design programmes that control simulated systems.
- Write programmes that simulate a physical system.
- Use logical reasoning to detect and correct errors.

## Geography- Europe

### Knowledge:

- name and locate counties and cities of Europe.
- describe and understand key aspects of: physical geography - rivers, mountains .

### skills:

- Knowing the location and contexts of places they study and some significant other places.
- Describing a range of physical and human features of places studies.
- Using appropriate geographical terms.



## RE- Humanism

### KEY FIGURES

Thinkers and philosophers whose ideas centre on humanity and this world. Scientists whose ideas are based on evidence or who use their knowledge to benefit people and the environment. Novelists and poets whose writings explore the human condition.

### WRITINGS

Choosing and using books to separate what is true from what is false.

### STORIES

The novel as a way to portray people and to explore human life. Biography and auto-biography as a way of studying famous lives.

### LANGUAGE AND SYMBOLISM

The meaning, purpose and power of symbols representing belief, including Humanism.

### COMMUNITIES AND PLACES

Relationship between individual and communities; Sense of place; impact of moving.

### VALUES AND SOCIAL ACTION

The Golden Rule, Human Rights Compassion , Charity Environment.

### BELIEFS

Evidence and Reason, Scientific method, Natural origins – evolution, Humanity.

## Islam

### -WRITINGS

Sources of Islam, Qur'an – final and complete book of guidance, Sunnah – the custom and practice of the Prophet Muhammad (p.b.u.h), Hadith – the record of the sayings and actions of the Prophet Muhammad (p.b.u.h), Stories from Sunnah, Hadith and Sirah, Early Books of Guidance, Scrolls of Ibrahim, Tawrah (Torah), Zabur, (the Book of Psalms), Injil (Gospel).

### STORIES

## History- The Romans in Britain

### Useful websites:

#### Skills:

- Call a period of time by its correct term.
- Recall dates.
- Recall similarities and differences in a period.
- Identify key people and main events and changes.
- Ask 'why' questions about events and changes to realise reasons.
- Show knowledge and understanding of people and main events and changes.
- Use sources of information to answer questions about the past.

<http://www.britain-magazine.com/features/history/roman-legacy/>

As part of their learning, children will also take part in whole school themed weeks