

RSHE – Identity, society and equality:

Democracy

Pupils learn:

- about Britain as a democratic society
- about how laws are made
- learn about the local council

RSE Lesson 1.

Social and emotional – Learn how we should all be accepted and respected

No outsiders -lesson 1.

To know when to be assertive.



St. Cecilia's Catholic Primary School

Topic Map: Year 4 , Autumn Term 1



Physical Education:

Gymnastics

To develop individual and partner balances.

To develop control in performing and landing rotation jumps.

To develop the straight, barrel, forward and straddle roll.

To develop the straight, barrel, forward and straddle roll.

To develop strength in inverted movements.

To be able to create a partner sequence to include apparatus.

Netball

To develop passing and moving and play within the footwork rule.

To develop passing and moving towards a goal.

To develop movement skills to lose a defender.

To be able to defend an opponent and try to win the ball.

To develop the shooting action.

To develop playing using netball rules.

ART

At the Pantomime

Objectives:

- To explore design features of a pantomime.
- To be able to design a model set, costumes, props and adverts for a pantomime.

Class Read:

Title: The Lion, The Witch and The Wardrobe

Curriculum links: PSHE, WW2 Evacuation

Writing opportunities: Narrative writing, poetry and letters.

History: The Romans

Enquiry Question: "How did the Romans make Britain their home?"

The children will:

Recall a number of details about the Roman period in Britain.

Describe several Roman achievements, including military, political and technological achievements and some of the distinctive features of Roman Britain

Understand that the Roman Invasion was resisted.

Children to view and analyse artefacts and be able to describe their place and purpose in the Roman timeline.

Describe the important figures of this era and retell why they were important.

Understand why the Romans left Britain.

Crucial Knowledge children must remember:

There were many reasons for the Roman invasion of Britain, including natural resources and power.

Know that Boudicca and the Iceni tribe resisted the invasions.

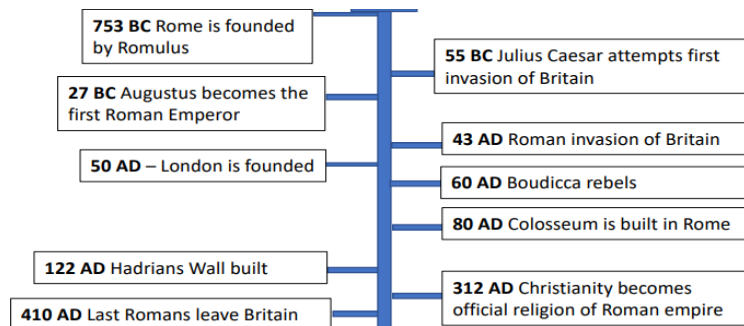
Romans changed Britain and made it distinctly "Roman" - they built towns, houses, plumbing and roads. Children to know how the Romans changed and shaped Britain.

The Romans improved infrastructure, roads and plumbing using a variety of different techniques. They transformed Britain.

How do we know? Children can view and analyse key artefacts (Online, Roman ruins e.g. Chester, villas, baths etc, Hadrian's Wall, fort and tablets, and Tacitus' writings) of the Roman Empire and understand its place chronologically.

Children to know each of the important figures who influenced Roman Britain and their influence (Julius Cesar, Claudius, Boudicca, Hadrian, Tacitus)

Children to know that the Roman's left Britain because the empire was hard to sustain and soldiers were sent back to defend their home land.



Religious Education:

1.Domestic Church- Family 'People'

Big question - Where do I come from?

The family of God in Scripture

2. Baptism/Confirmation- belonging 'Called'

Big question – What does it mean to be called and chosen? Confirmation

Computing

Programming – use Lego fix and Scratch Jr to recognise codes.

Multimedia- recognise a range of electronic multimedia's.

Mathematics:

Unit 1& 2: Place Value

Represent and partition numbers to 1000

Number line to 100

Multiples of 1000

4 digit numbers

Partition 4-digit numbers

1,10,100,1000 more or less

1000s,100s,10s and 1s

Number line to 10000

Estimate on a number line to 10000

Compare and order numbers to 10000

Round to the nearest 1000. 100, 10

Unit 3: Addition and Subtraction

Add and subtract 1s, 10s, 100s, 1000s

Add two 4-digit numbers

Add two 4 digit numbers – one exchange

Add with more than one exchange

Subtract two 4-digit numbers

Subtract two 4-digit numbers – one exchange

Subtract two 4-digit numbers – more than one exchange

Exchange across two columns

Efficient methods

Equivalent difference

Problem solving

English

Vehicle Text: The Whale

Writing Outcome & Writing Purpose

Narrative: Setting Narrative

Purpose: To narrate

Recount: Newspaper Report

Purpose: To recount

Grammar: Word

Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was)

Grammar: Sentence

Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials

Grammar: Text

Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3)

Grammar: Punctuation

Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials

Science

Animals including Humans

The digestive system and teeth

- To describe the different parts of the digestive system.
- To tell you the jobs of each part of the digestive system.
- To name the different teeth in the mouth and what they do.
- To draw a food chain.
- To compare the teeth of carnivores and herbivores, and suggest reasons for differences.
- To find out what damages teeth and how to look after them.

To draw and discuss ideas about the digestive system and compare them with models or images.