

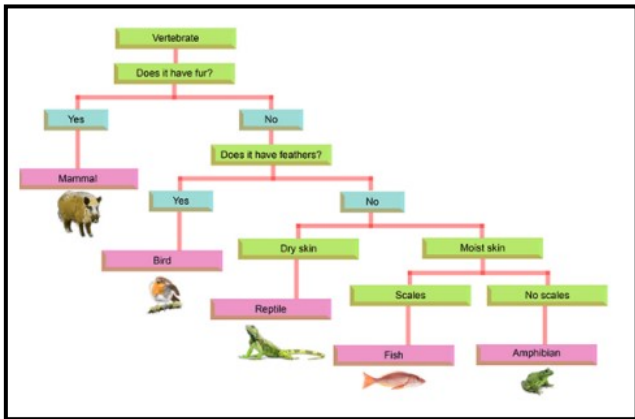
## Year 4

### Our Town, Our Country

#### Science

##### Living Things

- Group different animals
- Sort vertebrates and invertebrates
- Use a classification key to identify different animals
- Group different plants
- Use a classification key to identify different plants



#### Maths

##### Place Value

- Represent numbers to 1,000
- Partition numbers to 1,000
- Number line to 1,000
- Thousands
- Represent numbers to 10,000
- Partition numbers to 10,000
- Flexible partitioning of numbers to 10,000
- Find 1, 10, 100, 1,000 more or less
- Number line to 10,000
- Estimate on a number line to 10,000
- Compare numbers to 10,000
- Order numbers to 10,000
- Roman numerals
- Round to the nearest 10
- Round to the nearest 100
- Round to the nearest 1,000 Small steps
- Round to the nearest 10, 100 or 1,000

#### English

##### Writing

**Narrative:** Setting Narrative

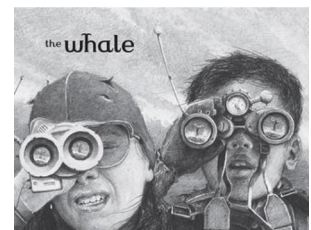
**Purpose:** To narrate

**Recount:** Newspaper Report

**Purpose:** To recount

##### Grammar

**Build on prior learning and focus on:** Verb inflections (we were instead of we was), fronted adverbials, noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. In Year 4 we will also continue to look at nouns or pronouns to aid cohesion and avoid repetition as well as using paragraphs to organise ideas around a theme. When reviewing our use of punctuation we will also be looking at inverted commas and other punctuation to indicate indirect and direct speech.

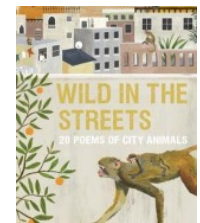
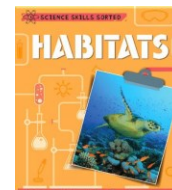


## English

### Reading

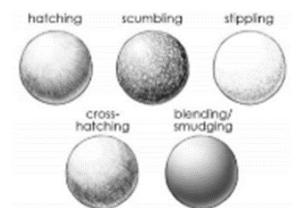
#### Focus: Comprehension skills and strategies

- Read further exception words, noting the unusual correspondence between spelling and sound
- Increase familiarity with a wide range of stories and retelling some of these orally with appropriate story-book language
- Confidently retrieve and record information from non-fiction texts
- Discuss their understanding and explain the meaning of many words in context and asking questions to improve their understanding of the text
- Read aloud using punctuation to aid expression
- Skim to gain an overview of the text e.g. purpose and topic
- Predict what might happen from details that have been stated and/or implied
- Identify, and explain how content is related and contributes to meaning as a whole



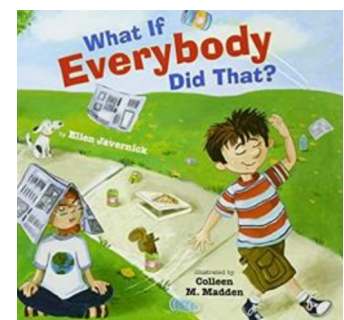
## Art

- Explore how different grades of pencil effect an image
- Apply these techniques to recreate the image of a Roman soldier and various artefacts
- Plan, design and create a Roman shield using bright blocks of paint and bold printed designs
- Evaluate the final piece of artwork



## RE

In RE this term, we will be focusing on the school value 'Ownership'. We will link this to a class text and think about how we can show ownership at home, in school and with our peers. We will demonstrate this through class discussions, group work and independent activities.



# History

## Romans in Cheshire

- Think about what life was like as a Roman based on artefacts and clues
- Explain and understand what the Romans did for entertainment
- Learn about life as a soldier and the importance of a fort
- Explore the different beliefs of Gods and Goddesses, including the shrine of Minerva
- Look at how Chester developed under Roman rule and how the Romans invaded Britain
- Take a trip to Chester to see this knowledge come to life



Vocabulary	
Romanisation	Introducing of Roman characteristics in Britain.
Invasion	An instance of invading a country or region with an armed force.
Amphitheatre	An open circular or oval building with seats for spectators, for the preservation of dramatic or sporting events.
Gladiator	A man trained to fight with weapons against other men or wild animals in an arena.
Emperor	A ruler of an empire.
Civilisation	A group of people with their own languages and way of life.
Parliament	A group of people that make laws.
Peasantry	A farmer or farm worker of low social class.

# PSHE

## Keeping/Staying Safe

- Cycle Safety

## Keeping/Staying Healthy

- Healthy Living
- First Aid



## Zones of Regulation

- Become familiar with vocabulary to describe different emotions
- Daily check-ins using a range of resources

# Computing

## Online Safety

### Phishing:

- Understand how you can protect yourselves from online identity theft
- Understand that information can leave a digital footprint

### Malware:

- Identify risks and benefits of installing software including apps

### Plagiarism

- Understand copying the work of others and presenting it as their own is called 'plagiarism' and learn about the potential consequences of this
- Identify appropriate behavior when participating or contributing to collaborative online projects for learning

### Healthy Screen Time:

- Discuss the positive and negative influences of technology on health and the environment

## Using Logo

In this unit of work, we will be learning about the language and structure of the software 2Logo. We will then apply this knowledge and create letter shapes, repeat commands and build procedures.

# Music

Our learning will focus on the following themes:

## Romans and Celts

- Colosseum
- Roman Gods
- Roman Army
- Pompeii

## Mamma Mia

- Style: ABBA
- Structure of songs
- Music & styles of the 70s & 80s

# PE

## Dance

- Use freeze frames in dances
- Perform a slide roll confidently
- Use a variety of formations when performing
- Extend and sequence dance actions to show good use of flow
- Create a 5 action dance routine demonstrating good stage entry

## Swimming

- Complete weekly swimming lessons and build on prior skills

## French

This term, we will build on our prior learning and also focus on these areas:

- To remember key language of the classroom and basic greetings
- Revise numbers 1-12 and days of the week and learn numbers 13-31
- Consolidate numbers 13-31 and learn the months of the year
- To ask and answer 'What date is it today?'
- To learn the names of the seasons and join in with a French song
- To learn how to ask for and say your birthday
- Sing 'Happy Birthday' in French

